

COLORADO DEPARTMENT OF
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

University of Northern Colorado

Prepared for CCHE Meeting, June 3, 2010

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Introduction and Purpose of Review

Performance Contracts (PCs) were negotiated individually with each institution during 2004 and each was signed early 2005 by the institution's President and Governing Board Chair and by the Executive Director of the Department of Higher Education (DHE or the Department) and the Chair of the Colorado Commission on Higher Education (CCHE or the Commission). The intent, goals, and sections of the PC were identified in SB04-189 and outlined again in the Colorado Revised Statutes 23-5-129, "Governing boards – performance contract – authorization – operations." Though negotiated individually, there were common elements in each contract that addressed the broad goals of "improving Colorado residents' access to higher education; improving quality and success in higher education; improving the efficiency of operations; and addressing the needs of the state." The contracts were written to cover the time period of 2005 to June 30, 2009 with the first data reporting requirements to start in 2006.

It is important to note, that while the focus of this review is driven by the need to determine if PCs were a useful tool, it is impossible to talk about them without examining actual performance. What we learned about institutional progress on the key indicators defined as state goals is an important part to review, though the substantive intent in examining such progress is to learn how the data and trends were or were not useful to the institutions or the Department. How the data were utilized by either the institution or the DHE will be a helpful aspect in determining if the PC was a useful tool.

Since many aspects of the PC are in writing, including legislation and reports from the institutions, it was logical to start with a comprehensive examination of all relevant documents. Also, DHE staff were sensitive to limiting any additional burden on the institutions or preparation required of them to conduct this review. The dialogues at the CCHE meetings will be the opportunity for institutional input.

Documentation Review for University of Northern Colorado (UNC)

The following documents were reviewed by DHE staff in their efforts to conduct this review of the PCs. Included were:

- SB04-189
- Colorado Revised Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- University of Northern Colorado Performance Contract, signed February 16, 2005
- Annual Performance Contract reports provided by UNC, 2005-2009
- SURDS data reports provided by UNC, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by UNC, 2005-2009
- Communication about the Performance Contracts provided by UNC, 2005-2009

- Amendment to Performance Contract signed by UNC, June 29, 2009
- Documents from UNC relating to the reauthorization of their teacher education program, 2005-2010

Progress to Date on Specified Goals for UNC

Below is a presentation of the data, both quantitative and qualitative, for the goals established and described in Addendum A of the Performance Contract for UNC, dated February 16, 2005. The five goals for UNC are noted in **bold** below. What follows each goal heading is a presentation of the data submitted, showing possible comparison data to SURDS, IPEDS, and/or other DHE data, and other information describing UNC's progress to date.

GOAL 1: ACCESS AND SUCCESS

Section 1: Retention

1.1 Fall-to-fall retention rate for first-time, full-time (FTFT) freshman.

Figure 1 below displays data on the retention rates for all FTFT freshman utilizing a standard reporting metric of a fall-to-fall retention period. This figure also displays data with a pre-performance contract and contract period noted with the red lines. The bar highlighted in light blue (during the contract period) represents the goals UNC set regarding their fall-to-fall retention for FTFT students over the eight years. Looking at 2004 (pre-PC), IPEDS data indicate 72% fall-to-fall retention followed by UNC data of 68.3% in 2005, 66.2% in 2006, 66.2% in 2007 and 70.5% in 2008. The FTFT retention goal established by UNC in the PC was to reach 71% by December 31, 2008.

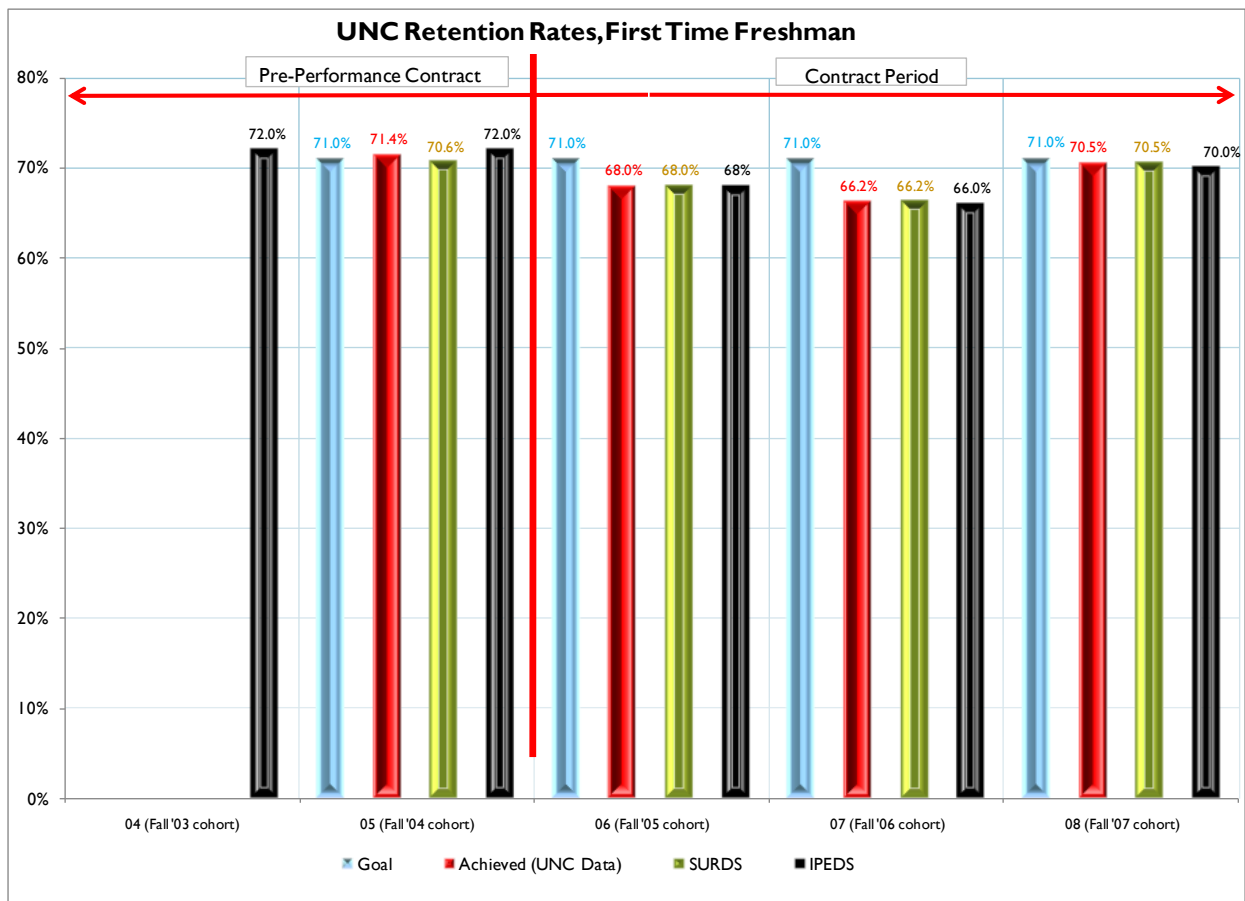


Figure 1. University of Northern Colorado– Fall-to-Fall Retention, Multiple Data Sources

Focusing only on goal data and progress (achieved) data from Figure 1 for the years under the PC, it is possible to see a pattern of retention rates noted in Figure 2 below. Overall the trend is in an upward direction and it is less than the statewide average for all four-year institutions.

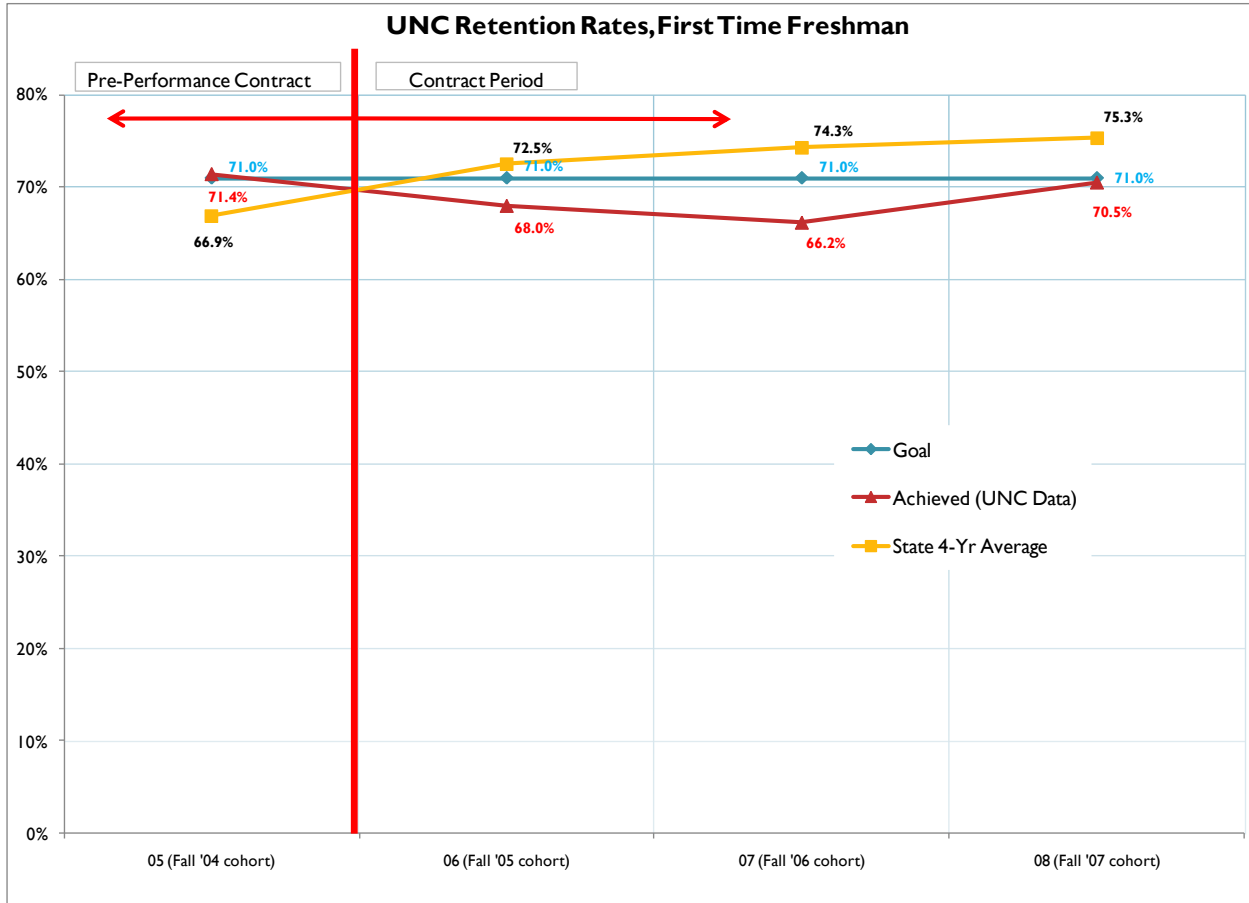


Figure 2. University of Northern Colorado – Fall-to-Fall Retention

1.2 The Governing Board has committed to improvement of student success and access, including increasing its fall-to-fall retention rates long-term, by integrating and coordinating support services and fostering an inclusive campus in its comprehensive planning process. By December 31, 2007, the Institution shall report on the recommendations of the Commission on Student Success.

According to data provided by UNC, in November 2004, President Norton convened the Commission on Student Success (the CSS) for the purpose of recommending policies, procedures, and operating guidelines to support an integrated system of student services. The CSS, comprised of 19 faculty, student services staff, and students, issued a report on April 15, 2005, outlining 12 recommendations for improving the coordination and delivery of student services in support of student retention and graduation. As per UNC’s PC, the CSS “identified

structural changes and shifts in funding priorities that would most effectively support student success” at UNC. Many of the programs and initiatives listed below and provided in UNC’s PC reports from 2006-2009 are a result of the CSS’s work.

UNC instituted several programs in an attempt to strengthen campus retention. Below is a list, though not exhaustive, of some of UNC’s new retention initiatives:

- First-year Experience Program
- University College Model
- College-level and University Retention Committees
- Student Services Assessment Institute
- Campus-wide Diversity Initiative
- Student Success Advisory Council (SSAC)

The initiatives featured above strengthened retention opportunities at UNC by encouraging a more coordinated freshman year experience for in-coming freshman; increasing persistence among undeclared students by coordinating core curricular offerings; and analyzing instruction, advising and other college services at the program/departmental level. Additionally, the initiatives measured student outcomes via the construction of assessment plans and a system for tracking progress. Specific to the campus-wide Diversity Initiative, a dedicated partial FTE position of Executive Assistant to the President of the University was appointed. The position is primarily responsible for deploying UNC’s Diversity Initiative. Finally, University personnel created an early warning system in order to identify students, within the first third of the semester, who are in need of supplemental academic support in order to successfully negotiate a course.

In addition to the campus initiatives delineated above, UNC also highlighted several academic programs that enhance retention:

- The Middle Ground Project
- Four Corners Paraprofessional Education Project
- Project Teacher Find
- NSF STEP Grant
- NASA-Colorado Space Grant
- Avanza Program

The programs featured above highlight UNC’s ongoing efforts to access additional grant-funded projects, erect partnerships geared toward the recruitment and retention of underrepresented groups in specified majors/disciplines, and provide scholarship and other student support specifically for the *retention* of underrepresented students (groups).

Section 2: Graduation

2.1 Six-year graduation rate for all students.

In addition to retention rates, the PC for UNC established graduation rates that are calculated at the six-year post-admission point. The goal UNC negotiated was “By December 31, 2008, the Institution shall increase its six-year graduation rate for all students from 47.1% to 49.0%.” As the data displayed in Figure 3 below reveal, UNC has met its goal over the eight years.

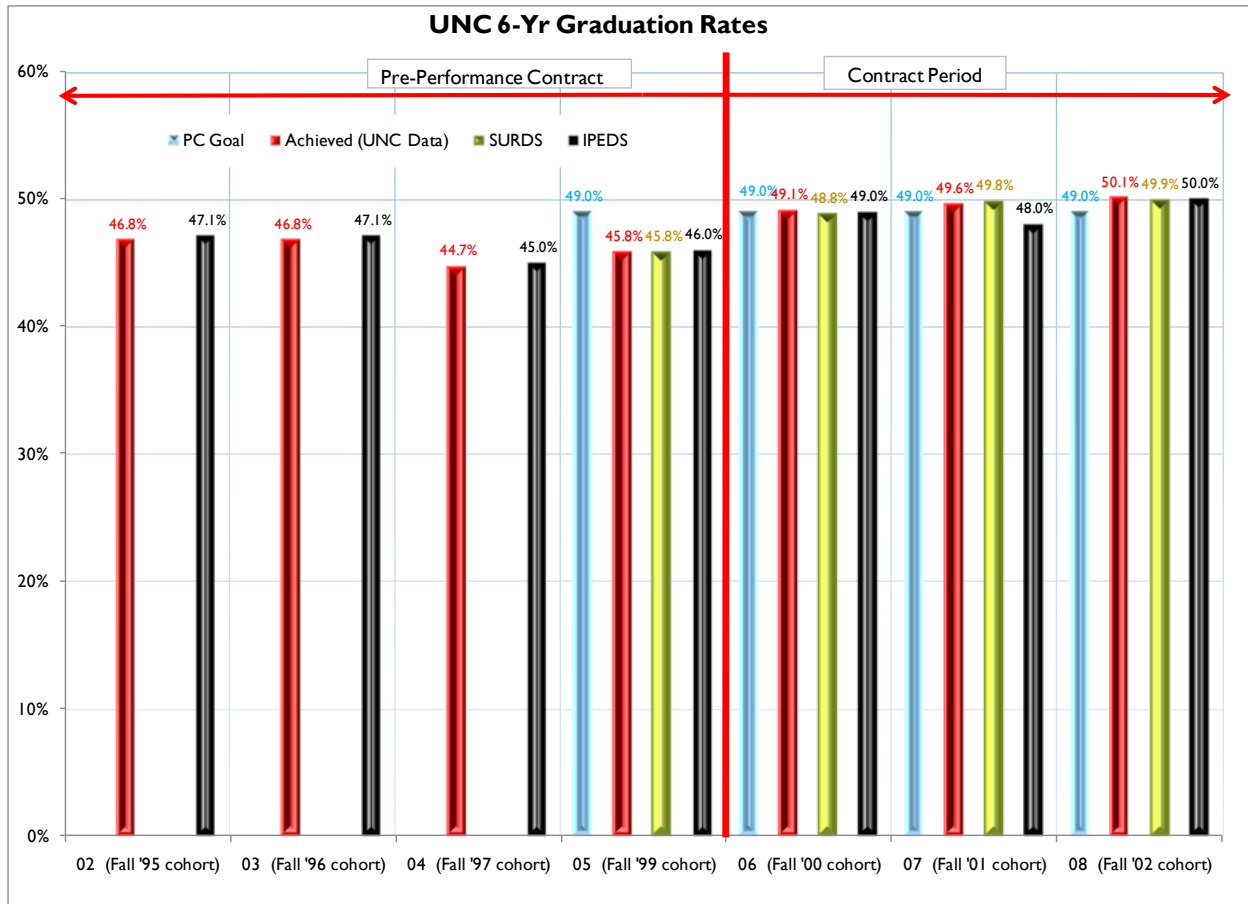


Figure 3. University of Northern Colorado – Six-Year Graduation Rates, Multiple Sources

Focusing only on goal and progress (achieved) data from Figure 3 for the years under the PC, it is possible to see a pattern of the six-year graduation rates noted in Figure 4 below. Over the period displayed in the figure below, the six-year graduation rates have an upward trend.

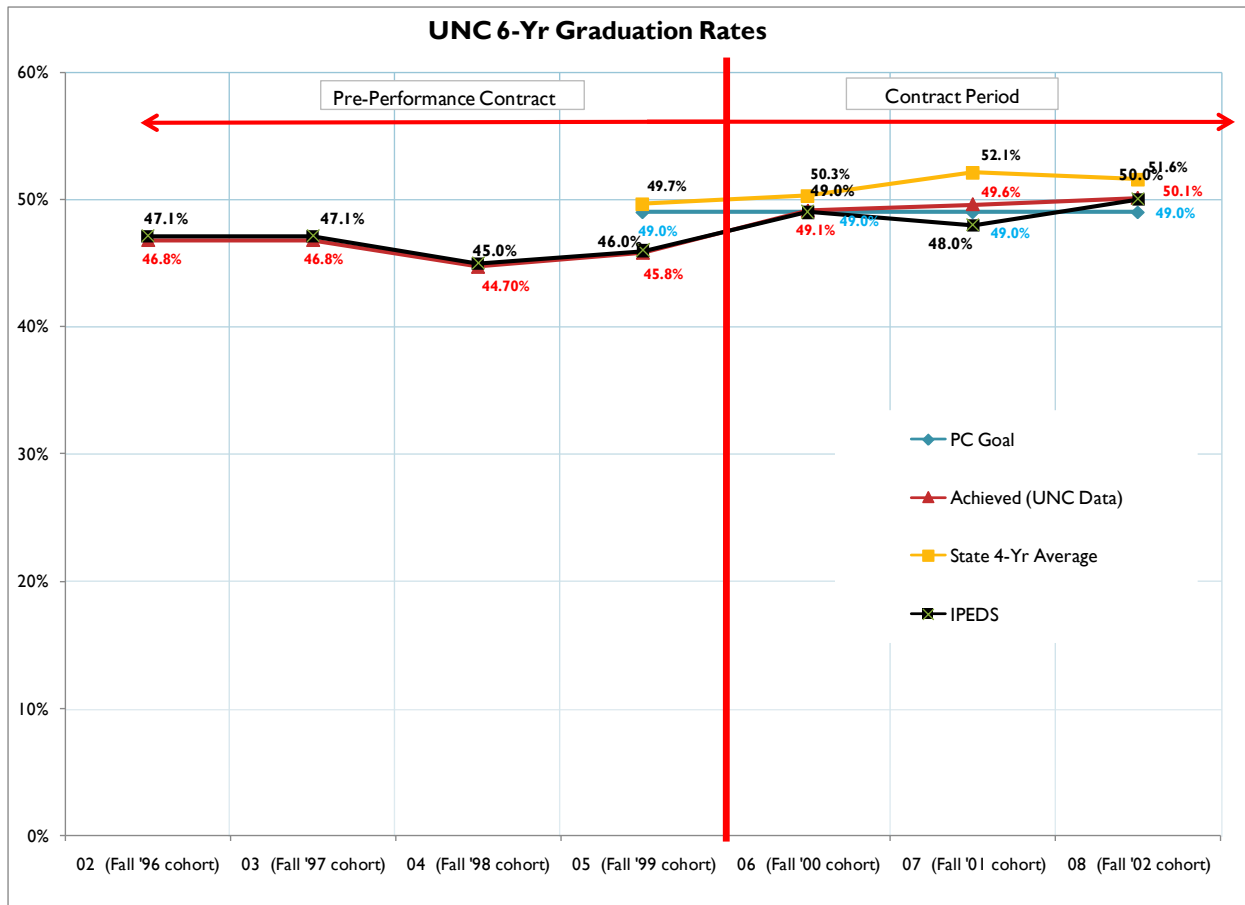


Figure 4. University of Northern Colorado – Six-Year Graduation Rates, 2002-2008

2.2 The Governing Board has committed to the improvement of student access and success, including increasing graduation rates long-term, by integrating and coordinating support services and fostering an inclusive campus. See Charting the Future Final Report, attached as Addendum B. The Institution’s Commission on Student Success, as outlined in the Report, will identify structural changes and shifts in funding priorities required to most effectively support student success at the Institution. By December 3-1, 2007, the Institution shall report on the recommendations of the Commission on Student Success.

UNC’s CSS also recommended policies, procedures, and operating guidelines to support an integrated system of student services in an effort to enhance matriculation and increase graduation rates. In total and as referenced above, the CSS made 12 recommendations. Below is a partial list of the recommendations that relate specifically to UNC’s efforts to enhance graduation rates:

- Creation of the Office of Academic Support and Advising and the Center for Honors, Scholars and Leaders;

- Creation of a full-time learning communities director (who also administers UNC’s first-year experience seminar);
- Expansion of UNC’s learning communities program;
- Allocated resources to fund additional instructors for the first-year experience seminar, (which serves as the anchor course for all learning communities);
- Adopted a university-wide advising mission statement;
- Enhanced advising (including student evaluation of advising and faculty evaluation via UNC’s promotion and tenure system);
- Technology/advising training for faculty (i.e., Banner training);
- Increased dedicated staffing for UNC’s Office of Advising;
- Collapsed and combined institutional units in an effort to enhance campus-wide advising;
- Enhanced campus-wide tutoring across units;
- Created a campus-wide Student Success Advisory Council;
- Established the Center for Honors, Scholars, and Leadership (including several separate campus units, providing a broad spectrum of academic enrichment and retention opportunities for UNC students);
- Created an Enrichment Committee whose members meet regularly to coordinate events and activities, discuss resource issues, and engage in short and long range planning.

Section 3: Underserved Students

The PC for UNC indicates that underserved students are defined as males, members of ethnic minority groups, low-income, and first generation college students. The results of UNC’s progress on these goals are presented below by each category.

3.1(a) Males

Table 1 reflects an increase in male students and a decrease in female student enrollments over the eight-year period.

Increase Enrollment of Men (Headcount)							
	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008
Enrollment of Men	4,260	4,370	4,644	4,779	4,680	4,403	4,314
Enrollment of Women	7,147	7,332	7,509	7,634	7,488	7,085	6,816

SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments

Table 1. Enrollment of Men

3.1(b) Successes with members of an ethnic or racial minority group

As noted in Table 2 below, UNC has had increases in the number of Black, Hispanic, and Native American students over the eight-year period.

Increase Enrollment of Ethnic/Racial Minorities (Headcount)							
	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008
Asian or Pacific Islander	399	364	392	383	375	338	300
Black, non-Hispanic	236	259	273	330	313	329	355
Hispanic	818	858	910	978	963	878	912
Native American or Alaskan Native	81	99	137	144	167	142	123
Non-Resident Alien	130	129	130	146	137	221	290
Unknown Ethnicity	466	567	640	590	696	576	542
White, non-Hispanic	9,277	9,426	9,671	9,842	9,517	9,004	8,608

SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments

Table 2. Enrollment by Race/Ethnicity

Further, UNC identified the five-year trend of minority enrollment data of the first-time freshman students. These data are reflected in Table 3 below. The minority enrollment has increased over these five years.

First -time Freshman Minority Enrollment Trends					
	Fall	Fall	Fall	Fall	Fall
UNC Data	2005	2006	2007	2008	2009
Percentage Minority	16.5%	16.8%	16.7%	17.2%	23.0%

*Approximate percentages taken from chart without specific data points

Table 3. First-time Freshmen Minority Enrollment Trends

Also, from the data provided by UNC and displayed in Tables 4 and 5 below, it is possible to see the successes with retention of minority students and note that Asian and Hispanic students are being retained at a rate almost comparable to the White students.

Five-year Retention Rates by Race/Ethnicity						
	2004 to	2005 to	2006 to	2007 to	2008 to	
UNC Data	2005	2006	2007	2008	2009	
African American	70%	55%	59%	66%	69%	
Asian American	76%	76%	47%	64%	71%	
Hispanic	70%	64%	56%	65%	67%	
Native American	49%	72%	55%	65%	73%	
White	72%	69%	68%	71%	69%	
Unknown	71%	71%	78%	71%	70%	

Table 4. Five-year Retention Rates by Race/Ethnicity

2003 6-Year Graduation Rates by Race/Ethnicity	
	%
UNC Data	Graduated
Sex	
Male	44.3%
Female	51.7%
Race/Ethnicity	
African American	34.0%
Asian American	47.8%
Hispanic	47.1%
Native American	28.0%
White	50.6%
Low Income	
Yes	41.3%
No	50.3%
First Generation	
Yes	47.3%
No	51.2%

Table 5. 2003 Cohort – Six-year Graduation Rates by Race/Ethnicity

3.1I Low-income (as defined by eligibility for a Federal Pell Grant)

As noted in Table 6, there was a decline in the number of low-income students over the years displayed.

Increase Enrollment of Low Income Students* (Headcount)							
	AY	AY	AY	AY	AY	AY	AY
SURDS Data	2003	2004	2005	2006	2007	2008	2009
Enrollment	2,944	2,944	3,000	2,825	2,551	2,400	2,387

*Low income defined as Pell Eligible

Table 6. Enrollment by Low-income Students

3.1(d) First-time, underserved college students

UNC further identified the first-time college students by several key indicators of the previously defined underserved student population. Those data are presented in Table 7 below and for the year 2008, the first-time freshmen attending UNC were primarily female, white, not a low-income college student, and not a first generation student.

Fall 2008 First-Time Freshman Enrollment		
UNC Data	#	%
Sex		
Male	860	40.7%
Female	1,254	59.3%
Race/Ethnicity		
African American	87	4.1%
Asian American	51	2.4%
Hispanic	209	9.9%
Native American	16	0.7%
White	1,630	77.1%
Unknown	121	5.7%
Low Income		
Yes	402	19.4%
No	1,673	80.6%
First Generation		
Yes	546	26.3%
No	786	37.9%
Unknown	743	35.8%

Table 7. Fall 2008 First-time, Underserved Freshman Enrollment

3.2 Increased enrollment, retention, and graduation rates through various programs.

As noted in annual reports provided by UNC, they have provided an array of services and programs to support underserved students. UNC recognizes the importance of early exposure to college opportunity. UNC supports multiple programs that target children in the K-12 educational pipeline. These include programs, services, and activities that bring students to campus as well as direct service to students in the schools:

- Sponsorship of an annual Latino/a Youth Leadership Conference;
- Sponsorship of the COSMOS program (Math/Science Upward Bound);
- All UNC teacher candidates are required to provide approximately 30 hours of literacy tutoring to students in a Title I or low performing elementary school;
- Greeley Voices, a youth initiative that uses creative arts, technology, and mentoring to promote postsecondary education opportunities among low-income youth in the community;

- UNC's cultural centers have worked with admissions personnel to sponsor campus visitation days, providing underserved students from across the region with a chance to learn more about educational opportunities and the college enrollment process;
- The provision of renewable scholarships and other sources of ongoing support to facilitate college enrollment and completion;
- Las Chicas de Matematicas (a summer math camp for young Latinas);
- Becoming a Bear program (expanded outreach to Colorado's high school students);
- A \$1.25 million Upward Bound grant to work with low-income and first-generation students attending Greeley Central High School, the program focuses on literacy and language development and is intended to promote college preparation and aspirations among participants;
- UNC was also awarded a grant from the National Science Foundation's Science, Technology, Engineering, and Mathematics Talent Expansion Program to recruit minority students to pursue undergraduate degrees in biology.

Further, UNC also sought external funding for a variety of initiatives related to enhancing services to and for underserved populations. Among the successful proposals are the following projects:

- Realizing Our Community (Colorado Trust) – A collaborative project between UNC and several Greeley organizations funded for \$310,000 which facilitates the integration of immigrants and refugees into the community.
- Graduate Assistance in Areas of National Need (GAANN) – A project funded for \$380,000 focusing on student recruitment to the Ph.D. program in Biological Education, with a special interest in recruiting students from underserved groups.
- Video Cases for Novice College Mathematics Instructor Development (FIPSE) – A project funded for \$490,000 focusing on improving training of future college mathematics teachers with the goal of bringing culturally responsive teaching to collegiate mathematics.

To support the retention and overall success of students, UNC sponsored academic, cultural, and student support programs designed to promote the educational success of its students with a particular focus on underrepresented student population/diversity. Examples of specific programs include the Center for Urban Education, CUMBRES, and the COSGC Diversity Enhancement Grant. UNC's colleges offered numerous academic enrichment programs designed to increase cultural awareness and appreciation for diversity. Colleges offered lectures, conferences, and research symposia featuring multicultural issues and speakers.

Enrollment, retention, and graduation rates among underserved groups improved considerably throughout the years of UNC's PC. To enhance and sustain these positive outcomes, UNC enacted several initiatives and has plans for more improvements in 2010.

3.3 The Governing Board shall ensure that the goals in this section are addressed consistently with the role and mission of the Institution, its admission and academic standards, and the level of funding available.

UNC did not submit a letter of assurances or any institutional data in response to this section of the PC.

GOAL 2: QUALITY IN UNDERGRADUATE EDUCATION

Section 1: General Education Requirements

1.1 – 1.3 Adopt fully transferable, foundational general education core curriculum/gtPathways.

1.4 Clearly designate in course catalogs and related materials lower division courses eligible/not eligible for transfer.

UNC has indicated through its PC reports that UNC's core curriculum is fully transferable and corresponds with gtPathways as required by Goal 2; Section 1.1 – 1.3. DHE staff reviewed the UNC Undergraduate and Graduate Catalog for the academic years 2007-2008 and 2009-2009 to assess UNC's compliance with Goal 2, Section 1.4. DHE notes the following:

- 2007-2008 Catalog: Clearly designates the courses that are eligible for gtPathways transfer. The "Undergraduate Graduation Requirements" section of the catalog discusses the transfer of state-guaranteed general education courses (p. 75). Each curricular component of the core requirement is discussed and the courses that satisfy each component are listed by course number. It is stated that all courses bearing the "gtI" designation will transfer to a Colorado public institution in the Colorado Guaranteed Transfer program. In the detailed course listing section of the catalog, those courses that satisfy gtPathways are noted as such in the course description as "gtP." This notation of the course meeting the gtPathways designation does not include what discipline requirement the course meets.
- 2008-2009 Catalog: Clearly designates the courses that are eligible for gtPathways transfer. The "Undergraduate Graduation Requirements" section of the catalog discusses the transfer of state-guaranteed general education courses (p. 75). Each curricular component of the core requirement is discussed and the courses that satisfy each component are listed by course number. It is stated that all courses bearing the "gtI" designation will transfer to a Colorado public institution in the Colorado Guaranteed Transfer program. In the detailed course listing section of the catalog, those courses that satisfy gtPathways are noted as such in the course description as "gtP." This notation of

the course meeting the gtPathways designation does not include what discipline requirement the course meets.

Thus, both catalogs satisfy the requirement of Section 1.4 of Addendum A of the PC (that all lower division courses not eligible for statewide guaranteed transfer be clearly designated) because eligible courses *are* marked with the gtP designation, and those that are not eligible are not marked.

Section 2: Academic Assessment

2.2 Maintain high academic quality and rigor, including efforts to mitigate grade inflation.

UNC has developed policies intended to maintain appropriate academic quality and rigor, including efforts to mitigate grade inflation. Specific policies include the following:

- An academic program review (the periodic assessment of the vitality and quality of academic programs);
- Academic standards (UNC has adopted a rigorous academic standing policy to monitor student performance);
- A first-year experience instructor certification (all instructors are required to complete the certification process, which addresses issues such as clarifying the purpose of the course, understanding professor rights and responsibilities, and designing the course to support the desired student learning outcomes); and,
- A plus/minus grade system (UNC adopted a new plus/minus grade system to provide greater grading flexibility and more accurate evaluation of student performance. Faculty are not required to use the system; however, those who do must include the information in the course syllabus).

Further, according to the PC, “By September 1, 2006, the Governing Board shall provide to the Department data on the implementation of policies to maintain appropriate high academic quality and rigor. Such data may include the distribution of grades by academic subjects and course level and other indicators and assessments of student competency.”

As a response to increasing academic quality and rigor, UNC instituted the following:

- Professional Development via the Center for Enhancement of Teaching and Learning (CETL). CETL was established in fall 2005 in response to institutional priorities instituted through Charting the Future. The center provides direct training and support for faculty and staff, particularly in the areas of innovative teaching and learning, scholarship, leadership, and service.
- Additional training was also provided by the Office of Assessment.

2.3 Grade distribution.

No institutional responses were provided to reflect on the implementation of policies to maintain appropriate high academic quality and rigor, and no data were reported on the option to display the distribution of grades.

Section 3: Faculty Evaluation and Professional Development

3.1 Compensation policies for faculty.

UNC provided its Board of Trustees' policy manual which described the criteria regarding faculty evaluation.

In the academic year 2007-2008, UNC adopted the following process regarding the use of financial incentives in faculty evaluation and professional development. Through this process, financial incentives are applied differentially to faculty based on evaluation criteria.

The goal of faculty salary increase distributions is to reward outstanding service and to bring all faculty closer to parity with peers. Only those faculty who receive an evaluation rating of three or higher are eligible for salary increases (including base, parity, and merit increases) ensuring that financial incentives are linked to faculty evaluation. The faculty salary pool was allocated accordingly for the 2008-2009 academic year (the most recent year that data are available):

- Allocations for faculty promotions – \$41,300.
- After allocations for promotions, 20% of remaining amount is available for parity (based on CUPA and other comparative data) – \$243,740.
- 25% of the amount remaining after parity and promotions will be used for merit based distribution – \$243,740.
- After these distributions, base salary adjustment equaling approximately 3% of base salaries is available – \$841,300.

Of note: merit allocations are awarded consistent with college practices.

3.2 Core faculty same quality as non-core (majors) courses.

UNC provided no data in response to this section.

Section 4: Evaluation and Assessment of Student Learning Student Performance and Assessment of Student Learning [sic]

4.1 Outcomes on licensure, professional, graduate school admission, and other exams.

4.2 Develop method to assess students' knowledge.

According to the data provided by UNC, it has established the following assessments to address student outcomes, including knowledge of content taught in courses approved for the Best University Experience curriculum (hereafter identified as the Core Curriculum).

- Course-embedded assessment for all general education courses in the Core Curriculum
- Annual and five-year program reviews
- Targeted assessments for special populations, courses, and/or programs

GOAL 3: EFFICIENCY OF OPERATIONS

Section 1: Efficiency Through Better Information

1.1 Implement integrated administrative data system for cost analysis and subsequent budgeting.

Under Goal 3: Efficiency of Operations, the PC for UNC notes a requirement to implement an integrated administrative data system and UNC reported that it implemented the Banner comprehensive suite of administrative software in 2005 and 2006. This implementation allowed the development of UNC's first data warehouse which "went live" in 2007. UNC has continued to expand reporting and analysis using the warehouse which has resulted in improved data-based decision making.

Section 2: Mandatory Costs

1.1[sic] Provide information for Budget Data Book (BDB) on mandatory cost increase/decreases.

The Governing Board has complied with the requirement to submit data.

1.2[sic] A requirement that the Department uses the information from 1.1 to determine funding increases necessary for cash funds and cash funds exempt.

The State no longer utilizes the "cash funds exempt" terminology. Annual funding increases are developed by examining a number of criteria, particularly the NCHEMS funding analysis. The Department attempts to honor this provision; however, the past two fiscal years have primarily focused on cuts to base funding levels. The Department will continue to strive to fulfill this provision when funding sources are adequate to permit funding increases.

1.3[sic] Tuition differentials, specialized fees, or other tuition increases to improve quality.

The PC states the Governing Board may submit tuition differentials and specialized fees in the budget process. DHE annually collects the Tuition and Fee Survey from all institutions. In FY

2005-06, UNC utilized no tuition differentials. However beginning in FY 2006-07, UNC utilized three tuition differentials: 1) Resident; 2) Business; and 3) Music, Theatre, and Nursing. This tuition plan was then updated for FY 2009-10 when the “Music, Theatre, and Nursing” differential was divided into two separate differentials: 1) Music, Theatre, and Dance; and 2) Nursing. The utilization of differentials was optional in the PC, and the Governing Board has been in annual contact with the Department and the Joint Budget Committee regarding differentials. The Governing Board is therefore considered to be in compliance. Specialized fees are outlined in the tuition and fee survey and align with CCHE policy. The tuition and fee data for UNC are noted in Tables 8 and 9:

	FY 2005-06 Tuition (30 CHRS)	FY 2006-07 Tuition (30 CHRS)	FY 2007-08 Tuition (30 CHRS)	FY 2008-09 Tuition (30 CHRS)	FY 2009-10 Tuition (30 CHRS)
Resident	\$3,192	\$3,276	\$3,600	\$3,942	\$4,296
Business	N/A	\$3,756	\$4,080	\$4,470	\$5,106
Music, Theatre, and Nursing	N/A	\$3,636	\$3,960	\$4,338	N/A
Music, Theatre, and Dance	N/A	N/A	N/A	N/A	\$4,941
Nursing	N/A	N/A	N/A	N/A	\$5,541

Table 8. Specialized Tuition, 2005-2010

	FY 2005-06 Fees (30 CHRS)	FY 2006-07 Fees (30 CHRS)	FY 2007-08 Fees (30 CHRS)	FY 2008-09 Fees (30 CHRS)	FY 2009-10 Fees (30 CHRS)
Resident	\$645	\$674	\$713	\$738	\$1,155

Table 9. Resident Fees, 2005-2010

2.3 Track financial ratios.

As per the PC, UNC was to provide the DHE financial ratios identified and discussed in KPMG's *Ratio Analysis in Higher Education: New Insights for Leaders of Public Higher Education*. This report is presented annually by UNC staff to the UNC Board of Trustees. Due to an oversight, it was not provided to the Commission or Department. Upon notification, UNC provided copies of reports to the Department and will strive to provide them in the future. By providing the reports, UNC is considered to be in compliance.

Section 3: Capital Assets and Maintenance

3.1 Allocate a percentage of new tuition revenue for deferred maintenance.

The PC for UNC states that it is to allocate a percentage of new tuition revenue for deferred maintenance in proportion to the level of tuition increase in excess of inflation and mandated costs authorized by the General Assembly. The annual "Statement of Revenues, Expenses, and Changes in Net Assets" is a segment of the annual Financial and Compliance Audit performed by the Office of the State Auditor or designee. This segment outlines expenditures for "Operation of plant." Neither this section nor the financial footnotes provide narrative nor explanation for what share of this is from tuition revenue. UNC has not implemented a student-approved mandatory fee for capital expenses, and there has been no proposal forwarded to CCHE for a tuition differential for capital. It is unclear if UNC has the ability to provide narratives in the annual "Statement of Revenues, Expenses, and Changes in Net Assets," as the institution is not the author of the document.

Section 4: Auxiliary Facilities

4.1 Assess number and type of auxiliary facilities.

UNC regularly reports auxiliary revenues and expenditures in the BDB and audited financial statements. However, staff were unable to find a record of notifications of this type by UNC, if any have occurred during the contract period.

4.2 Assess appropriateness of privatizing auxiliary facilities.

UNC regularly reports auxiliary revenues and expenditures in the BDB and audited financial statements. Upon notification, UNC provided copies of reports to the Department and will strive to provide them in the future. By providing the reports UNC is considered to be in compliance. The internal review and consideration by institution and Governing Board staff component requires no notification to the Department; anecdotal evidence confirms that UNC has complied.

GOAL 4: TEACHER EDUCATION

Section 1: Teacher Education Programs

1.1 Reauthorization every 5 years.

Goal is met. DHE confirms that DHE and CDE have conducted reauthorization reviews of UNC's teacher preparation programs every five years (at least since 2002) and CCHE has approved those reauthorizations.

1.2 Maintain national accreditation and state authorizations.

Goal is met. DHE confirms that UNC has maintained its national accreditation by National Council of Accreditation of Teacher Education (NCATE) since 1954 and all of UNC's teacher preparation programs are authorized by the State Board of Education and CCHE.

1.3 Teaching program standards:

(a) Teaching on diverse student populations.

Goal is met. The 2006 and 2008-2009 reports provided lists of coursework and how those classes address diverse student populations. For instance, "All candidates are placed in more than one school during their preparation and the program is working to ensure all candidates have a pre-rotation experience in diverse settings, including to the extent possible well-structured experiences in Title I or 'low/unsatisfactory, but stable/improving' performing schools." This explanation included much data and examples of schools where students are placed and how those schools meet this criterion.

(b) Not less than 400 hours of each teacher candidate's 800-hour field experience shall be spent student teaching.

Goal is met. The 2006 and 2008-2009 reports stated, for instance, "The Secondary, K-12, and Special Education programs require a full semester of student teaching ranging from 600 to 645 hours. The Elementary program requires an initial Block I Student Teaching experience that is a 400-hour experience and the final Block II Student Teaching experience is eleven weeks or 440 hours."

(c) Effective use of student assessment data.

Goal is met. The 2006 and 2008-2009 reports stated, for instance, "Content-area Reading and Writing course (EDRD 340) for Secondary and K-12 candidates, middle school or high school classroom teachers present CSAP data during guest lectures and demonstrate how content area teachers use and interpret reading and writing scores from the CSAP to guide reading and writing instruction in the content areas."

- (d) Instruction on attitudinal and behavioral differences/socialization variations between genders.

Goal is met. The 2006 and 2008-2009 reports explained how all candidates receive instruction on the attitudinal and behavioral differences that influence socialization and learning variations between boys and girls in the PSY 347 and PSY 349 courses in educational psychology. The PSY 347 and 349 course syllabi with highlighted sections related to gender differences were included in the Appendix.

1.4 Content courses taught by content departments.

Goal is met. The 2006 and 2008-2009 reports included lists that provide evidence that all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure are taught by faculty belonging only to the departments from which the courses originate.

Section 2: Recruitment and Training of Qualified Teacher Candidates

The data from SURDS on enrollments in the Teacher Education Program at UNC indicated, as displayed in Table 10, that the overall number of students enrolled in teacher education endorsement areas reflects an increased number over the five years.

University of Northern Colorado					
Headcount Enrollment in Teacher Endorsement Areas					
	2005	2006	2007	2008	2009
Asian or Pacific Islander	52	55	74	76	73
Black, non-Hispanic	35	32	30	43	50
Hispanic	188	198	204	244	279
Native American or Alaskan Native	23	32	43	66	54
Non-Resident Alien	4	2	2	18	8
Unknown Ethnicity	190	153	164	181	211
White, non-Hispanic	2136	2097	2237	2657	2845
Total	2628	2569	2754	3285	3520

Table 10. Enrollment in Teacher Education Endorsement Areas

- 2.1 Improve recruitment, retention, and graduation of teacher candidates who are underrepresented.

Goal is met. The 2006 report contains too many examples to list them all. A few are: “The College of Education and Behavioral Sciences has several initiatives for improving the recruitment, retention, and graduation of teacher candidates from under-represented populations.

These include the Center for Urban Education in Denver, the Cumbres Program, Project Teacher Find, and the Native American Innovative Leadership Project (NAIL).”

The 2008-2009 report details how UNC used a Teach Colorado Grant for recruitment and retention activities.

2.2 The Institution shall annually submit to the Department on or before August 1st of each year, the student identification numbers and endorsement areas for all teacher candidates.

Goal is met. DHE confirms that the Teacher Ed File has been appropriately submitted to SURDS annually.

2.3 Analyze placement in K-12 schools of teacher candidate graduates and their performance once placed.

Goal is met. The 2006 report detailed how UNC analyzed the following surveys: a first- and second-year teacher survey sent to over 600 UNC teachers from the graduating classes of 2004 and 2005; a principal survey; a cooperating teacher survey; and focus-group data from discussions with first- and second-year teachers and their supervising principals. The evaluation will provide data on the needs and strengths of the first- and second-year teachers’ performance and will provide possible implications for revision of parts of UNC’s initial licensure programs.

The 2008-2009 report gave the results of another survey conducted in spring 2009, where 255 principals were asked to evaluate UNC teacher graduates on 24 areas of classroom teaching. Fifty-five principals completed the electronic survey for a response rate of 23%.

GOAL 5: OTHER STATE NEEDS – WORKFORCE AND ECONOMIC DEVELOPMENT

1.1 As a part of UNC's promise to deliver a student-centered education that provides a solid liberal arts foundation, professional preparation, and real world experiences, the Institution will invest in the development and delivery of programs which address the following regional, state, and national priorities:

a. Teacher preparation for urban environments, secondary math and science, bilingual and/or ESL licensure at either the elementary or secondary level, elementary education, or special education.

Goal is met. DHE confirms that UNC includes preparation for urban environments in its partnerships with three metro Denver area school districts and Denver campus. DHE confirms that UNC is approved to offer teacher preparation in secondary math and science, both bilingual and ESL, elementary education and numerous special education endorsements.

- b. Nursing education, including cooperative programs facilitating transfer from community college programs, rural outreach, distance delivery and graduate programs which expand baccalaureate capacity.

No institutional data were provided in response to this PC item.

New Program Approval Process

A key reporting and approval process that changed with the new PC was the manner in which institutions receive approval from CCHE to begin new academic programs and degrees. The PC requires the CCHE to approve all new or modified academic programs and degrees according to the specification of that institution’s mission and role. Once a governing board has approved the new or modified academic program or degree, it notifies the DHE and provides a rationale demonstrating that the creation or modification of the program is consistent with the institution’s statutory role and mission. DHE staff review the program to determine only if the new program or degree is within the statutorily defined mission and role for that institution (except for teacher education programs, which have additional reviews and approval by State Board of Education as required by 23-1-121 C.R.S.). Staff then provide a recommendation to the CCHE for approval or denial. The CCHE has the authority to override the creation or modification of the program if the change is inconsistent with the institution’s statutory role and mission.

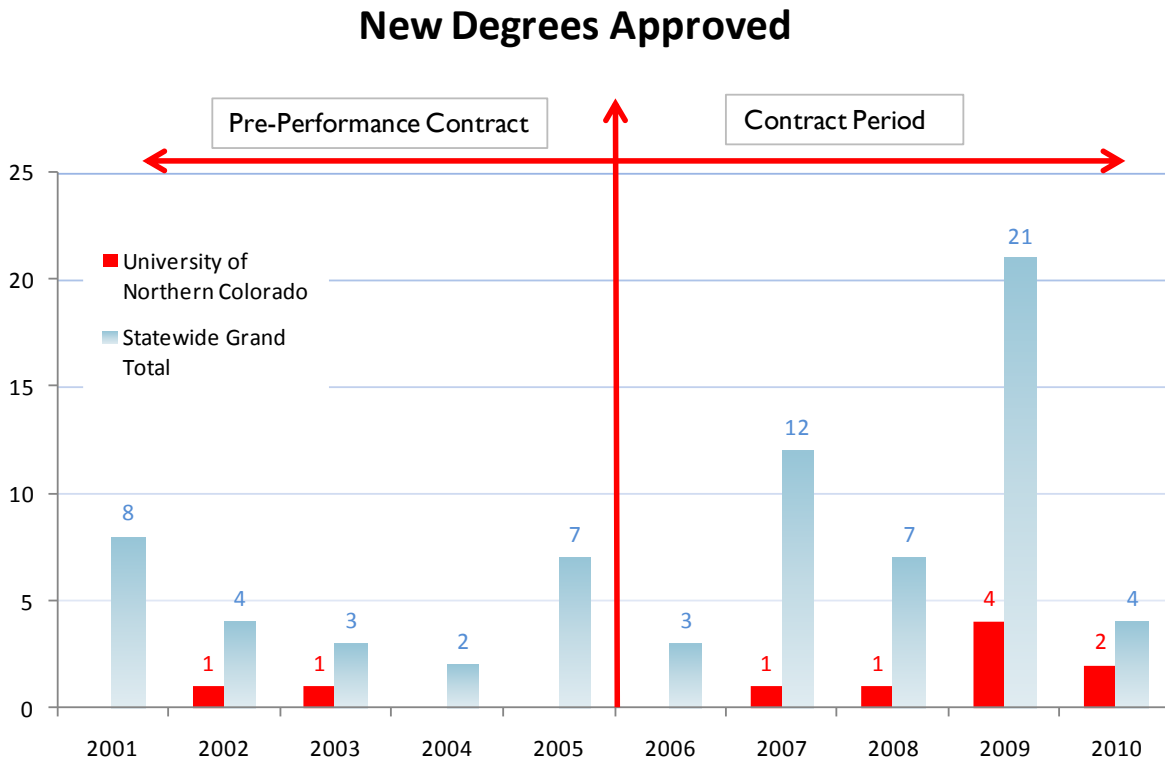


Figure 5. UNC, New Approved Degrees

Performance Goal Achievement

Finally, one important note contained in each PC states in paragraph 8, Performance Goal Achievement: “The ability of the Institution to fulfill the terms of this Performance Contract expressly assumes funding at a level which approximates the Department funding appropriated by the General Assembly during fiscal year 2003-2004.” How changes in the funding levels may have impacted an institution’s ability to meet the terms of the PC have not yet been determined and will be discussed in the open dialogues with CCHE, institutional leaders, and the DHE.

Figure 6 below displays the data for state support for UNC over the last ten years. It is clear that total support, including the additional ARRA funds, has exceeded the 2003-2004 funding levels.

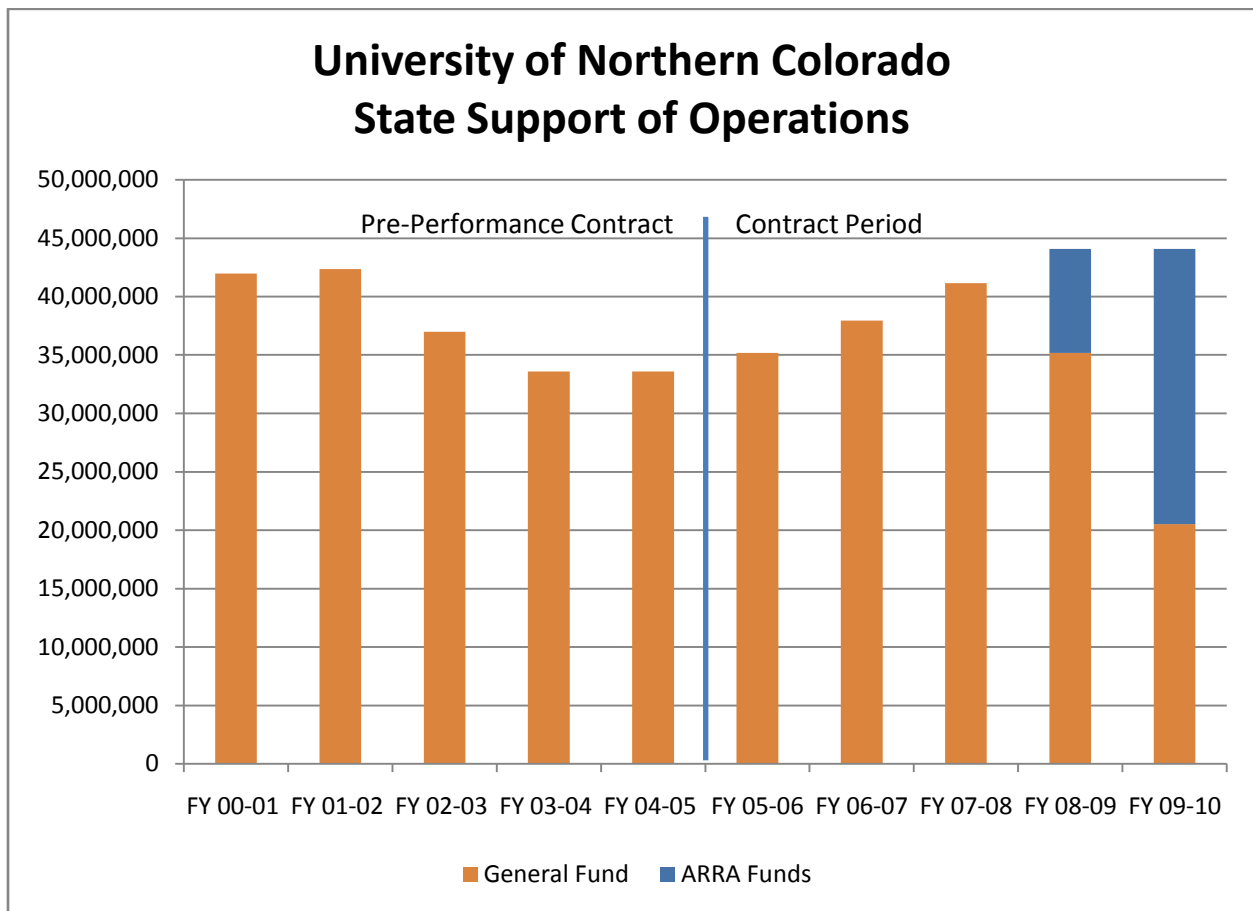


Figure 6. Financial Support to UNC, Ten-Year Trend

Further, in Figure 7 below the financial support disaggregated by Resident FTE is displayed which again reflects a funding level above the 2003-04 level and above the statewide funding per Resident FTE.

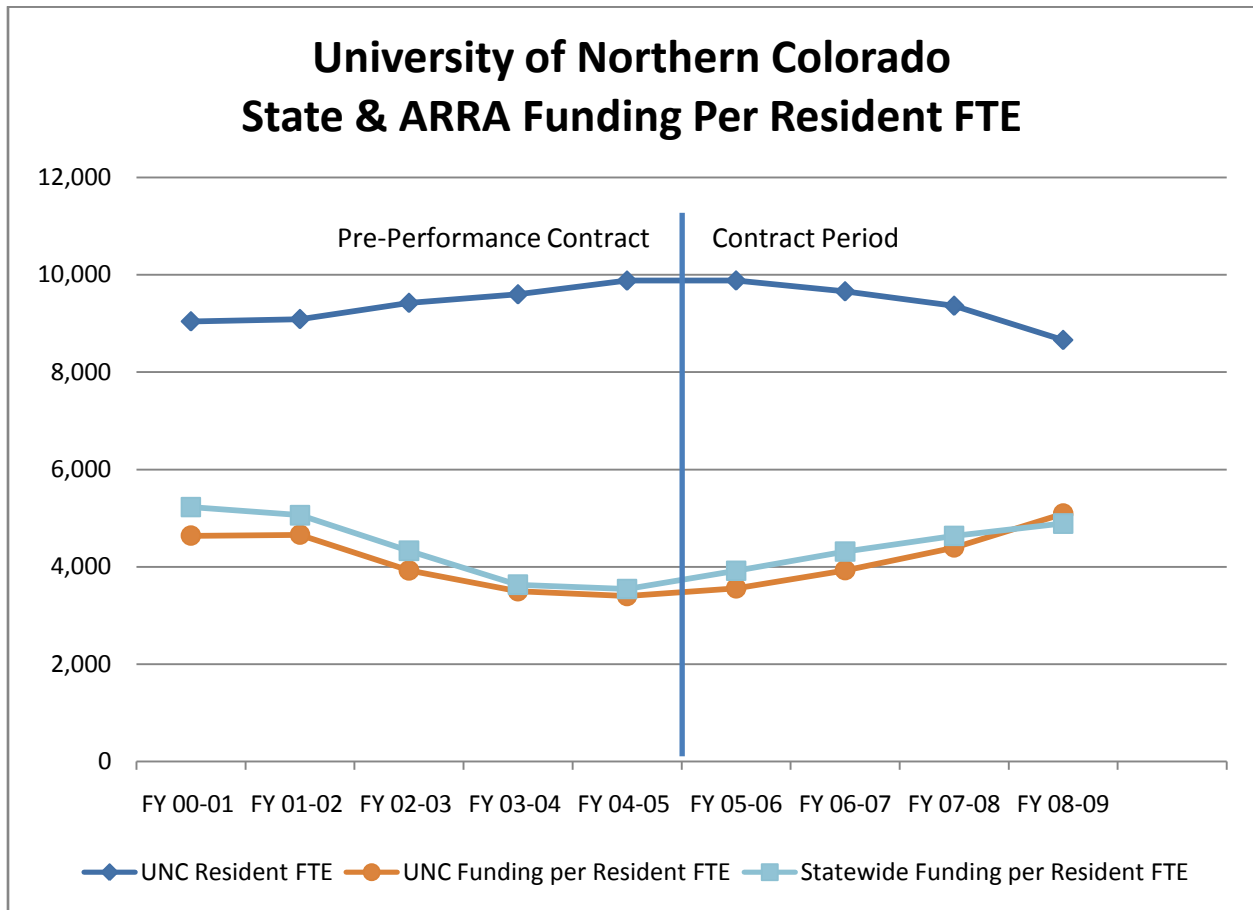


Figure 7. Financial Support to UNC, per Resident FTE, Ten-Year Trend

The annual reports provided by UNC along with other DHE data have been reviewed and presented in this report. Each of the items that were identified in the Performance Contract Addendum A has been addressed with this review.