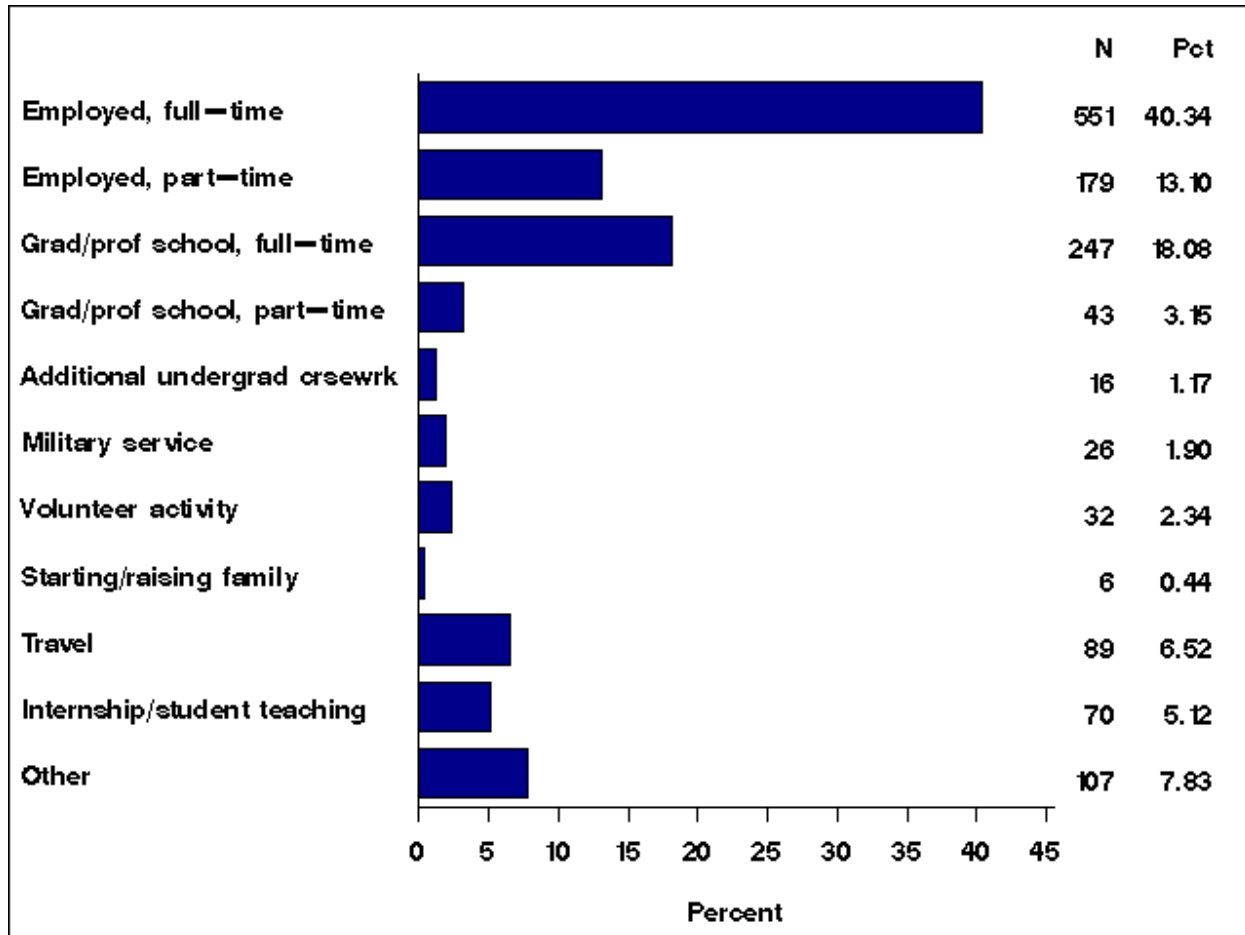


**Preliminary results from CU-Boulder Seniors' Future Plans Survey, Spring 2009**






Results for entire campus (2,934 graduating seniors surveyed, 1366 respondents, 47% response rate)




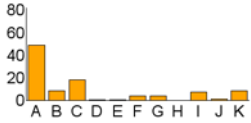


**Results with some response categories combined**

	N	Pct
Total number of respondents	1,366	100%
Employed	730	53%
Grad/prof school	290	21%
Military, volunteer, starting family, addtn'l crsewrk	80	6%
Travel	89	7%
Internship/student teaching	70	5%
Other	107	8%

**CU-Boulder Seniors' Future Plans Survey, Results by School/College and A & S Division, Spring 2009**

Most likely principal activity upon graduation	Employed, full-time (A)	Employed, part-time (B)	Grad/prof school, full-time (C)	Grad/prof school, part-time (D)	Additional undergrad crsewrk (E)	Military service (F)	Volunteer activity (G)	Starting/raising family (H)	Travel (I)	Internship/student teaching (J)	Other (K)	N responding
<b>Architecture and Planning</b> 	28%	17%	21%	9%			4%		9%	9%	4%	47
<b>A &amp; S Arts &amp; Humanities</b> 	30%	16%	21%	6%	0%		2%	0%	10%	5%	8%	209
<b>A &amp; S Natural Science</b> 	31%	13%	30%	4%	3%	1%	2%	1%	4%	3%	8%	360
<b>A &amp; S Social Science</b> 	40%	13%	13%	3%	1%	4%	3%	1%	9%	5%	8%	274
<b>Business</b> 	64%	12%	5%	0%	0%	2%	1%		5%	3%	7%	215

**CU-Boulder Seniors' Future Plans Survey, Results by School/College and A & S Division, Spring 2009**

Most likely principal activity upon graduation	Employed, full-time (A)	Employed, part-time (B)	Grad/prof school, full-time (C)	Grad/prof school, part-time (D)	Additional undergrad crsewrk (E)	Military service (F)	Volunteer activity (G)	Starting/raising family (H)	Travel (I)	Internship/student teaching (J)	Other (K)	N responding
<b>Education</b> 	41%	5%	14%							41%		22
<b>Engineering</b> 	49%	8%	18%	1%	1%	4%	4%		7%	1%	8%	168
<b>Journalism</b> 	41%	20%	8%						2%	20%	8%	59
<b>Music</b> 	17%	17%	25%	8%			8%		8%		17%	12

**Assessment. The team recommended that CU-Boulder “institutionalize assessment” to “benefit the university,” with assessment serving as a tool for “institutional improvement” and improvement in “undergraduate and graduate student learning.”**

The 2000 NCA evaluating team asked that the university prepare a three-year progress report on assessment initiatives, to serve as a stimulant and summary of its efforts. Early efforts, enumerated in the 2003 “[Report of the Assessment Oversight Committee](#)”<sup>1</sup> submitted to the Higher Learning Commission as the progress report, included

- Formation of the Assessment Oversight Committee (AOC), 2001, chaired by the associate vice chancellor for undergraduate education. The AOC’s [charge](#)<sup>2</sup> is from the provost; members are from schools and colleges, the Boulder Faculty Assembly, student affairs, and institutional analysis;
- Visits by AOC members and staff to nearly all campus units offering courses or degrees, focusing on assessment of the undergraduate learning goals already published in the CU-Boulder catalog and on assessment of graduate-level programs;
- AOC administration of monies provided by the provost for assessment, generally awarded to units for purchase of national subject matter exams, travel expenses for outside consultants or evaluators, and administrative costs;
- Establishment of a formal role for assessment and the AOC in CU-Boulder’s well-established academic review mechanism, then called the Program Review Panel, now called Academic Review and Planning. Under this process academic departments and units are reviewed thoroughly and extensively every seven years.

Since 2003 assessment activity and improvements in courses, general education, degree programs, and co-curricular activities, for undergraduates and graduate level alike, have indeed benefited the university in myriad ways. The activities listed below illustrate CU-Boulder’s commitment to ongoing assessment and improved student learning, and clear progress in meeting the concerns of the 2000 NCA visiting team. Both longstanding activity and many new since 2003 are listed. Most are discussed in later chapters, particularly under criteria 2c and 3, and are further documented on the [outcomes assessment website](#).<sup>3</sup>

Undergraduate education -- General education

- The College of Arts and Sciences [core curriculum](#),<sup>4</sup> adopted in whole or in part by all other undergraduate colleges, was established in 1988. In 2000 faculty rejected a proposed simplification of core requirements. Since 2000 the Arts and Sciences [curriculum committee](#)<sup>5</sup> has initiated a multi-year systematic review of the more than 550 courses included in the core, to ensure that content and instructional methods – and student learning -- are congruent with aims and goals of the core. The review has prompted revision of dozens of courses. The committee has also proposed realignments of two core knowledge areas based on recommendations from the

College diversity planning process. Two-thirds of lower division enrollments, and one-third of upper division enrollments, are in core courses, making the core curriculum review a critical piece of campus assessment and improvement efforts.

- Instruction in two skill acquisition areas of the core curriculum has been completely redesigned to improve student learning in [writing](#)<sup>6</sup> and [quantitative reasoning](#).<sup>7</sup> The university, through the AOC, also participated in NSF-funded development, by Tennessee Tech University, of the [Critical Thinking Assessment Test \(CAT\)](#),<sup>8</sup> a third skills acquisition area.
- A [Flagship 2030 subcommittee](#)<sup>9</sup> focused on the question “What will our graduating students need to know and be able to do in the year 2030?” – their work will inform ongoing AOC efforts to articulate learning goals for all CU-Boulder undergraduates.

#### Undergraduate education as a whole

- In 2004 the dean of Arts and Sciences, Todd Gleeson, issued “[A Colorado Challenge](#)”<sup>10</sup> to faculty as “custodians of liberal arts education” at CU-Boulder. Through the initial and later memos, dean’s visits to all departments, actions of the Arts and Sciences Council, and the actions of individual faculty and departments, the Challenge has created a better learning environment by heightening attention to curricular integration; course syllabi, assignments, and assessments; consistency in multi-section courses; student feedback; pedagogy; orientation of new and short-term instructional faculty; and more. In Gleeson’s words (2006), “The Colorado Challenge was meant to stimulate an ongoing conversation at the department and program level about the quality of our undergraduate education.” The Challenge has been embraced by faculty despite, or perhaps because of, a lack of requirements, reporting, financial incentives, or uniformity across departments.
- Other undergraduate education initiatives have crossed department and college boundaries, emphasizing improved instruction and assessment methods, with a focus greater than individual courses but less than full degree programs. Examples include the [Science Education Initiative](#),<sup>11</sup> a “five-year, five-department, five million dollar project to improve how we teach science to all undergraduate students”; [CU-Teach](#)<sup>12</sup> to prepare secondary school math and science teachers (with the School of Education); and the use and testing of pre-examination [oral assessments in teaching calculus](#).<sup>13</sup>
- In CU-Boulder’s seven professional schools and colleges, specialized accreditations emphasize assessment, student learning, and improvement of educational programs. See, for example, the [College of Engineering’s public assessment website](#).<sup>14</sup> Most specialized accreditations cover both graduate and undergraduate education. Colleges including engineering and business devote significant resources to assessment and accreditation; data and analyses from Institutional Analysis are also used.
- The [Institutional Analysis website](#)<sup>15</sup> publishes graduation and retention rate analyses, course outcomes, survey results, and special studies, often with an undergraduate

education referent, often by program. These data are used by schools, colleges, programs, and departments to understand and improve undergraduate education.

- The [CU-Boulder catalog](#)<sup>16</sup> continues to list skill and knowledge goals for undergraduate degree programs. These are checked by departments each year as the catalog is revised. In spring 2009 the AOC contacted departments about a handful of programs without listed goals.
- Changes and improvements in individual degree programs are ongoing, the purview of curriculum or other department and college committees. They are presented to a campus-wide audience in the academic review process. At this point the AOC works with units to clarify and improve their processes, share findings across units, and make selected assessment findings public. Prompted by assessments ranging from standardized tests to external reviews of student portfolios, units have added courses, added faculty in needed areas, refined degree requirements, refined their published skill and knowledge goals, added capstone courses and assessment methods based on them, reviewed and revised syllabi and instructional methods, and more. These changes have improved both undergraduate and graduate education, but with 84% of CU-Boulder students at the undergraduate level, there has been a greater focus on undergraduate education.
- The College of Arts and Sciences [advising center](#),<sup>17</sup> upgraded in the late 1990's, continues to refine and oversee systems for advising, placement, and diagnosis of student preparedness for particular courses throughout the College, and to offer insights to and work with faculty groups on student learning, student needs, and student success. A powerful new [degree audit system](#),<sup>18</sup> with initial use in 2009, will enhance advising in all colleges.
- Co-curricular activities complement general education and degree requirements to enhance student learning. Changes in the last decade reflect ongoing assessments of student needs, and include formal [undergraduate research opportunities](#)<sup>19</sup> now with more than 600 participants annually, ongoing [study abroad](#)<sup>20</sup> programs in which over 25% of bachelor's recipients participate, [residential academic programs](#)<sup>21</sup> which doubled in size in a decade and are a focus of Flagship 2030 plans, increased emphasis on service learning including establishment of a [service learning office](#)<sup>22</sup> and the [Institute for Ethical and Civic Engagement](#),<sup>23</sup> an active [honors](#)<sup>24</sup> program, the development and testing of a "CU 101" course aimed at "providing students with the knowledge and understanding of this university, and their place in it," and Student Affairs' emphasis on goals for and assessment of [student development](#).<sup>25</sup>

#### Learning environments and teaching

- Technological assists to instruction, particularly "[clickers](#)"<sup>26</sup> and the [CULearn](#)<sup>27</sup> web facility for students and instructors, have dramatically increased instructors' ability to assess student understanding frequently and to deliver feedback to students quickly, even several times per class session. These tools have been the subject of study by faculty and the teaching excellence center; they are now used in courses comprising over half of undergraduate enrollments. The tools also allow instructors to collect

periodic student feedback on components of instruction that work or do not work well for them. The [strategic planning process of Information Technology Services](#)<sup>28</sup> guides implementation of all these aids to the learning environment.

- Student learning, and teaching, are also enhanced by innovative environments including the [Integrated Teaching and Learning Program](#),<sup>29</sup> with an interactive classroom-laboratory shared by all six departments in engineering; a [Visual Arts Complex](#)<sup>30</sup> open spring 2010; the [Anderson Language Technology Center](#)<sup>31</sup> (ALTEC), supporting all foreign language students and teachers; and the [ATL&S Institute](#)<sup>32</sup> -- Alliance for Technology, Learning, and Society -- which creates and facilitates educational and research programs in which information and communication technology is an enabling force.
- Another tool for instructional improvement, [student evaluations of courses and instructors](#),<sup>33</sup> was [revised](#)<sup>34</sup> by a faculty-student committee drawing upon inputs from faculty and student governments and from the national literature on course evaluations.
- The [Faculty Teaching Excellence Program](#)<sup>35</sup> and the [Graduate Teacher Program](#)<sup>36</sup> (GTP) assist instructors at all levels, which in turn improves courses and student learning. Especially notable is the GTP [Lead Teacher Program](#).<sup>37</sup> This award-winning program enhances learning of the lead teachers, the graduate student teaching assistants who work with and learn from them, and the undergraduates in their classes.

#### Graduate level students

- The [Graduate School](#)<sup>38</sup> and [Institutional Analysis](#)<sup>39</sup> have collaborated and worked through the AAU data exchange and the [AAU task force on graduate education data](#)<sup>40</sup> to develop department or discipline-specific data, comparable over time, across departments, and across institutions, for the management and improvement of graduate education. These data encompass graduation rates, time to degree, an exit survey, placement, financial support, and more, published on the Institutional Analysis website.
- In a related endeavor, CU-Boulder also participated fully in data collection by the [National Research Council \(NRC\) study of the research doctorate](#),<sup>41</sup> developing centralized, ongoing data sources and methods to do so.
- The [graduate exit survey](#)<sup>42</sup> process was centralized and the instrument revised, based in part on AOC visits to graduate chairs, with administrations in 2003, 2005, and 2009.
- [New degree programs](#)<sup>43</sup> have been established to meet student needs, primarily (but not solely) at the graduate level. These include the bachelor's degree in chemical and biological engineering, the doctor of audiology delivering professional training, joint PhD programs in both cognitive science and neuroscience, and PhD programs in environmental studies (also master's); technology, media, and society; and biochemistry. Reconfiguration and renaming resulted in MS/PhD degrees in atmospheric and oceanic sciences and in astrophysical and planetary sciences plus

bachelor's and master's degrees in art history and studio arts. In addition, formal [concurrent bachelor's-master's degrees](#)<sup>44</sup> in over 30 fields, initiated in 1998, are now awarded to over 100 students per year.

- As noted above, changes and improvements in individual graduate degree programs are ongoing, and are presented to a campus-wide audience in the academic review process. By practice and Graduate School rules, the assessment of individual students by comprehensive exams and thesis and dissertation committees draws upon qualified faculty outside the student's own instructors. Assessment of programs relies on comparisons to similar disciplines at peer institutions – the goal of AAU and AAU data exchange work.

#### Student surveys

- The [cycle of student surveys](#)<sup>45</sup> administered by Institutional Analysis has evolved to emphasize program-level data and comparisons, comparisons to other institutions wherever possible, and student reflection on learning, on behaviors associated with learning, and on other campus goals. The cycle includes regular senior, graduate, campus climate for diversity, and alumni surveys, plus participation in the National Survey of Student Engagement (NSSE). All regular surveys are reported publically with results by CU-Boulder school and college, Arts and Sciences division, and department. In addition, listings of comments by students are sent to or made available to department and program heads.
- Institutional Analysis is the national coordinator for the [exchange of NSSE response-level data among AAU schools](#)<sup>46</sup>, a program that greatly enhances the utility of local NSSE data.
- Student survey results are particularly useful when describing student behaviors associated with learning, student needs, and student dissatisfactions and suggestions, and when coupled with student records data. As such they inform general education, undergraduate education, graduate programs, courses, and teaching.

#### Programs, faculty, and scholarly activity

- An [extensive review](#)<sup>47</sup> of the academic program review process itself was followed by a significant revision designed to streamline reviews, increase collaboration and sharing across units, and increase the utility of the process for both program and institutional improvement. The formal role for assessment and the AOC in the review process continues.
- The revised academic review process now generates a "[unit profile](#)"<sup>48</sup> annually for all units in any review cycle. The profiles assemble data on faculty, staff, students, degrees, academic offerings, course offerings, student evaluations of courses, research and scholarly activity, and student survey results. A unit is compared to all others at CU-Boulder, and to others in its review cycle, on most measures, to facilitate unit assessments of their own performance.

- CU-Boulder also assesses faculty, teaching, and research. Departments are required to use [multiple means of evaluating teaching](#)<sup>49</sup> (e.g., student evaluations plus a teaching portfolio). Faculty record publications and other scholarly activity, service, and more annually in a [system](#)<sup>50</sup> that allows department and campus reuse and recombination of these data for various purposes. The tenure system has itself been thoroughly [reviewed](#),<sup>51</sup> and a Flagship 2030 task force assessed the [campus infrastructure for research](#).<sup>52</sup>
- Departments eagerly place themselves in comparative national spotlights such as the NRC study. Institutional Analysis is one of a handful of institutional research offices nationally working with a private firm, [Academic Analytics](#),<sup>53</sup> to develop reliable and valid data on faculty publications, citations, books, research funding, and honors and awards, all comparable over institutions.

#### Accountability

- The state of Colorado's accountability program has evolved from detailed descriptions of every aspect of campus life with a required assessment component ([1990's](#)<sup>54</sup>), to the purely quantitative Quality Indicator System ([early 2000's](#)<sup>55</sup>), to a [performance contract](#)<sup>56</sup> with sections on standardized tests, graduation and retention rates, academic rigor, teacher education, and more (2004 through present).
- The campus also makes available a [College Portrait](#)<sup>57</sup> in format specified by the [Voluntary System of Accountability](#)<sup>58</sup> (VSA). The portrait leads to brief summaries, written for students and parents, of CU-Boulder programs to [assess and improve undergraduate student learning and outcomes](#),<sup>59</sup> and to [evaluate the experiences of undergraduate students](#)<sup>60</sup>.
- As part of both VSA and an October 2008 Board of Regents resolution, CU-Boulder will administer the [Collegiate Learning Assessment](#)<sup>61</sup> (CLA) of the Council for Aid to Education to freshmen and seniors starting in fall 2009.
- Broad assessments of CU-Boulder's success in meeting campus goals can be found in two annual publications: [campus indicators](#)<sup>62</sup> and an update on statistical goals related to [diversity and equity](#).<sup>63</sup>

#### Organization

- An endeavor as all-encompassing as the improvement of student learning naturally involves many players: The College of Arts and Sciences and its [Arts and Sciences Council](#),<sup>64</sup> other schools and colleges, specialized accrediting agencies, the Graduate School, Institutional Analysis, several support units in Academic Affairs, and of course the Assessment Oversight Committee (AOC).
- The AOC, founded in 2001, continues, with meetings, minutes, and development of assessment expertise and awareness through attendance at national workshops, development of a library of source materials, and scans of peer institutions for best practices. The AOC has also spearheaded CU-Boulder's participation in the Critical Thinking Assessment Test and planned for testing to meet accountability requirements. In 2007 an "assessment coordinator" position was added in the office

of the Associate Vice Chancellor for Undergraduate Education, the chair of the AOC. The coordinator staffs AOC and works with units; the position also serves as a “top scholarships” advisor to students in all schools and colleges.

- The AOC’s primary activity since 2003 has been integrating assessment of degree programs into the academic review process and using that process to improve both student learning and assessment. The interruption of the review process disrupted AOC work as well, and mature, clearly useful procedures involving the revised review process have not yet emerged.
- In 2009 the [Graduate School's](#)<sup>65</sup> Executive Advisory Council will be asked to accept responsibility for assessment of graduate school programs from the AOC. This, too, will involve close integration with academic program review. The board is long-standing, with responsibility for reviewing new, revised, and discontinued degree and certificate programs, concurrent bachelor’s-master’s programs, appointments to the research faculty, and graduate school rules. The board meets monthly in the academic year.
- The AOC cannot truly *coordinate* the activities listed in this section, with their different players, goals, requirements, audiences, and funding sources. Nor could any single body. However, the AOC can and does strive to compile, monitor, synthesize, and publicize these activities, learn from them, disseminate lessons from them, draw awareness to them, and encourage collaboration and sharing within and across departments and colleges. It also can, and has, pursued development of the useful, productive integration of assessment into the academic review process.
- The AOC is also positioned to articulate and publicize learning goals for *all* undergraduates, drawing from Arts and Sciences statements, the Flagship 2030 committee on qualities of CU-Boulder graduates, and models at peer schools such as Minnesota and Wisconsin.

In sum, the enormous amount of activity listed here illustrates CU-Boulder’s commitment to ongoing assessment and improved student learning, and clear progress in meeting the concerns of the 2000 NCA visiting team. Next steps should focus on organization, institutionalization, and sharing.

## End notes

- <sup>1</sup> <http://www.colorado.edu/accreditation/downloads/ncareport0304.pdf>
- <sup>2</sup> <http://www.colorado.edu/pba/outcomes/aoc/charge.htm>
- <sup>3</sup> <http://www.colorado.edu/pba/outcomes/>
- <sup>4</sup> <http://www.colorado.edu/ArtsSciences/students/undergraduate/core.html>
- <sup>5</sup> <http://www.colorado.edu/ArtsSciences/ASCOUNCIL/committees.html#curriculum>
- <sup>6</sup> <http://www.colorado.edu/pwr/>
- <sup>7</sup> [http://www.colorado.edu/ArtsSciences/students/undergraduate/as\\_core.grms.html](http://www.colorado.edu/ArtsSciences/students/undergraduate/as_core.grms.html)
- <sup>8</sup> <http://www.tntech.edu/cat/>
- <sup>9</sup> [http://www.colorado.edu/flagship2030/downloads/GraduatesReport\\_030407.pdf](http://www.colorado.edu/flagship2030/downloads/GraduatesReport_030407.pdf)
- <sup>10</sup> <http://www.colorado.edu/ArtsSciences/facultystaff/administration/coloradochallenge.html>
- <sup>11</sup> <http://www.colorado.edu/sei/>
- <sup>12</sup> <http://stem.colorado.edu/cu-teach>
- <sup>13</sup> <http://www.colorado.edu/news/r/40c92d874183314e002226645b96db37.html>
- <sup>14</sup> <http://engineering.colorado.edu/collegeassessment/index.htm>
- <sup>15</sup> <http://www.colorado.edu/pba/ia/>
- <sup>16</sup> <http://www.colorado.edu/catalog/>
- <sup>17</sup> <http://www.colorado.edu/aac/>
- <sup>18</sup> [http://registrar.colorado.edu/Students/degree\\_audit.html](http://registrar.colorado.edu/Students/degree_audit.html)
- <sup>19</sup> [www.colorado.edu/UROP/](http://www.colorado.edu/UROP/)
- <sup>20</sup> <http://studyabroad.colorado.edu/>
- <sup>21</sup> <http://www.colorado.edu/prospective/freshman/academics/residential.html>
- <sup>22</sup> <http://www.colorado.edu/servicelearning/index.html>
- <sup>23</sup> <http://www.colorado.edu/iece/index.html>
- <sup>24</sup> <http://www.colorado.edu/honors/>
- <sup>25</sup> <http://www.colorado.edu/studentaffairs/studentdevelopment/>
- <sup>26</sup> <http://www.colorado.edu/its/cuclickers/>

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- 27 <http://www.colorado.edu/its/culearn>
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- 29 <http://itll.colorado.edu/ITLL/>
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- 34 <http://www.colorado.edu/pba/fcq/fall06changes.html>
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- 40 [http://www.colorado.edu/pba/nrc/nrc\\_national.htm](http://www.colorado.edu/pba/nrc/nrc_national.htm)
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- 46 <http://www.colorado.edu/pba/surveys/nsse-aaude/index.htm>
- 47 [http://www.colorado.edu/facultyaffairs/WebPost\\_PRP\\_Taskforce\\_Recommendations.pdf](http://www.colorado.edu/facultyaffairs/WebPost_PRP_Taskforce_Recommendations.pdf)
- 48 <http://www.colorado.edu/pba/depts/arp/index.html>
- 49 [https://www.cu.edu/policies/policies/HR\\_TeachingEvaluation.html](https://www.cu.edu/policies/policies/HR_TeachingEvaluation.html)
- 50 <http://www.colorado.edu/facultyaffairs/deskref/part4facultyreport.htm>
- 51 [https://www.cu.edu/policies/policies/A\\_Tenure-Accountability.html](https://www.cu.edu/policies/policies/A_Tenure-Accountability.html)
- 52 <http://www.colorado.edu/flagship2030/downloads/implementation/TaskForceResearch.pdf>
- 53 [www.academicanalytics.com](http://www.academicanalytics.com)

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- 54 <http://www.colorado.edu/pba/qis/98/index.htm>
- 55 <http://www.colorado.edu/pba/qis/index.htm>
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- 57 <http://www.collegeportraits.org/CO/CU-Boulder>
- 58 <http://www.voluntarysystem.org/index.cfm>
- 59 <http://www.colorado.edu/pba/perfmeas/OvvStudentLearning.htm>
- 60 <http://www.colorado.edu/pba/perfmeas/OvvStudentExperiences.htm>
- 61 <http://www.collegiatelearningassessment.org/>
- 62 <http://www.colorado.edu/pba/perfmeas/indicators.htm>
- 63 <http://www.colorado.edu/pba/div/dplanstat/goal40tab.htm>
- 64 <http://www.colorado.edu/ArtsSciences/ASCOUNCIL/>
- 65 <http://www.colorado.edu/GraduateSchool/>