



University of Colorado

Boulder • Colorado Springs • Denver • Anschutz Medical Campus

Office of Academic Affairs

1800 Grant Street, Suite 800
35 UCA
Denver, Colorado 80203-1185
(303) 860-5600, Fax: (303) 860-5620

Boulder portion (plus cover and table of contents)

Boulder portion submitted by Planning, Budget and
Analysis, October 2010

Posted at

<http://www.colorado.edu/pba/perfmeas/>
in the Academic Rigor section

University of Colorado

2010 Report on Academic Rigor

Prepared by the University of Colorado System Office of Institutional Research
October 2010

Table of Contents

University of Colorado at Boulder	1
Narrative Summary – Efforts to Ensure Academic Rigor	2
Collegiate Learning Assessment (CLA) Test Results 2009-10: Highlights	6
Grade Distribution, AY 2009-10 and Course GPAs AY 2005-06 through AY 2009-10	10
Examination/Licensure Test Results	23
2009 National Survey of Student Engagement (NSSE)	28
Mean Comparisons	29
Level of Academic Challenge Items	38
University of Colorado at Colorado Springs	39
Narrative Summary – Efforts to Ensure Academic Rigor	40
Education Testing Service (ETS) Proficiency Profile Test Results 2009-10: Highlights	42
Grade Distribution, AY 2009-10 and Course GPAs AY 2005-06 through AY 2009-10	44
Examination/Licensure Test Results	53
2009 National Survey of Student Engagement (NSSE)	56
Mean Comparisons	57
Level of Academic Challenge Items	65
University of Colorado Denver	67
Narrative Summary – Efforts to Ensure Academic Rigor	68
Education Testing Service (ETS) Proficiency Profile Test Results 2009-10: Highlights	74
Grade Distribution, AY 2009-10 and Course GPAs AY 2005-06 through AY 2009-10	76
Examination/Licensure Test Results	86
2010 National Survey of Student Engagement (NSSE)	94
Mean Comparisons	95
Level of Academic Challenge Items	105

Report prepared by the University of Colorado System Office of Institutional Research. Data provided by the University of Colorado at Boulder Office of Planning, Budget and Analysis, University of Colorado at Colorado Springs Office of Institutional Research, and University of Colorado Denver Office of Institutional Research, Planning and Analysis.

CU-Boulder

2010 Report on Academic Rigor

Data provided by the University of Colorado at Boulder Office of Planning, Budget, and Analysis
Report Prepared by the University of Colorado System Office of Institutional Research
October 2010

University of Colorado at Boulder

2010 Report to the Regents on Academic Rigor

University of Colorado at Boulder Office of Planning, Budget, and Analysis

October 2010

The report to the Regents on academic rigor is presented annually. Per Regent request, it has these components:

- Narrative on ensuring academic rigor
- Summary of the data on Collegiate Learning Assessment, grade distributions and history, test scores, and National Survey of Student Engagement (NSSE)

The Boulder portions of this and past reports are posted at <http://www.colorado.edu/pba/perfmeas/> under “Academic rigor.”

Ensuring academic rigor

At Boulder, we use the term 'academic rigor' to encompass several dimensions of academic work, including at least:

- the level of conceptual and cognitive challenge,
- the degree to which complex evidence can be marshaled for effective argumentation,
- the degree to which critical thinking skills can be applied to identify relevant and irrelevant information and to identify what critical information is missing,
- the ascending intellectual challenge corresponding to course work from freshman to senior to graduate levels,
- the level of independent analysis and evaluation required,
- the ability to identify, analyze and solve new problems in new contexts,
- the level of discipline-specific content mastered, and
- the ability to communicate effectively, both orally and in written work.

These dimensions are typically assessed in multiple ways, e.g., via projects, portfolios, written essays, public speeches, problem sets, and tests of various types. These assessments are then used by faculty to make judgments such as course grades, feedback on assignments, competency in proficiencies required for thesis work, quality of manuscripts for publication, sufficiency of experimental designs, etc.

The data provided here, on GPA patterns, standardized exam results, and NSSE results, provide one glimpse of academic rigor. So too does the ongoing work devoted to academic rigor in a more comprehensive sense. Much of this work was reported in *Shaping the New Flagship*, our self study for re-accreditation, Chapter 6, Student Learning and Effective Teaching. That chapter begins

From its early days, CU-Boulder has embraced its responsibility for educating future generations of citizens and leaders and for fostering student learning and promoting great teaching. This chapter begins with an overview of the ways in which the university strives to improve general education through a rigorous core curriculum with ongoing assessment of its academic quality. It also discusses the broad array of tools used to improve undergraduate education as a whole, including numerous assessment and

evaluation activities. . . . General education and the core curriculum lie at the heart of improving undergraduate education and, therefore, receive close attention by the university's faculty and administration. Enhancing the curriculum has been a longstanding priority for faculty committees with support from deans and other academic leaders.

The visiting evaluation team from the Higher Learning Commission of the North Central Association verified our full compliance with the criterion on student learning and effective teaching. In the team report they wrote

CU-Boulder has articulated learning outcomes primarily at the undergraduate level for a wide variety of its educational programs and activities that support student achievement. STEM disciplines lead the way in this endeavor in particular, and in assessment (as a collective enterprise) more generally.

The College of Arts and Science has, in issuing "The Colorado Challenge," articulated college-wide learning goals that reinforce the value of liberal education. This challenge is supported across the institution in the form of the core curriculum that is administered by the College. These learning goals are widely circulated and appropriate to the College mission Expanding on this effort, and in consideration of activities undertaken at other large public institutions that have expressed institution-wide learning goals, the Assessment Oversight Committee (AOC) has established a set of goals for CU-Boulder undergraduate learning outcomes, which will be shared with the deans and faculty of all schools and colleges. These goals are appropriate to what might be expected of a graduate from an institution of higher education and may be reviewed at the website http://www.colorado.edu/pba/outcomes/ug_goals.htm. The challenge will be to articulate more clearly how these goals intersect with other, more local, aspirations to identify what it is that distinguishes a CU-Boulder student from any other.

The Arts and Sciences Core Curriculum review that is currently under way seeks to ensure that courses conform to established criteria aligned with college-level learning goals and to ensure that courses have not drifted from those goals. The process of this review has led to changes in the curriculum, as courses that do not meet the criteria are either revised or dropped from the core course array. When asked about steps that might be taken upon completion of this review, the project leaders indicated that it will likely begin again in an effort to pursue ongoing and essential maintenance of the curriculum.

The learning goals for all UCB undergraduates noted above are as follows: Graduates of the University of Colorado will be able to

- Think critically about texts, artifacts, and problems
- Formulate and investigate research questions
- Sustain complex arguments with appropriate evidence
- Locate, evaluate, and apply relevant information and evidence to solve problems
- Demonstrate an understanding of current conventions, knowledge, and modes of inquiry in their disciplinary areas of study

- Understand and appreciate multiple historical and cultural viewpoints in their social contexts
- Communicate clearly in written and oral forms for various audiences
- Work collaboratively
- Understand and apply ethical standards to all endeavors
- Contribute actively as citizens of the community, the state, and the world
- Participate in lifelong learning

Summary of the data on Collegiate Learning Assessment, grade distributions, test scores, and NSSE

Collegiate Learning Assessment (CLA)

- CU-Boulder has selected the Collegiate Learning Assessment (CLA) for accountability testing and publication in the College Portrait of the Voluntary System of Accountability. The CLA measures ability to think critically, reason analytically, solve problems, and communicate clearly. CLA reports senior performance relative to expectations established by a statistical model that adjusts for seniors' own "Entering Academic Ability" (as measured by SAT/ACT scores earned before college entry) as well as CLA performance of the previous fall's entering freshmen. Performance is thus interpreted as "value added" by the education received at the institution. CLA administrations are October for new freshmen, and late spring for seniors.
 - Seniors tested in spring 2010 performed almost exactly as expected, according to CLA's value-added statistical model.
 - Both highlights and the full institutional report from CLA are posted at <http://www.colorado.edu/pba/perfmeas/>

Grade distributions and histories

- Both distributions and average grades are shown separately for graduate and undergraduate enrollments, for the campus and for each course-offering college.
- At the graduate level the modal grade is A.
- At the undergraduate level the campus-wide modal grade is B, as it is in the College of Arts and Sciences (by far the largest college) and in Leeds College of Business. In education, engineering, architecture and planning, journalism, and music, the modal grade is A.
- Distributions and averages vary widely by college.
- Five-year histories of grade averages show tiny changes, some up, some down, with virtually no change in campus-wide averages.

Test scores

- Certified Public Accountant (CPA) Exam
 - CU-Boulder test takers are Leeds School of Business bachelor's and master's degree recipients in accounting.
 - CU-Boulder test takers, both with and without advanced degrees, generally exceed the state and national pass percentages for all four test sections.
 - Both groups also exceed the national percentage of candidates passing at least one test section, or all four sections, in the year.
- Colorado Bar Exam
 - CU-Boulder test takers are School of Law degree recipients.

- The CU-Boulder July 2009 administration pass rate of 94% for first-time examinees exceeds the State of Colorado rate of 89%. Results for July 2010 are available in mid-October.
- Fundamentals of Engineering Exams
 - CU-Boulder test takers are students receiving bachelor's degrees in engineering.
 - In calendar year 2009 the CU-Boulder pass rates exceeded the national pass rates on one of the four combinations of student major and test area with 20 or more CU-Boulder takers.
- Graduate Record Exam (GRE)
 - CU-Boulder test takers are seniors and recent CU-Boulder graduates who indicated on the GRE registration that they were CU-Boulder students.
 - In 2008-09, CU-Boulder takers exceeded the national average for verbal by 34 points, for quantitative by 33 points, and for analytical writing (which is on a different scale) by 1/4 point.

National Survey of Student Engagement (NSSE)

- NSSE is designed to provide data that colleges and universities can use to improve undergraduate education. It surveys freshmen and seniors about college experiences, skills acquired during college, and students' academic and non-academic activities.
- CU-Boulder NSSE 2009 results are posted at <http://www.colorado.edu/pba/surveys/NSSE/09/>.
- CU-Boulder administers NSSE every three years, and will do so next in spring 2012.
- Academic challenge is an 11-item scale created by NSSE. On the academic challenge scale,
 - CU-Boulder freshmen provided ratings that were just slightly below those of freshmen at other AAU publics.
 - While the difference is reliable statistically, the effect size of 0.09 indicates that the difference is not noticeable, not approaching the effect size of 0.20 required to register a "small" difference.
 - CU-Boulder seniors provided ratings that were just slightly above those of seniors at other AAU publics, but with no reliable statistical difference.
 - Ratings of both CU-Boulder freshmen and seniors increased slightly from 2006 to 2009.

CU-Boulder
Collegiate Learning Assessment (CLA)
Test Results 2009-10: Highlights

CU-Boulder and the Collegiate Learning Assessment (CLA) Highlights with 2009-10 Results

October 2010, CU-Boulder Planning, Budget, and Analysis

Both highlights and the full report from CLA are posted at
<http://www.colorado.edu/pba/perfmeas/>

Background

CU-Boulder has selected the Collegiate Learning Assessment (CLA, <http://www.collegiatelearningassessment.org/>) for accountability testing and publication in the College Portrait of the Voluntary System of Accountability.

The CLA, which was developed with the support of the nonprofit Council for Aid to Education (CAE), measures holistically integrated ability to think critically, reason analytically, solve problems, and communicate clearly. Its method involves measuring these skills through demanding simulated real-world tasks, using open-ended prompts requiring written responses, rather than through multiple-choice testing. For example, test-takers might be assigned something like the following (taken from CAE's website at http://www.cae.org/content/pro_collegiate_sample_measures.htm):

You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. You are provided with the following documentation:

- 1: Newspaper articles about the accident
- 2: Federal Accident Report on in-flight breakups in single engine planes
- 3: Pat's e-mail to you & Sally's e-mail to Pat
- 4: Charts on SwiftAir's performance characteristics
- 5: Amateur Pilot article comparing SwiftAir 235 to similar planes
- 6: Pictures and description of SwiftAir Models 180 and 235

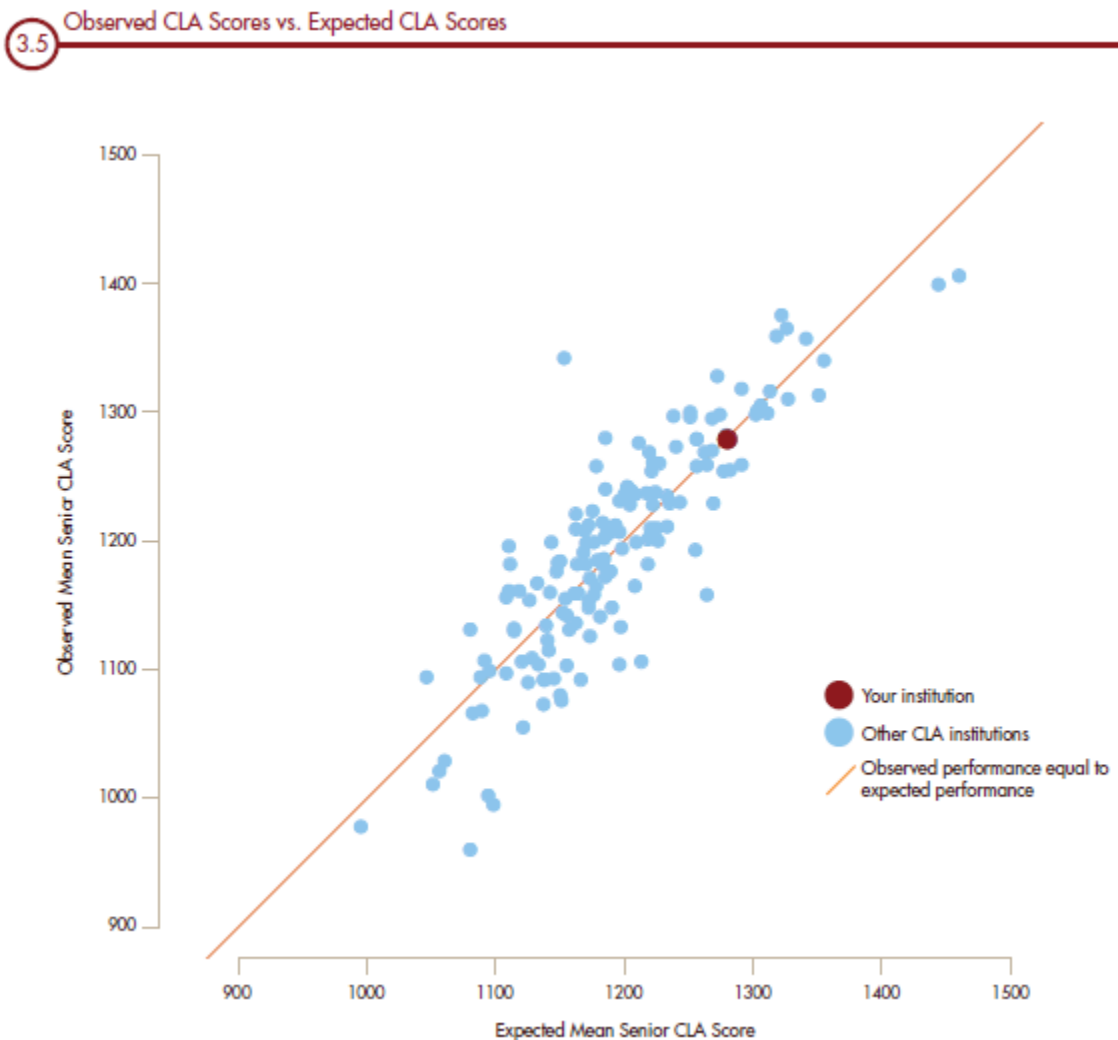
Please prepare a memo that addresses several questions, including what data support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not DynaTech should purchase the plane.

In addition to tasks such as the above, students are also asked either to make or critique arguments about a prompted issue, taking any position they wish as long as they make relevant arguments using sound logic and clear communication. All tests are scored by CLA.

2009-10 at CU-Boulder

Per CLA requirements, 105 new freshmen were tested in October 2009, and 102 seniors were tested in March 2010. In both cases, the students tested were the first to respond to invitations sent to all 729 freshmen living in two residence halls, and all 3,289 graduating seniors. Students were offered a \$50 cash reward for participating. CLA reported results in August 2010. These will be included in the Voluntary System of Accountability College Portrait for CU-Boulder (<http://www.collegeportraits.org/CO/CU-Boulder>) updated in January 2011. Cost of our 2009-10 participation: \$6,625 direct to CLA, plus \$10,300 in incentive payments to students, plus approximately 300 hours of student time and 75 hours of staff time. Students received, also in August, email from CLA with information on how well they did compared to other CU-Boulder students, and students around the country, who completed the same task.

CLA reports senior performance relative to expectations established by a statistical model that adjusts for seniors' own "Entering Academic Ability" (as measured by SAT/ACT scores earned before college entry) as well as CLA performance of the previous fall's entering freshmen. Performance is thus interpreted as "value added" by the education received at the institution. **Seniors tested in spring 2010 performed almost exactly as expected, according to CLA's value-added statistical model, as illustrated in the graph and tables below.**



Tables summarizing CU-Boulder’s results from 2009-10 are below. For a more complete description see the full report.

3.1 Value-Added and Precision Estimates

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Near	-0.03	49	-0.67	0.61
Performance Task	Near	-0.52	27	-1.26	0.22
Analytic Writing Task	Near	0.46	65	-0.25	1.17
Make-an-Argument	Near	0.51	70	-0.25	1.27
Critique-an-Argument	Near	0.34	62	-0.43	1.11

3.2 Seniors: Unadjusted Performance

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	101	1279	82	1166	1393	161
Performance Task	50	1203	73	1129	1271	161
Analytic Writing Task	51	1353	92	1267	1440	122
Make-an-Argument	51	1348	92	1260	1466	163
Critique-an-Argument	51	1358	90	1233	1494	158
EAA	101	1215	90	1140	1300	133

3.3 Freshmen: Unadjusted Performance

	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	104	1172	79	1058	1283	155
Performance Task	52	1137	79	1007	1259	170
Analytic Writing Task	52	1207	82	1120	1304	131
Make-an-Argument	52	1222	84	1117	1374	170
Critique-an-Argument	52	1192	80	1084	1314	171
EAA	104	1195	88	1105	1280	137

CU-Boulder

Grade Distribution, AY 2009-10

Course GPAs AY 2005-06 through AY 2009-10

CU Academic Rigor Report 2010 - 2011: Grade Distributions

University of Colorado at Boulder

Notes:

- Academic Year -- includes Fall and Spring terms only.
 - Includes state funded (B1/C1/D1/H1) courses and enrollments only..
 - Data are as of official end of term snapshot date.
- For clarity, each table and chart shows only groupings with at least 10 enrollments at that level of detail.**
- Excludes grades for students electing an alternative grading scheme (e.g., pass/fail grading for a letter graded course), in progress, non-graded enrollments, and courses offered by other institutions (Metropolitan State College of Denver, Community College of Denver, Study Abroad).
 - College and level are the college offering the course and its level (Undergraduate, Graduate, Professional) as indicated on the CU Student Information System (SIS). Stated levels do not always correspond exactly to course numbering schemes.

Definition of Course Types:

- All categories based on course activity types recorded on SIS.
 - Organized Instruction includes lectures, seminars, labs (if separately graded), and other classroom-based courses.
 - Individual Instruction includes theses, independent research, internships, practica, private lessons, etc.
- This report includes only normally graded organized instruction (no pass/fail grading, no individual instruction). This accounts for over 97% of all course enrollments.**

Reference:

- UCD Office of Institutional Research, Planning, and Analysis (OIRPA)
- Project Number: 20100096
- Source File: Report05_Output.sas
- This File: P:\2010\20100096_CUSystemAcademicRigor\Report_UCB.rtf
- Created: 08/23/2010

CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

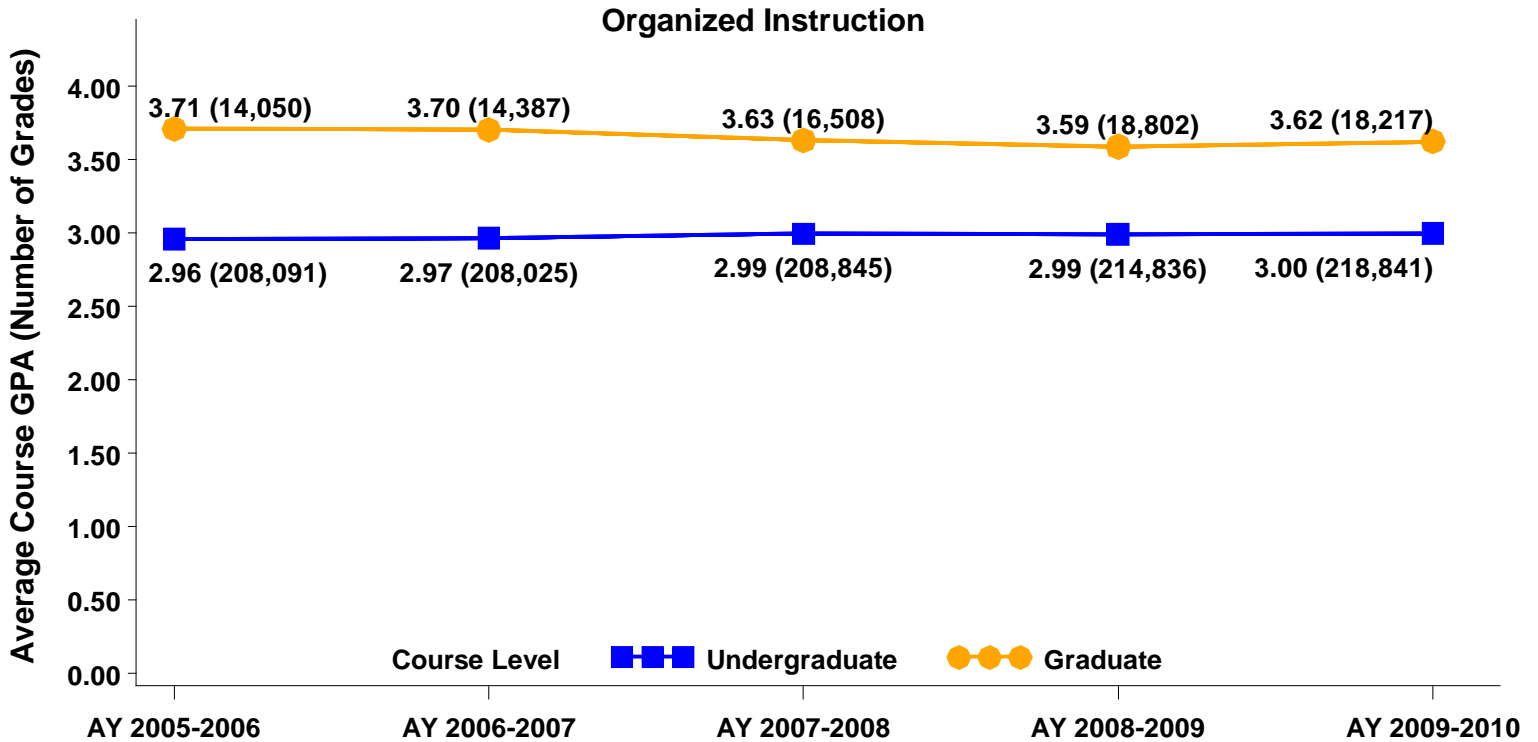
CAMPUS TOTAL (UCB)

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate 	218,841	6,303	3.00	35%	38%	17%	4%	3%	4%
Graduate 	18,217	1,838	3.62	67%	27%	3%	0%	0%	3%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

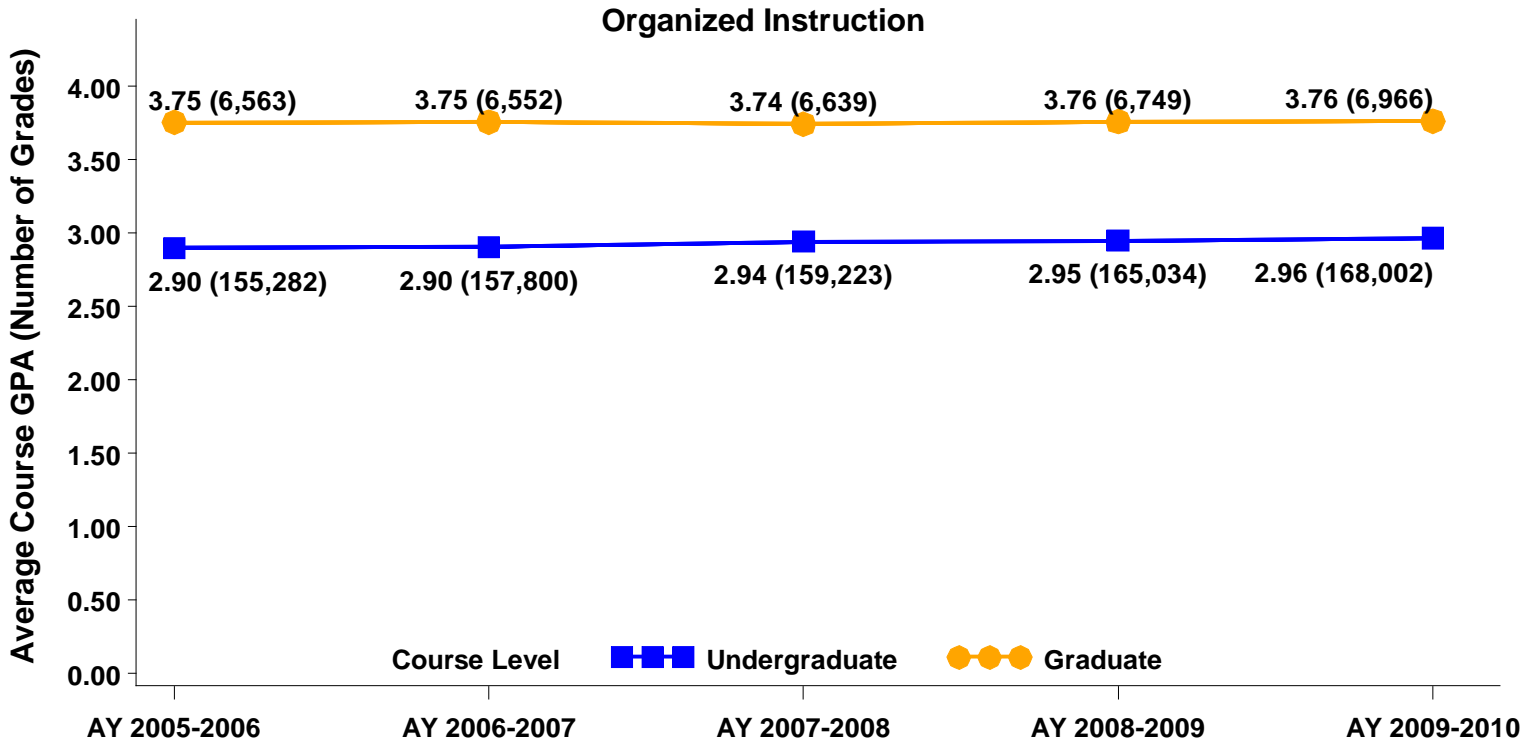
COLLEGE OF ARTS & SCIENCES

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate 	168,002	4,669	2.96	33%	38%	18%	4%	3%	4%
Graduate 	6,966	943	3.76	79%	14%	1%	0%	1%	4%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

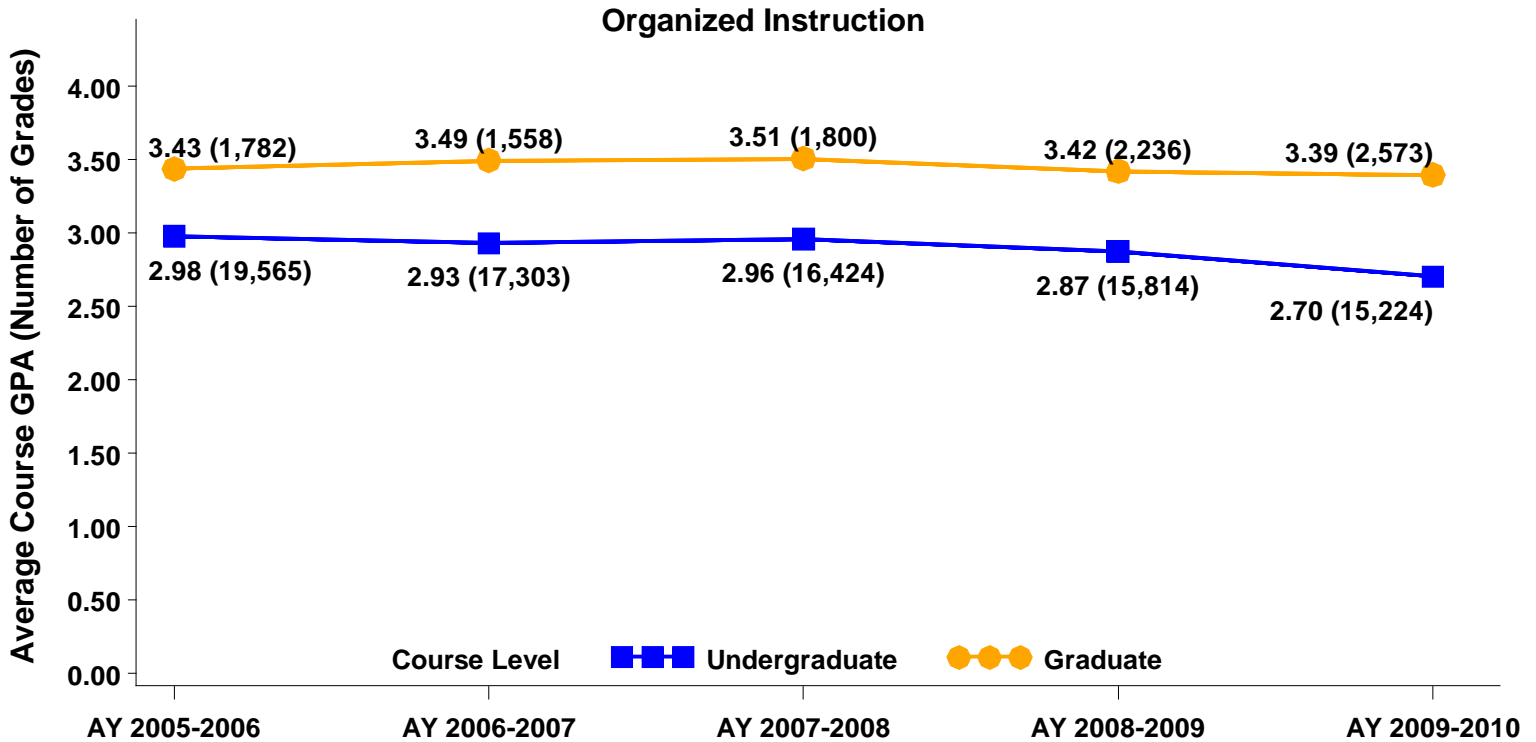
LEEDS SCHOOL OF BUSINESS

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

	Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		15,224	278	2.70	17%	46%	27%	6%	2%	2%
Graduate		2,573	106	3.39	44%	53%	3%	0%	0%	1%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

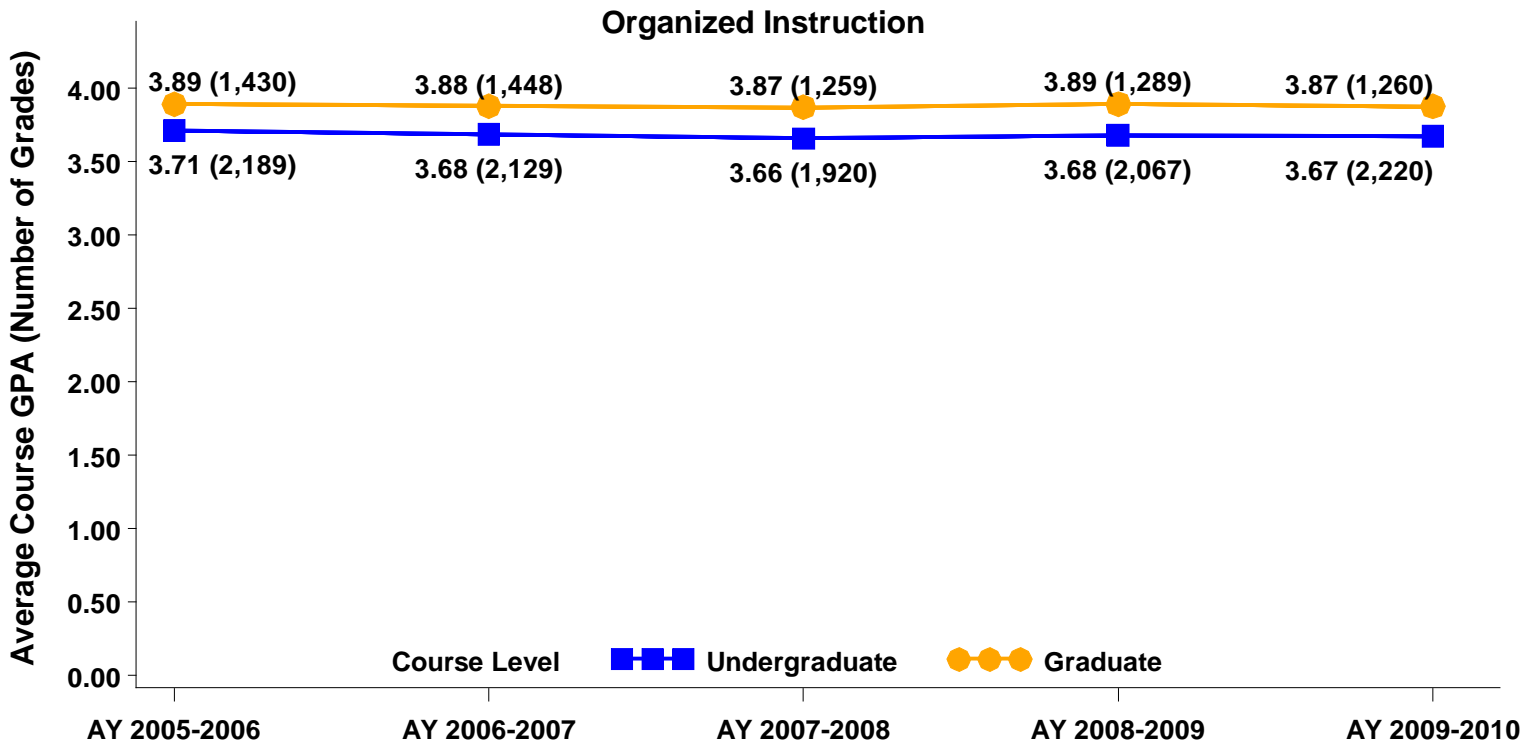
SCHOOL OF EDUCATION

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate 	2,220	113	3.67	73%	22%	3%	0%	0%	2%
Graduate 	1,260	83	3.87	88%	8%	0%	0%	0%	3%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

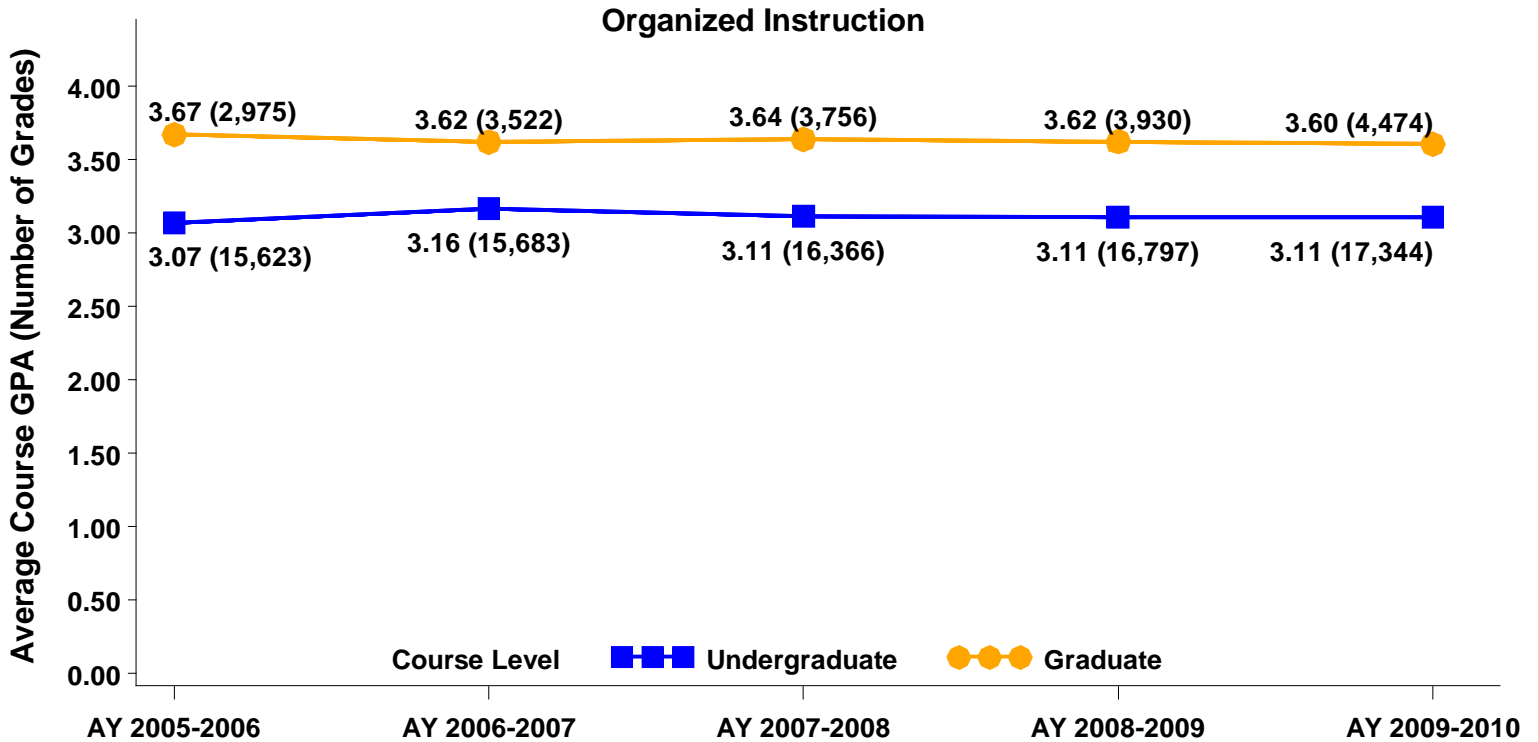
COLL OF ENGINEERING & APPL SCI

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

	Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Undergraduate		17,344	388	3.11	40%	38%	15%	3%	3%	2%
Graduate		4,474	348	3.60	67%	27%	3%	0%	0%	2%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

COLLEGE OF ARCHITECTURE AND PLAN

Grade Distributions for Academic Year 2009-2010

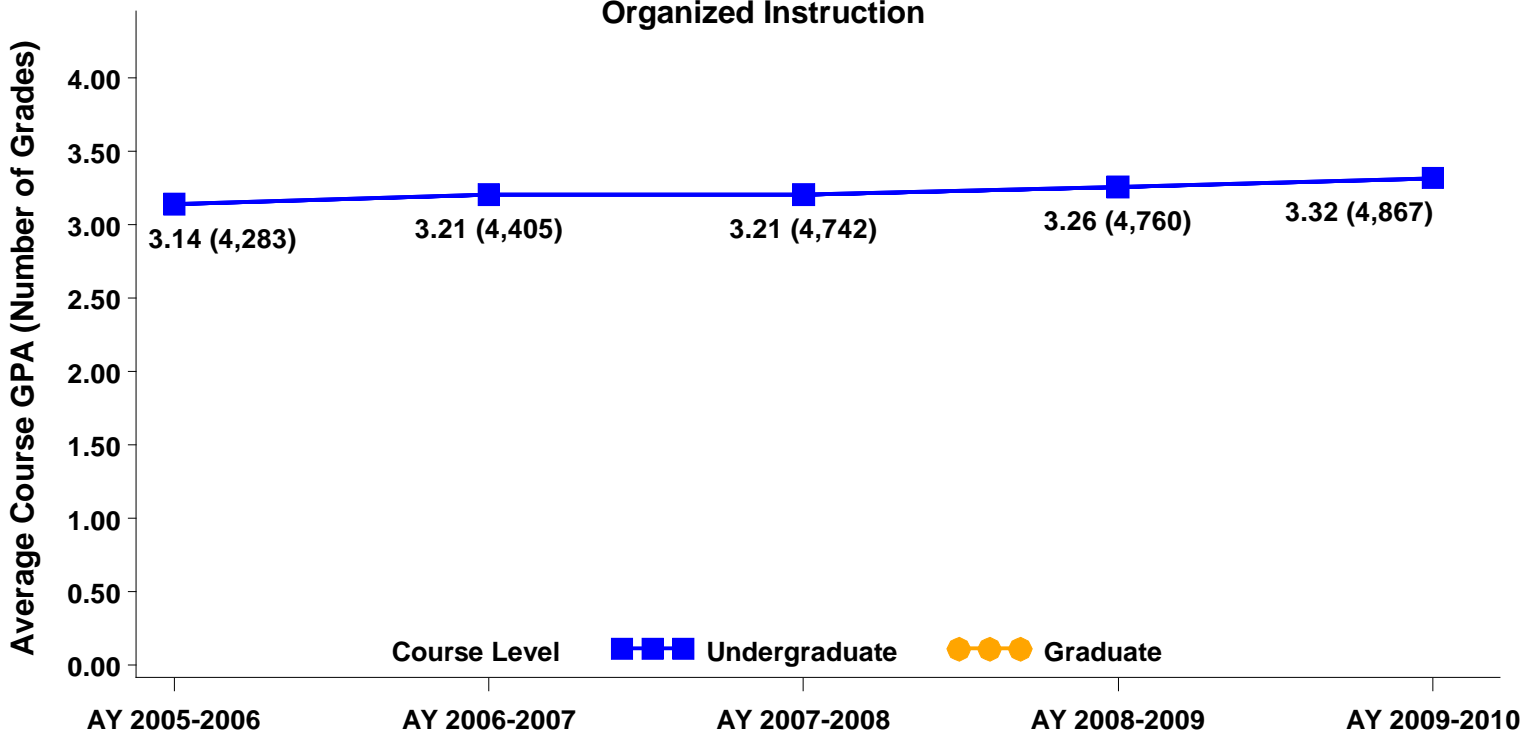
Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate	4,867	114	3.32	50%	33%	9%	1%	2%	5%

Course Level	Enrollments	Course Sections	Average Grade	A	B	C	D	F	I/W
SCHOOL/COLLEGE TOTAL (EV)	100%								

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

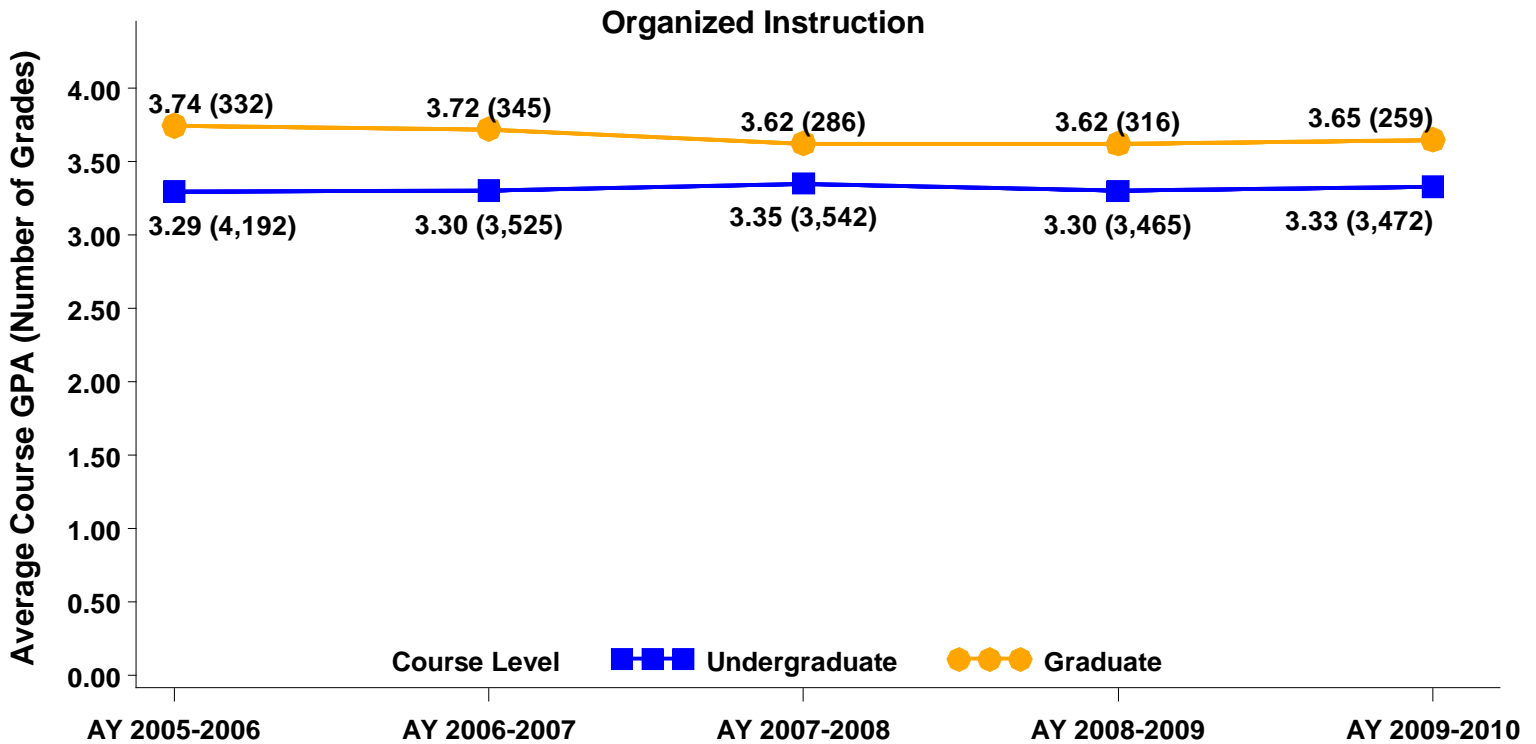
SCH OF JOURNALISM & MASS COMM

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate 	3,472	122	3.33	49%	39%	8%	2%	1%	2%
Graduate 	259	37	3.65	64%	25%	2%	0%	1%	8%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

SCHOOL OF LAW

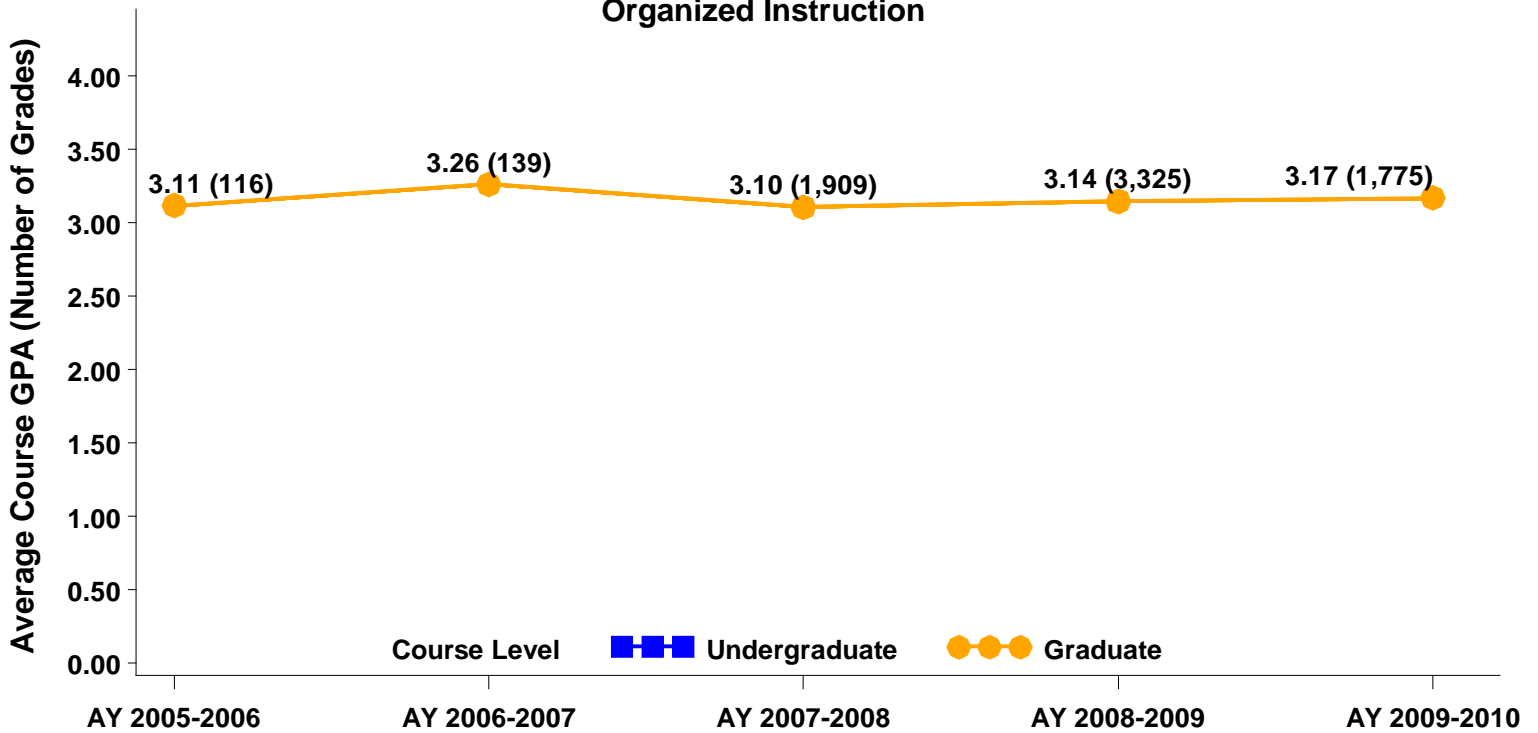
Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level		Enrollments	Course Sections	Average Grade	Percent Receiving...					
					A	B	C	D	F	I/W
Graduate	SCHOOL/COLLEGE TOTAL (LW)	1,775	91	3.17	27%	59%	11%	0%	0%	2%

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

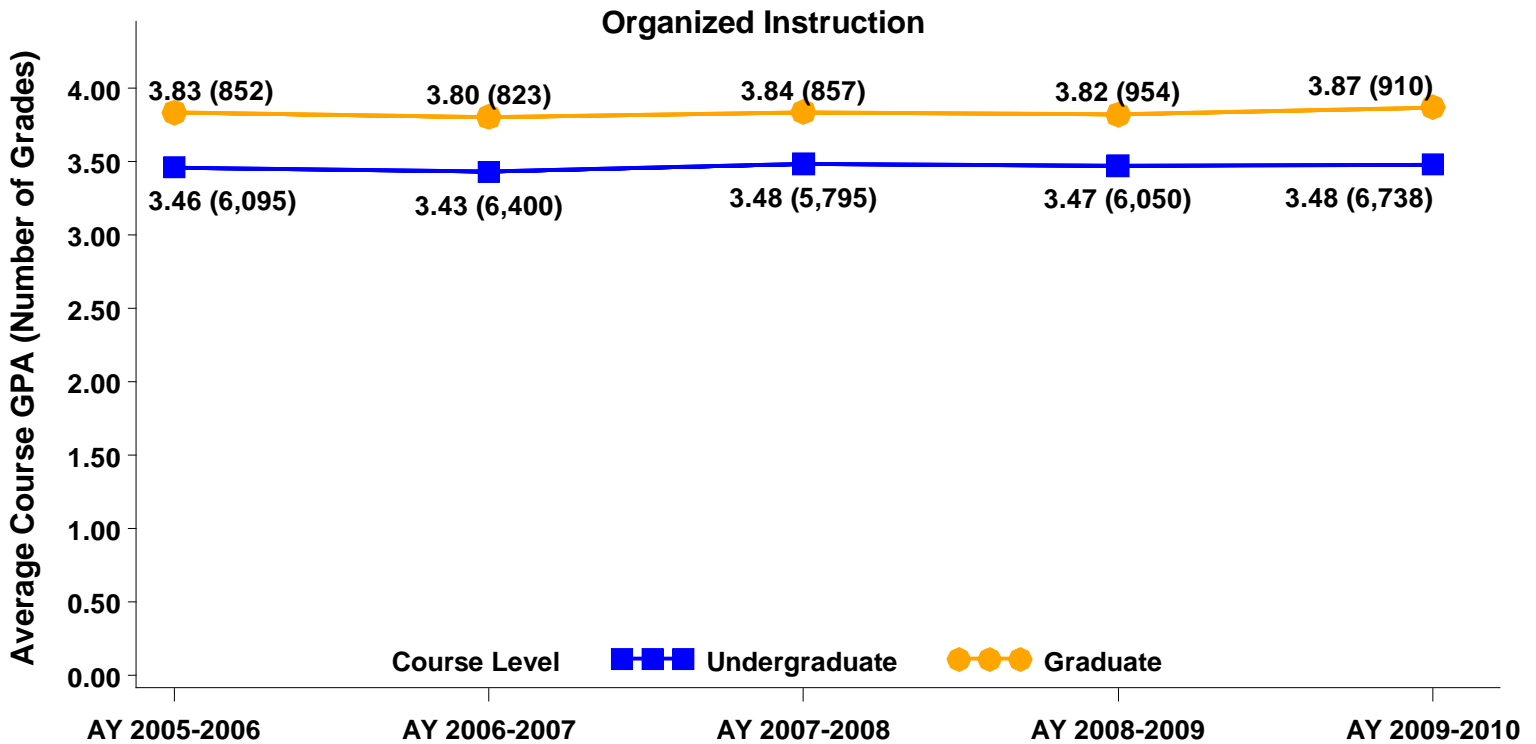
COLLEGE OF MUSIC

Grade Distributions for Academic Year 2009-2010

Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate 	6,738	548	3.48	63%	23%	7%	2%	1%	3%
Graduate 	910	230	3.87	88%	8%	0%	0%	0%	3%

Average Course Grades - Five Academic Year History



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

ROTC PROGRAMS

Grade Distributions for Academic Year 2009-2010

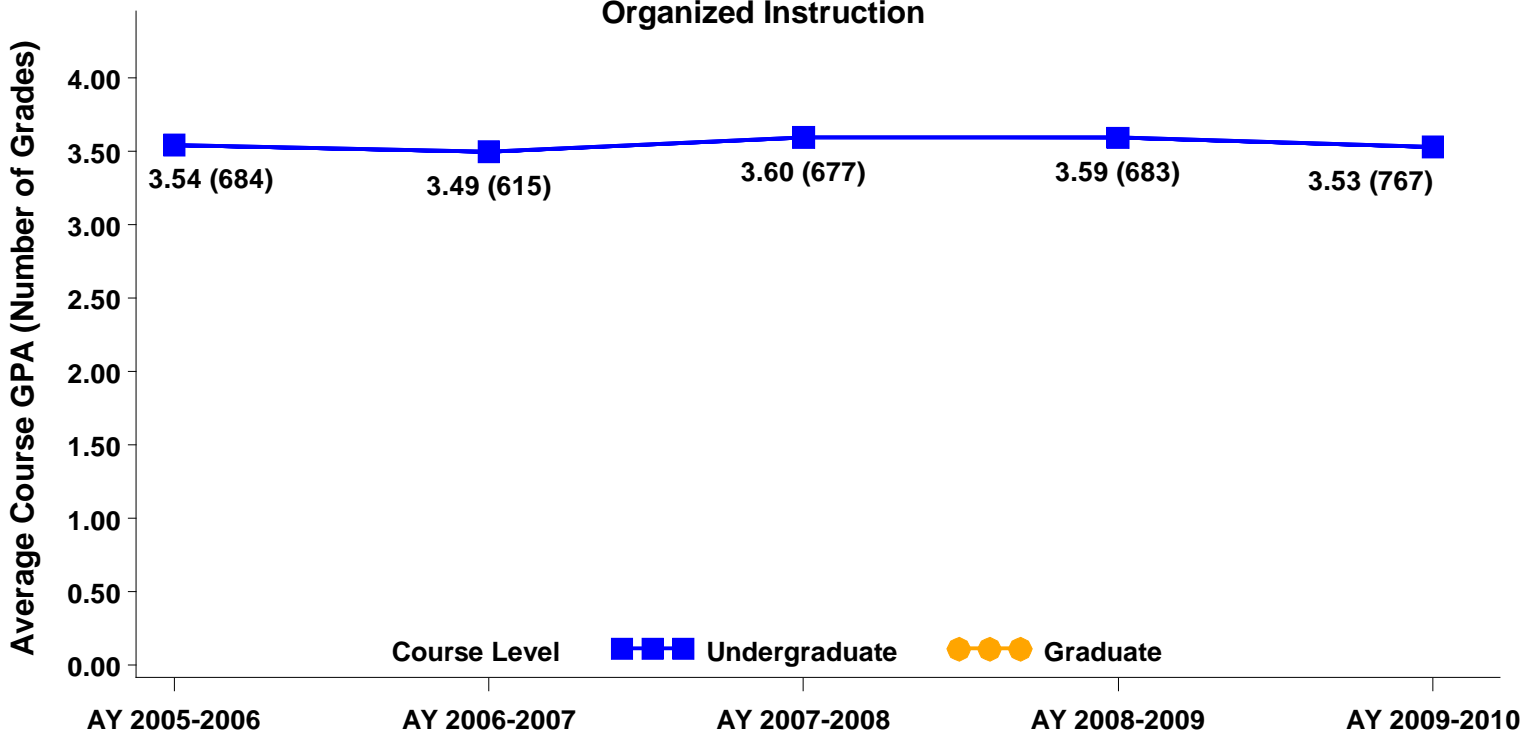
Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate	767	65	3.53	61%	29%	4%	1%	2%	4%

SCHOOL/COLLEGE TOTAL (XX)	
100%	

Average Course Grades - Five Academic Year History

Organized Instruction



CU Academic Rigor Report 2010 - 2011: Grade Distributions
University of Colorado at Boulder

STUDENT LEADERSHIP PROGRAMS

Grade Distributions for Academic Year 2009-2010

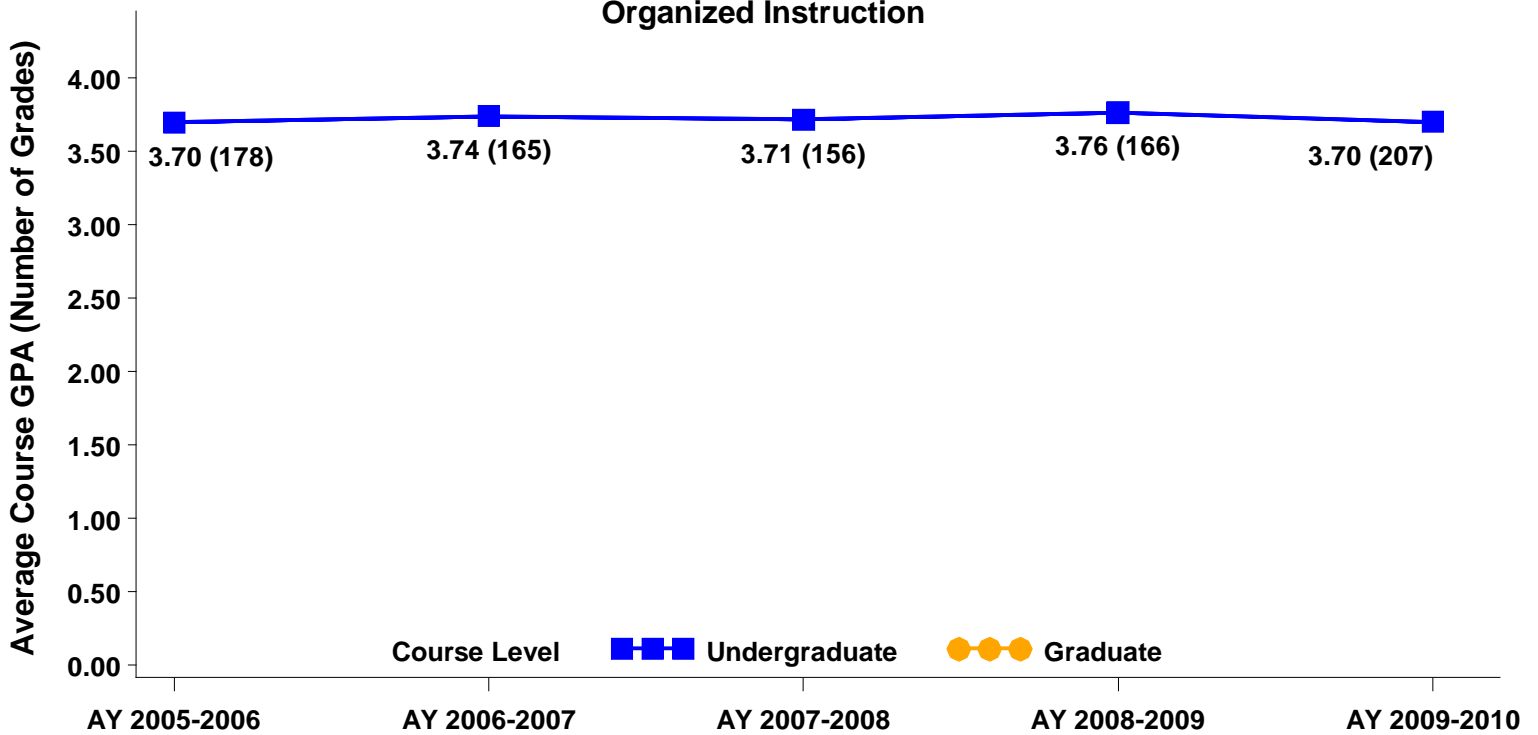
Organized Instruction, Letter Grading Scheme

Course Level	Enrollments	Course Sections	Average Grade	Percent Receiving...					
				A	B	C	D	F	I/W
Undergraduate	207	6	3.70	78%	19%	1%	0%	0%	1%

SCHOOL/COLLEGE TOTAL (XY)	
100%	
50%	
0%	
	A B C D F I/W

Average Course Grades - Five Academic Year History

Organized Instruction



CU-Boulder
Examination/Licensure Test Results

University of Colorado at Boulder

Colorado Bar Exam

Two administrations per year in February and July

68% of takers are in the July administration

July results available in October - 2010 results were posted 10/7/2010

Pass rates of first-time examinees from July administrations

	CU-Boulder		State		State w/o CU	
	Pass rate	Takers	Pass rate	Takers	Pass rate	Takers
2010	94%	142	83%	816	81%	674
2009	94%	122	89%	748	88%	626
2008	94%	126	85%	794	83%	668
2007	93%	123	81%	797	79%	674
2006	91%	127	78%	803	76%	676

First-time examinees who passed, July 2010

	N passing	Percent of total passing	
CU-Boulder	134	20%	*Includes Harvard, Virginia, Berkeley, and 7 others **Includes all other law schools
U of Denver	205	30%	
"National" schools*	27	4%	
Other**	315	46%	
Total	681	100%	

University of Colorado at Boulder

CPA Exam

The CPA exam is a computer-based examination available during four testing windows each year.

Calendar year results are available the following fall.

Pass rates include first-time takers and repeaters.

Results for tests with fewer than 20 CU takers in the year are omitted

Source: National Association of State Boards of Accountancy (NASBA),

Candidate Performance on the Uniform CPA Examination, compiled by CU-System IR

	Number of candidates	Pass rates for test sections (of N of attempts)				Percent of candidates	
		Financial Accounting and Reporting (FAR)	Auditing and Attestation (AUD)	Regulation (REG)	Business Environ. and Concepts (BEC)	passing at least one test section in the year	passing all 4 test sections in the year
Candidates without advanced degree							
CU-Boulder							
2009	158	55%	48%	52%	60%	76%	37%
2008	147	63%	58%	62%	59%	80%	39%
2007	138	55%	56%	53%	59%	71%	36%
2006	115	49%	62%	42%	45%	71%	31%
Colorado schools w/o CU campuses							
2009	571	44%	52%	54%	45%	64%	30%
2008	565	45%	47%	44%	43%	60%	29%
2007	510	41%	48%	48%	44%	57%	30%
2006	445	48%	43%	45%	40%	59%	28%
National							
2009	59,035	48%	51%	51%	47%	63%	32%
2008	52,948	49%	50%	49%	46%	63%	31%
2007	46,746	47%	48%	48%	45%	57%	27%
2006	57,498	43%	43%	41%	42%	58%	27%
Candidates with advanced degree							
CU-Boulder							
2009	34	71%	56%	54%	65%	76%	44%
2008	27	80%	37%	58%	67%	81%	44%
2007	23	47%	59%	47%	60%	78%	35%
2006	31	73%	76%	56%	76%	84%	58%
Colorado schools w/o CU campuses							
2009	80	52%	65%	45%	48%	70%	39%
2008	68	44%	38%	57%	50%	66%	38%
2007	48	60%	50%	53%	55%	60%	27%
2006	48	47%	42%	44%	51%	65%	31%
National							
2009	10,081	53%	56%	55%	56%	69%	38%
2008	9,543	55%	57%	56%	56%	70%	39%
2007	8,982	54%	57%	53%	56%	68%	36%
2006	11,761	51%	51%	48%	54%	69%	36%

University of Colorado at Boulder College of Engineering, Performance on Fundamentals of Engineering I

Two administrations/year, April and October. Calendar year update available in March.
PBA, ALMT updated 9/2010, from data supplied by Terry Mayes, College of Engineering
Tests with fewer than 20 CU takers per year omitted.
PBA: L ir consult engr FEResultsBrief.xls

		Calendar Year 2009					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Architectural	Civil	22	12	112	75	55%	67%
Architectural	General	39	21	421	282	54%	67%
Chemical	Chemical	19	17	839	706	89%	84%
Civil	Civil	58	46	7,262	5,586	79%	77%
Mechanical	Mechanical	127	95	2,730	2,202	75%	81%
All	All	265	191	11,364	8,851	72%	78%

		Calendar Year 2008					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Architectural	Civil	20	14	137	93	70%	68%
Architectural	General	24	12	423	322	50%	76%
Chemical	Chemical	24	21	1,030	893	88%	87%
Civil	Civil	67	50	7,441	5,195	75%	70%
Mechanical	Mechanical	151	117	2,674	2,244	77%	84%
All	All	296	224	12,061	9,020	76%	75%

		Calendar Year 2007					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Architectural	General	36	20	410	264	56%	64%
Chemical	Chemical	22	21	840	722	95%	86%
Civil	Civil	56	43	6,894	5,095	77%	74%
Mechanical	Mechanical	130	109	2,333	1,888	84%	81%
All	All	231	173	10,067	7,705	75%	77%

		Calendar Year 2006					
Major	Exam	CU		National		Pass Rate	
		Took	Passed	Took	Passed	CU	National
Chemical	Chemical	20	18	878	753	90%	86%
Civil	Civil	42	34	6,282	4,495	81%	72%
Mechanical	Mechanical	97	79	2,267	1,818	81%	80%
All	All	159	131	9,427	7,066	82%	75%

University of Colorado at Boulder - GRE Undergraduate Summary

Based on the performance of test takers who indicated they were seniors or others who graduated from CU-Boulder within the past two years.

NOTE: Fiscal year scores available mid-November

GRE scores	FY 06		FY 07		FY 08		FY 09	
	CU mean (n=530)	National mean	CU mean (n=557)	National mean	CU mean (n=532)	National mean	CU mean (n=584)	National mean
Verbal	518	473	521	468	507	466	504	470
Quantitative	623	593	615	593	614	592	631	598
Analytical writing**		4.23	4.50	4.13	4.32	4.00	4.20	3.94

**Note: For the analytic writing test mean, ETS reported the CU-Boulder averages for FY04-06 only as an integer (4); data to do our own calculation are not available.

CU-Boulder PBA: I:\ir\igor\Exams\UCB_Exams_2010.xlsx

GRE 10/7/2010

CU-Boulder
National Survey of Student Engagement (NSSE), 2009

Mean Comparisons
and
Level of Academic Challenge Items

CU-Boulder 2009 NSSE results are also posted at www.colorado.edu/pba/surveys/NSSE/09/.
The site includes highlights, methods, and comparisons over time, across colleges and departments, and comparison with AAU public peers.

				CU-Boulder	All 09 AAU publics		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
1. Academic and Intellectual Experiences							
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.63	2.62	.01
				SR	2.97	2.90	* .08
b.	Made a class presentation	CLPRESEN	ACL	FY	1.98	2.06	** -.11
				SR	2.63	2.59	.05
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.43	2.41	.02
				SR	2.39	2.32	* .07
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.98	2.94	.05
				SR	3.36	3.28	** .11
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.73	2.71	.02
				SR	2.64	2.74	** -.10
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.10	2.18	** -.11
				SR	2.27	2.33	* -.07
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.35	2.32	.04
				SR	2.43	2.40	.03
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.55	2.59	-.04
				SR	2.88	2.87	.01
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.74	2.61	*** .17
				SR	3.06	2.95	*** .13
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.75	1.76	-.01
				SR	1.91	1.90	.00
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.52	1.49	.04
				SR	1.46	1.60	*** -.16

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
University of Colorado at Boulder**

	Variable	Bench- mark	Class	CU-Boulder	All 09 AAU publics		
				Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.58	2.75	***	-.17
			SR	2.75	2.91	***	-.16
m. Used e-mail to communicate with an instructor	EMAIL		FY	3.24	3.10	***	.17
			SR	3.47	3.40	**	.10
n. Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.51	2.48		.03
			SR	2.81	2.68	***	.15
o. Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.89	2.15	***	-.30
			SR	2.35	2.31		.04
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.80	1.80		.00
			SR	2.04	1.99		.05
q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.54	2.54		.00
			SR	2.65	2.68		-.04
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.54	2.56		-.03
			SR	2.60	2.60		.00
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.50	1.54		-.04
			SR	1.73	1.77		-.05
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.86	2.78	**	.10
			SR	2.99	2.89	***	.11
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.63	2.69		-.06
			SR	2.57	2.81	***	-.24
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.93	2.80	***	.14
			SR	2.86	2.86		.00

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

				CU-Boulder	All 09 AAU publics			
Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c		
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>								
2. Mental Activities								
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.91	2.93		-.02	
			SR	2.67	2.76	**	-.10	
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	FY	3.20	3.23	-.04	
			SR	3.34	3.32		.03	
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.89	2.98	**	-.10
			SR	3.10	3.10		.00	
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	FY	2.88	2.88	-.01	
			SR	2.93	2.98		-.06	
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	3.16	3.12	.05	
			SR	3.18	3.22		-.05	
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>								
3. Reading and Writing								
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.27	3.37	**	-.11
			SR	3.34	3.24	**	.10	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.05	2.03		.02
			SR	2.19	2.22		-.03	
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	FY	1.24	1.23		.02
			SR	1.68	1.61	**	.09	
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	FY	2.24	2.24		.01
			SR	2.64	2.57	*	.07	

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

			CU-Boulder	All 09 AAU publics				
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	FY	3.06	3.05	.01	
				SR	3.06	3.09	-.03	
				<i>In a typical week, how many homework problem sets do you complete?</i>				
				<i>1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>				
4. Problem Sets								
a.	Number of problem sets that take you more than an hour to complete	PROBSETA		FY	2.81	2.76	.04	
				SR	2.53	2.50	.03	
b.	Number of problem sets that take you less than an hour to complete	PROBSETB		FY	2.69	2.64	.04	
				SR	2.04	2.12	*	-.07
5. Examinations								
				<i>1=Very little to 7=Very much</i>				
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS		FY	5.58	5.64	-.05	
				SR	5.28	5.38	*	-.08
				<i>During the current school year, about how often have you done each of the following?</i>				
				<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>				
6. Additional Collegiate Experiences								
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07		FY	2.08	2.15	*	-.08
				SR	2.08	2.10		-.03
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	3.12	2.96	***	.17
				SR	3.07	2.90	***	.17
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5		FY	1.79	2.03	***	-.22
				SR	1.75	1.99	***	-.22
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.65	2.62		.04
				SR	2.81	2.73	**	.09
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.83	2.78		.07
				SR	2.91	2.87		.05
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.99	2.87	***	.15
				SR	2.97	2.92		.06

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Variable	Bench- mark	Class	CU-Boulder		All 09 AAU publics		
			Mean ^a		Mean ^a	Sig ^b	Effect Size ^c
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>							
7. Enriching Educational Experiences							
a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.06	.07		-.04
			SR	.56	.59		-.06
b. Community service or volunteer work	VOLNTR04	EEE	FY	.36	.45	***	-.16
			SR	.62	.68	***	-.12
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.15	.27	***	-.28
			SR	.21	.30	***	-.19
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.05	.06		-.04
			SR	.27	.26		.01
e. Foreign language coursework	FORLNG04	EEE	FY	.25	.33	***	-.17
			SR	.52	.56	*	-.09
f. Study abroad	STDABR04	EEE	FY	.02	.03		-.04
			SR	.24	.24		-.01
g. Independent study or self-designed major	INDSTD04	EEE	FY	.02	.02		-.01
			SR	.21	.15	***	.17
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01	.02		-.02
			SR	.34	.32		.03

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
University of Colorado at Boulder**

				CU-Boulder	All 09 AAU publics		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
<i>Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>							
8. Quality of Relationships							
a. Relationships with other students	ENVSTU	SCE	FY	5.48	5.51		-.02
			SR	5.29	5.58	***	-.22
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>							
b. Relationships with faculty members	ENVFAC	SCE	FY	5.11	5.02		.07
			SR	5.19	5.19		.00
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>							
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.39	4.66	***	-.18
			SR	4.37	4.59	***	-.14
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>							
9. Time Usage							
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.47	4.70	***	-.13
			SR	4.66	4.51	*	.09
b. Working for pay on campus	WORKON01		FY	1.44	1.46		-.01
			SR	2.05	2.09		-.02
c. Working for pay off campus	WORKOF01		FY	1.56	1.52		.03
			SR	2.70	2.52	*	.09
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.23	2.59	***	-.22
			SR	2.27	2.47	***	-.12

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

				CU-Boulder	All 09 AAU publics		
				Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
	Variable	Bench- mark	Class				
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	FY	4.01	3.89	*	.08
			SR	3.78	3.80		-.01
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	FY	1.28	1.30		-.01
			SR	1.42	1.55	**	-.09
g.	Commuting to class (driving, walking, etc.)	COMMUTE	FY	2.18	2.33	***	-.17
			SR	2.28	2.36	**	-.09

10. Institutional Environment

To what extent does your institution emphasize each of the following?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

				Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	
	Variable	Bench- mark	Class					
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.12	3.24	***	-.16
				SR	3.05	3.16	***	-.15
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.04	3.09		-.07
				SR	2.79	2.89	***	-.12
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.61	2.78	***	-.19
				SR	2.15	2.55	***	-.40
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.19	2.22		-.03
				SR	1.69	1.94	***	-.29
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.45	2.53	*	-.09
				SR	2.04	2.27	***	-.24
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.91	2.98	*	-.09
				SR	2.73	2.82	**	-.11
g.	Using computers in academic work	ENVCOMPT		FY	3.37	3.42	*	-.08
				SR	3.48	3.54	*	-.09

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Variable	Bench- mark	Class	CU-Boulder		All 09 AAU publics		
			Mean ^a		Mean ^a	Sig ^b	Effect Size ^c
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
11. Educational and Personal Growth							
a. Acquiring a broad general education	GNGENLED	FY	3.17		3.21		-.05
		SR	3.14		3.26	***	-.14
b. Acquiring job or work-related knowledge and skills	GNWORK	FY	2.76		2.84	*	-.08
		SR	2.78		2.99	***	-.22
c. Writing clearly and effectively	GNWRITE	FY	2.82		2.92	**	-.11
		SR	2.96		3.07	***	-.13
d. Speaking clearly and effectively	GNSPEAK	FY	2.51		2.68	***	-.18
		SR	2.68		2.89	***	-.23
e. Thinking critically and analytically	GNANALY	FY	3.26		3.27		-.02
		SR	3.37		3.41		-.05
f. Analyzing quantitative problems	GNQUANT	FY	3.01		3.06		-.06
		SR	3.02		3.12	**	-.11
g. Using computing and information technology	GNCMPTS	FY	3.06		3.08		-.02
		SR	3.11		3.22	***	-.13
h. Working effectively with others	GNOTHERS	FY	2.93		2.99		-.07
		SR	2.98		3.15	***	-.20
i. Voting in local, state, or national elections	GNCITIZN	FY	3.07		2.70	***	.35
		SR	2.62		2.44	***	.17
j. Learning effectively on your own	GNINQ	FY	3.03		3.05		-.03
		SR	2.98		3.09	***	-.12

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
University of Colorado at Boulder**

			CU-Boulder	All 09 AAU publics			
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i> ^a	<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
k.	Understanding yourself	GNSELF	FY	2.78	2.81		-.03
			SR	2.71	2.85	***	-.14
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.57	2.73	***	-.17
			SR	2.30	2.68	***	-.39
m.	Solving complex real-world problems	GNPROBSV	FY	2.72	2.76		-.04
			SR	2.70	2.86	***	-.16
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.68	2.69		-.01
			SR	2.52	2.66	***	-.15
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.58	2.54		.05
			SR	2.34	2.49	***	-.14
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.86	2.01	***	-.14
			SR	1.55	1.77	***	-.22
12. Academic Advising			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>				
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.91	3.06	***	-.18
			SR	2.79	2.87	*	-.08
13. Satisfaction			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>				
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.28	3.30		-.04
			SR	3.17	3.31	***	-.18
14.			<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>				
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.33	3.38		-.07
			SR	3.21	3.36	***	-.19

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Level of Academic Challenge (LAC)

Mean Comparisons

University of Colorado at Boulder compared with:

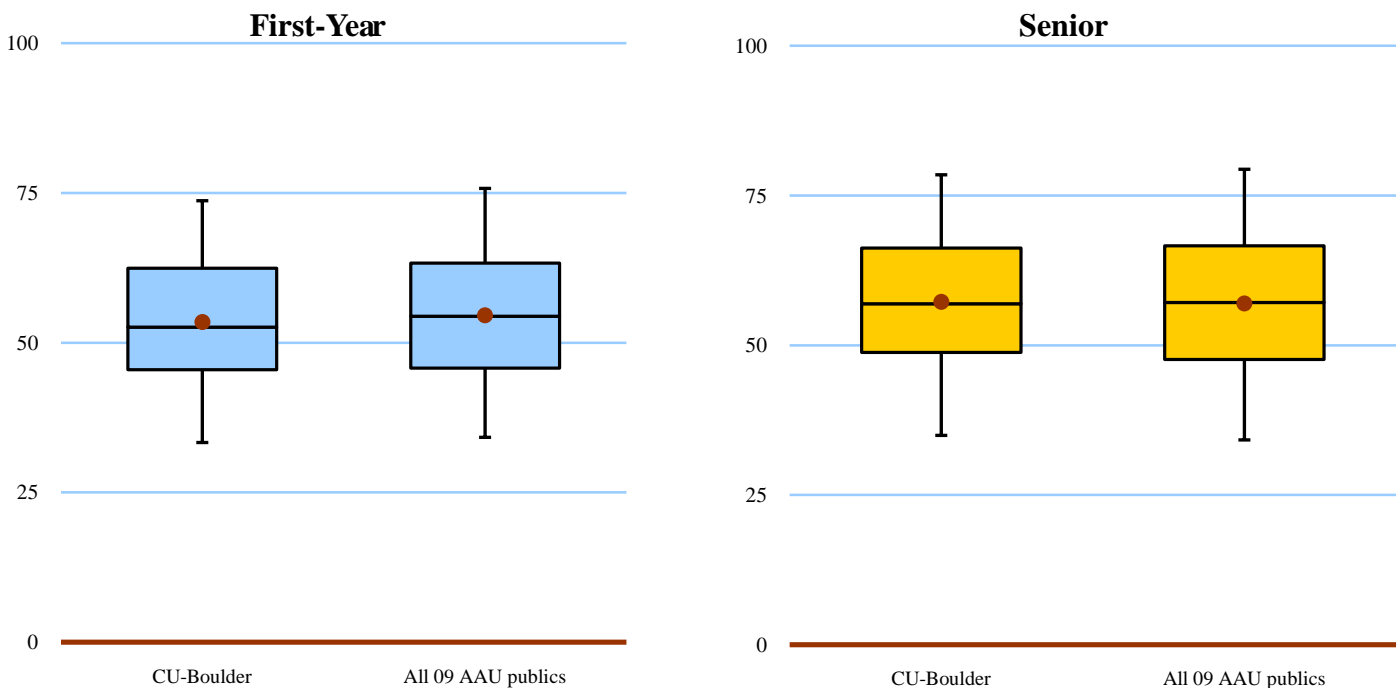
Class	CU-Boulder	All 09 AAU publics		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
First-Year	53.5	54.6	*	-.09
Senior	57.2	57.0		.02

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.