COLORADO DEPARTMENT OF HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

Colorado State University System

Prepared for CCHE Meeting, August 5, 2010

<u>Introduction and Purpose of Review</u>

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.

<u>Documentation Review for Colorado State University System (CSUS)</u>

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

- SB04-189
- Colorado Revised Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- CSUS Performance Contract, signed February 21, 2005
- Annual Performance Contract reports provided by CSUS, 2005-2009
- SURDS data reports provided by CSUS, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by CSUS, 2005-2009
- Communication about the Performance Contracts provided by CSUS, 2005-2009
- Amendment to Performance Contract signed by CSUS, June 24, 2009
- Documents from CSUS relating to the reauthorization of their teacher education program, 2005-2010

<u>Progress to Date on Specified Goals for CSUS</u>

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 CSUS, dated February 21, 2005. The six goals for CSUS 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 CSUS's progress to date.

GOAL 1: ACCESS AND SUCCESS

Section 1: Retention Rates

> 1.1 By December 31, 2008, CSU shall increase its fall-to-fall retention rate for first-time, full-time freshman from 83.1% to 85.1%. CSU-P shall increase its fall-to-fall retention rate for first-time, full-time freshman from 64.4% to 67.0%. CSU shall increase its fall-to-fall retention rate for first-time, full-time freshman, including transfers to other institutions, from 89.3% to 91.3%. CSU-P shall increase its fall-to-fall retention rate for first-time, full-time freshman, including transfers to other institutions, from 76.2% to 79.0%.

Figures 1 – 4 below display data on the retention rates for all first-time, full-time (FTFT) freshman utilizing a standard reporting metric of a fall-to-fall retention period. These figures also display data with the pre-performance contract and contract period noted with the red lines. The light blue line (during the contract period) represents the goals CSU-Ft. Collins (CSU-FC) and CSU-Pueblo (CSU-P) set regarding their fall-to-fall retention for FTFT students over the eight years. Looking at 2004 (pre-PC) displayed on Figures 1 and 3, SURDS data indicate 83% for CSU-FC and 59.2% for CSU-P fall-to-fall retention followed by CSU-FC data of 82% in 2006, 82% in 2007, and 83% in 2008. CSU-P data indicate 61.3% in 2006, 63% in 2007, and 65.6% in 2008.

Focusing only on goal data and progress (achieved) data from Figures 1 and 3 for the years under the PC, it is possible to see a pattern where, for CSU-FC, retention rates remained essentially the same, and for CSU-P they showed a steady increase.
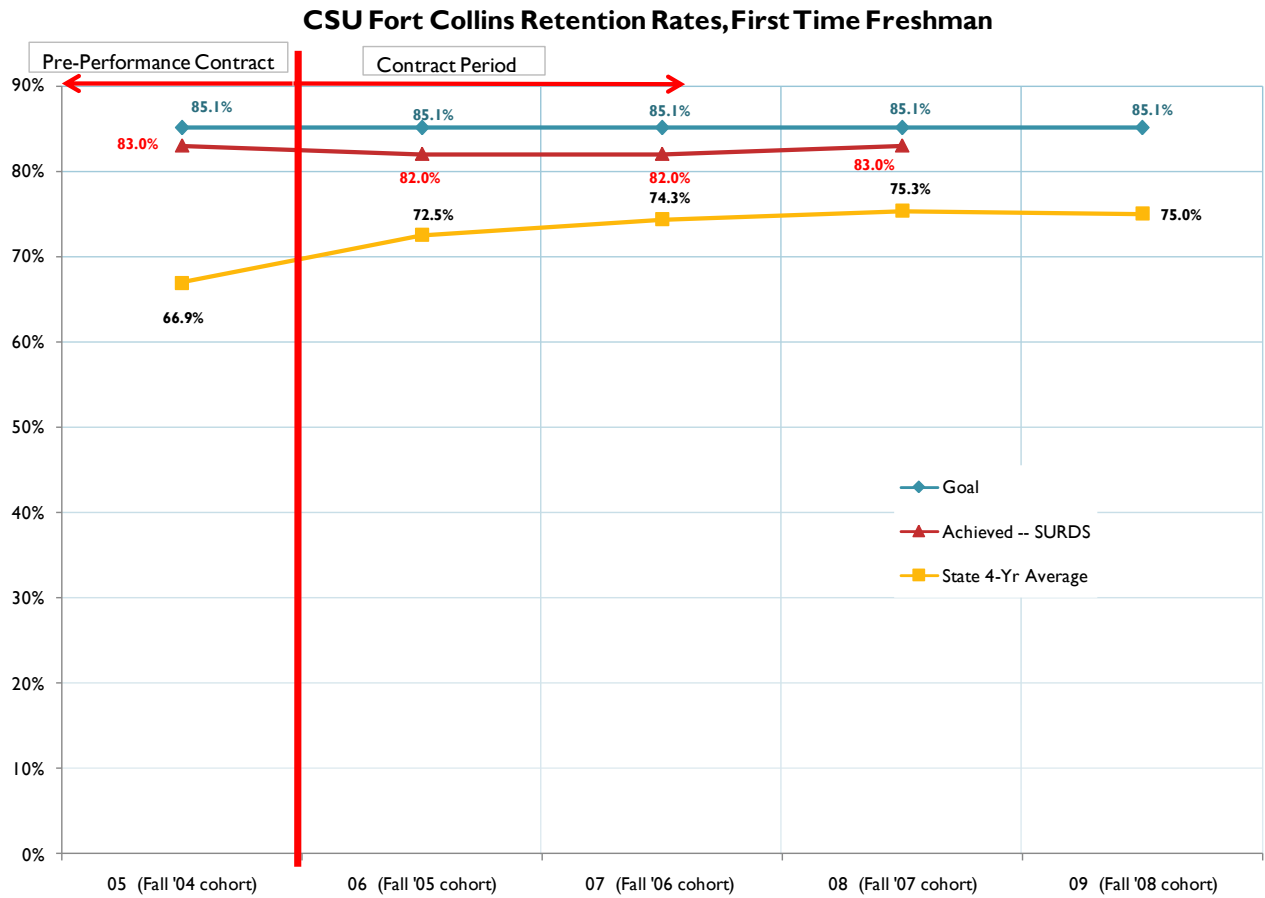
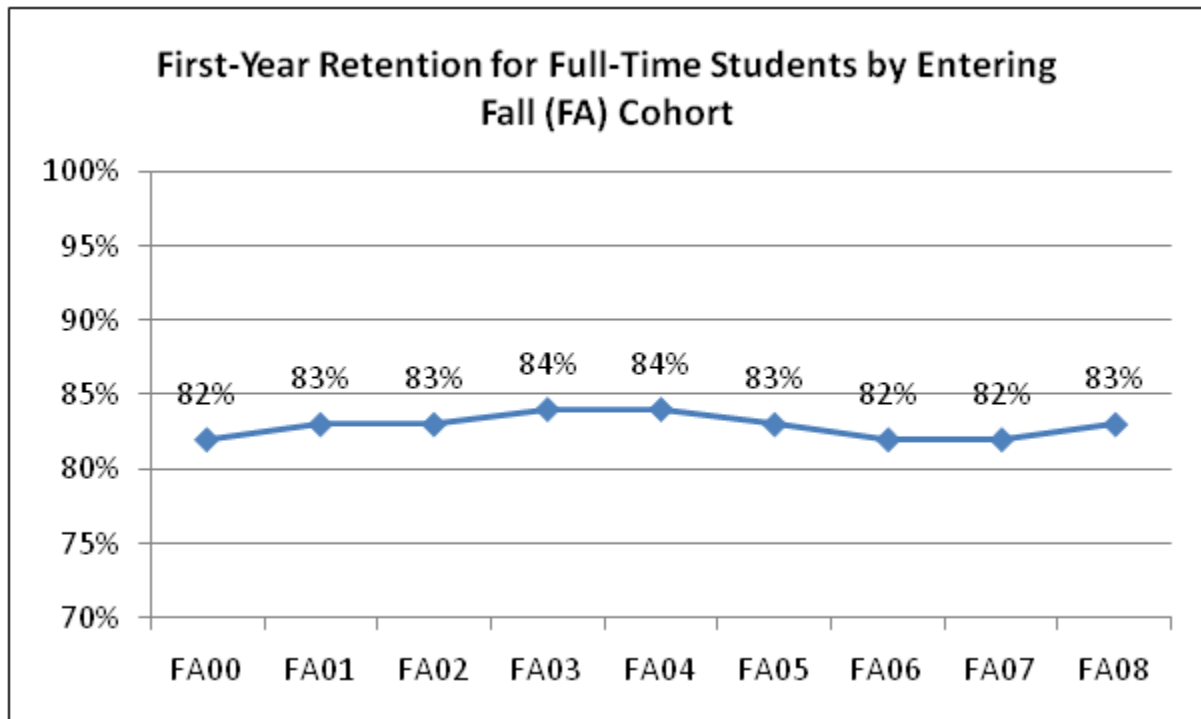Figure 1. CSU-FC, Fall-to-Fall Retention

Figure 2. CSU-FC, Fall-to-Fall Retention – Fort Collins Data

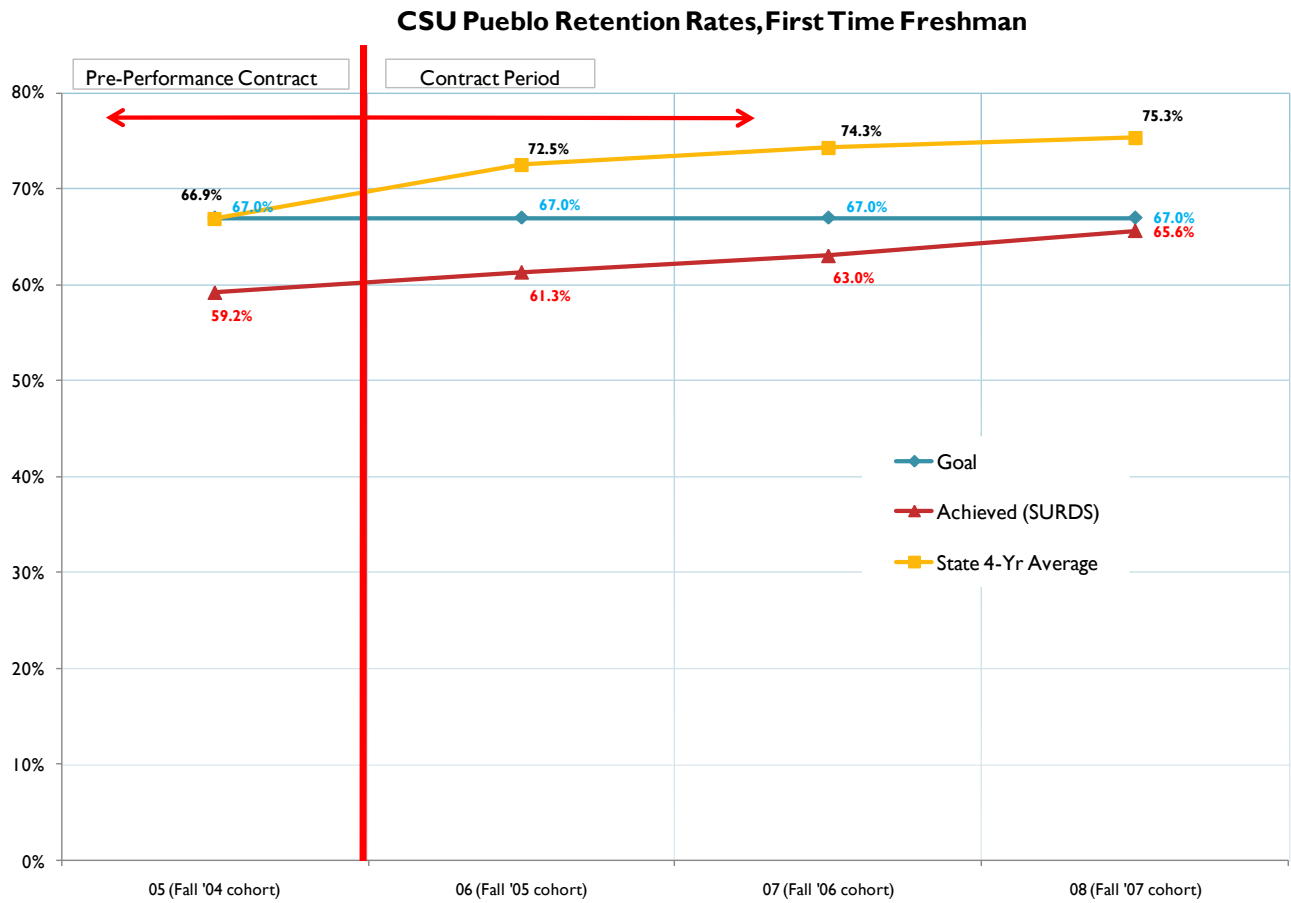**CSU Pueblo Retention Rates, First Time Freshman**

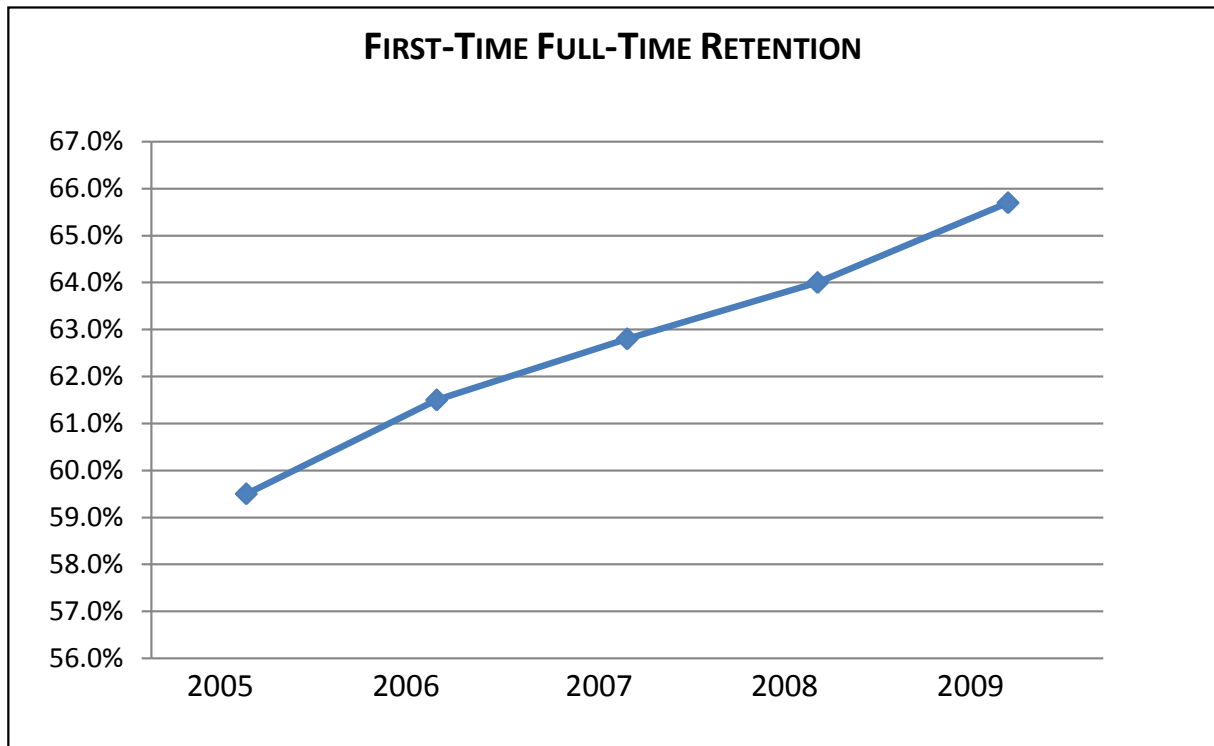
Figure 3. CSU-P, Fall-to-Fall Retention

Figure 4. CSU-P, Fall-to-Fall Retention, CSU-P Data

      1.2   The Governing Board shall report to the Department on or before December 31st of each year the results of its current efforts and any new or additional plans or programs to increase its fall-to-fall retention rates for first-time, full-time freshman.

The PC notes that CSUS shall continue to implement strategies for increasing the retention rates for FTFT freshman. Some of the strategies CSUS has implemented follow:

CSU-P

CSU –P has experienced a trend of increasing index scores among their entering freshman. Still, efforts to further enhance fall-to-fall retention for FTFT freshman has resulted in:

- Improved advising;
- Increased financial aid;
- Enhanced academic and psychological counseling services; and
- Revised university policies and procedures.

Specifically, CSU-P has continued to build more effective schedules of course offerings – a strategy aimed at reducing and even preventing the "stopping out" of students, (an action they have identified as negatively impacting retention and graduation rates). In particular, the institution's Four-Year Graduation incentive has proven particularly successful with some students who are showing a 69% retention rate (as of 2009), and express their desire to graduate in just four years.

Other efforts of note at CSU-P include:

- Expanded efforts around one-on-one tutoring services for students experiencing difficulties in courses.
- Tutoring services/efforts offered at both the individual college level and campus-wide.
- The General Education Tutoring Center (providing students tutoring support for developmental *and* general education courses).

Finally, also of note at CSU-P are the following campus-wide programs designed and implemented to enhance not only retention, but to ensure that students are retained in their first year and successfully matriculate through to graduation:

- Early Alert Program;
- Intrusive Advising Program;
- Title V supported Learning Communities.

CSU-FC

CSU-FC collapsed their reporting in response to both retention and graduation efforts, as philosophically they believe that retention and graduation are intertwined. The information below provides a longitudinal analysis and update on retention and graduation support, including programs, services, and activities throughout the course of CSU-FC's PC.

Of note, in 2006-2007, CSU-FC created a more efficient longitudinal system for tracking students while also implementing and formally adopting an institution-wide Comprehensive

Retention/Graduation Enhancement Plan. The Plan addresses the following broad areas: pipeline preparation and access; successful transitions inside/outside the classroom; academic support and curriculum development; and coordinated learning support/campus learning center. Provided below are highlights of the campus/campus retention/graduation enhancement plan:

Preparing the Pipeline and Assuring Access

- Admissions Review Process: focus on the rigor of courses/holistic review;
- Bridge Scholars Program: expanded the number of Bridge participants/enhanced program quality;
- Expanded Financial Aid: creation of the "Land Grant Award" for low-income/Pell students.

Promoting Successful Transitions In and Outside of the Classroom/Academic Support and Curriculum Development:

- Early Identification and Intervention: Mid-Semester Program, including grade assessment for students residing on/off campus;
- Course Redesign: dedicated resources for curriculum enhancement;
- Learning Communities: new learning communities include: a nonresidential transfer learning community, a nonresidential service learning community and a community-based research/global issues community;
- Academic Advising: three new FTE for advising areas, including Liberal Arts;
- Rationalizing College Open Option Categories: Specialized advising for undeclared students;
- Support for Students Experiencing Academic Difficulty: intervention and support received an additional .5 FTE position;
- Task Force on Lower-division Courses and the First-Year Academic Experience: joint student affairs/academic task force to study student engagement, (first two years);
- Early Grade Feedback Pilot: result of the Task Force described above; early feedback to students on academic progress in the first quarter of the fall semester; pilot involved about 8,000 reports in 129 class sections; intervention efforts jointly facilitated by Residence Life professional staff, selected academic advisors, and the Off-Campus Student Life Office. The impact of the pilot is still being assessed, and continuation and expansion of the pilot will be considered if the results are positive;
- "Project Success" for Undeclared Students on Academic Probation: the Center for Advising and Student Achievement (CASA) initiated a program through which undeclared students on probation are required to complete an on-line "course" that addresses numerous issues related to academic policies and academic success, and are then required to meet with their CASA advisor;
- Early Enrollment in the Academic Advancement Center Program: the Academic Advancement Center (AAC) is a TRiO Student Support Services Program that supports success and graduation of first generation, low-income students, and students with disabilities;

- Intervention with Students Not Registered by Priority Registration Date: through a collaboration between CASA Collegiate Success Coordinator and the Registrar, current students are identified who fail to register for courses before the priority date;
- Intervention with Students Who Do Not Return the Following Semester: CASA's Collegiate Success Coordinator initiated a process whereby students who fail to return for the succeeding semester receive an electronic message prompting them to complete a brief survey reporting their reasons for departure and indicating their future plans;
- Expansion of Intervention with Students Who Departed with More than 90 Credits: CASA's Collegiate Success Coordinator provides outreach and support to students who have left CSU-FC with 90 or more credits and in good academic standing. CSU-FC created a pilot "Ram Graduation Award" to encourage and enable selected students to return and complete their degrees.   In the first year of the pilot, five small awards were made, and all five students returned and completed their degrees within a year;
- Creation of the Office of Adult Learners and Veteran Services: CSU-FC created a new Office of Adult Learners and Veteran Services to give greater focus to the particular needs of non-traditional age students, veteran students, and returning adult learners;
- Learning Community Outreach and Support: CSU-FC created a .5 position designed to recruit diverse students to its Key Learning Community programs;
- Augmenting Learning Community Infrastructure and Increasing Learning Community Offerings: through the Student Success Initiatives, CSU-FC increased capacity to coordinate and support Learning Community programs. New additions to Learning Community options include a Transfer Learning Community, a Public Service Scholars Learning Community, a Live Green Community, a Health and Exercise Science Learning Community, and an emerging Global Village Learning Community.

Providing Coordinated Learning Support in a Highly Visible Learning Center

- Establishing a Home for the Learning Center: CSU-FC created (2008) a new learning center, named The Institute for Learning and Teaching;
- The Institute for Learning and Teaching (TILT): The new Institute's positions include: an Undergraduate Research Coordinator, a Learning Programs Coordinator, a Coordinator of the Office of Academic Concierge, and Transfer Center Coordinator. The TILT building co-located some existing programs and services, created new services, initiated a variety of campus partnerships, and structured a synergy among all the programs and partnerships. TILT provides resources and support for both faculty development and student development. Among the functions and programs now operating at TILT are:

  For Faculty:

  - Teaching Development
  - Teaching Resources
  - Course Design Programs
  - Grants and Awards
  - Resources for Advisors

- Office of Service Learning
- Office for Undergraduate Research and Artistry
- Office of Nationally Competitive Scholarship Programs
- Advising for Health Professions
- Advising for Undeclared Students
- Tutoring in Historically Challenging Courses
- Enrichment Programs and Short Courses
- Learning Spaces, including the Great Hall
- Transfer Center, with resources for prospective and enrolled transfer students
- Resources for Graduate Students, including support for Graduate Teaching Assistants

The array of opportunities and resources offered at The Institute for Learning and Teaching represent CSU-FC's commitment to teaching and learning as the foundation of retention, graduation, and student success.

Section 2: Graduation Rates

> 2.1 By December 31, 2008, CSU shall increase its 6-year graduation rate for first-time, full-time degree-seeking freshmen from 62.9% to 63.6%. By December 31, 2008, CSU-P shall increase its 6-year graduation rate for first-time, full-time degree-seeking freshmen from 29.8% to 31.8%.

The PC established graduation rates that are calculated at the six-year post-admission point and the progress on these goals is displayed in Figures 5 – 8 below using SURDS and institutional data.
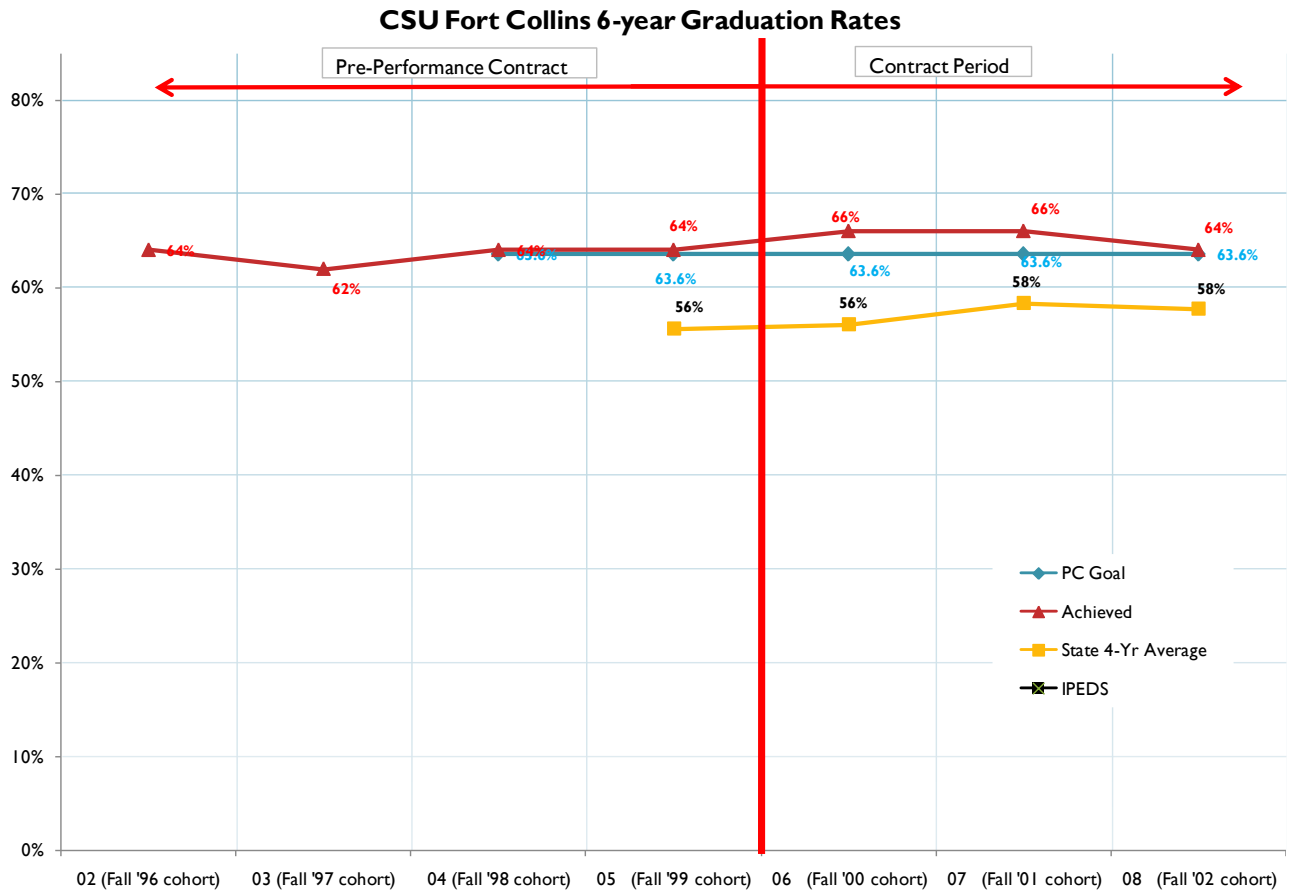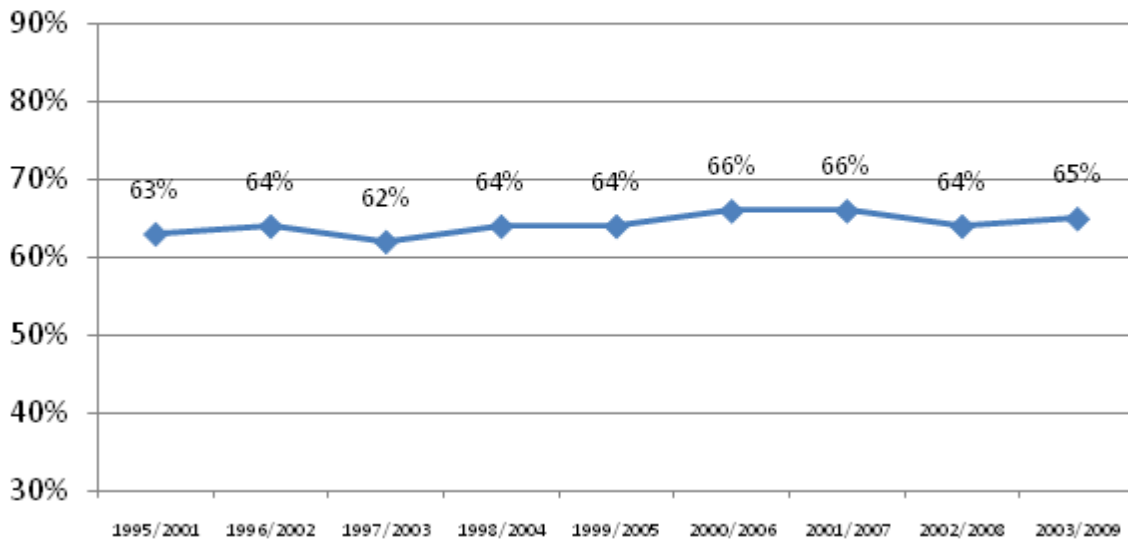
Figure 5. CSU-FC, Graduation Rates

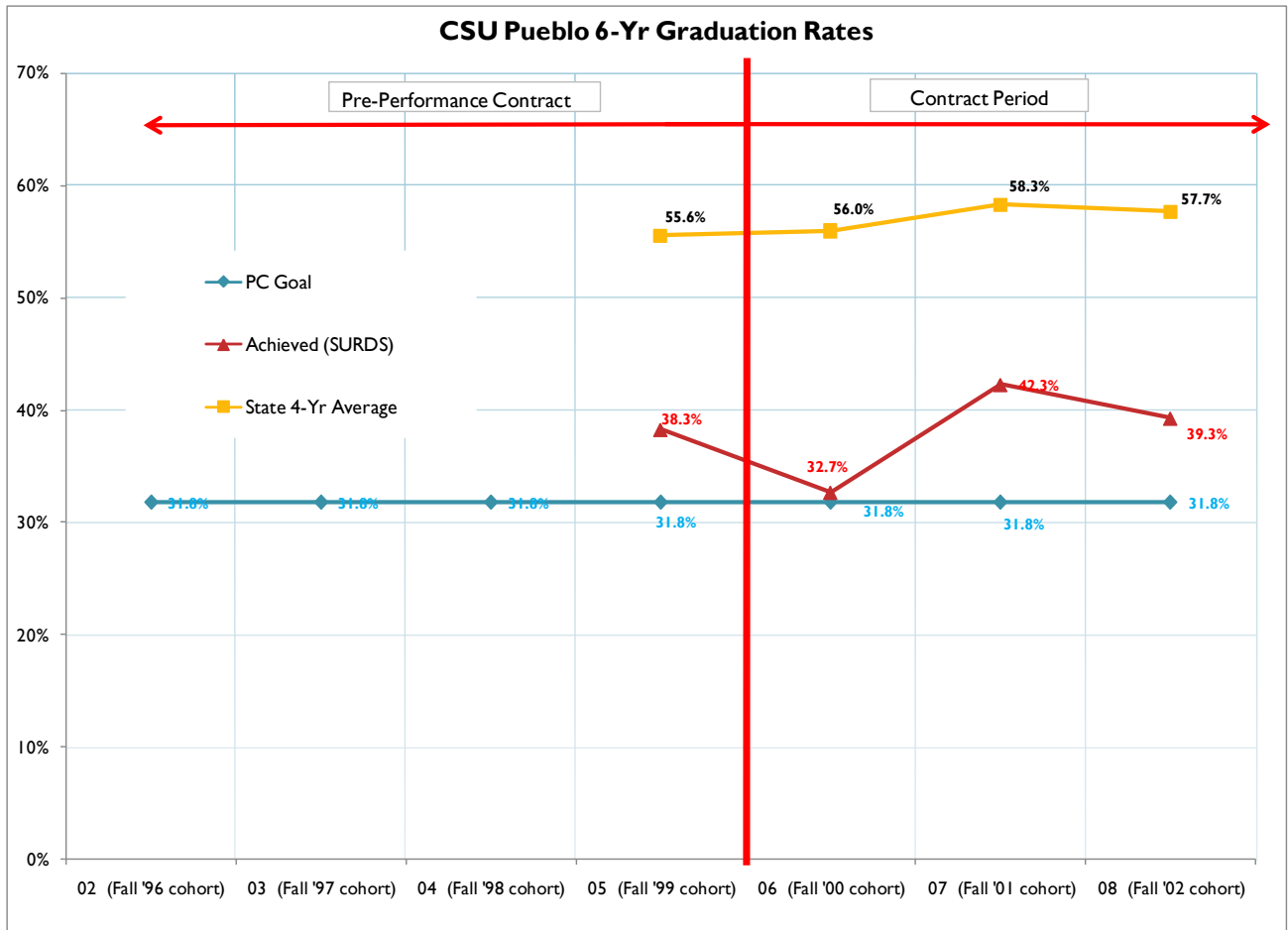Figure 6. CSU-FC, Graduation Rates, Fort Collins Data
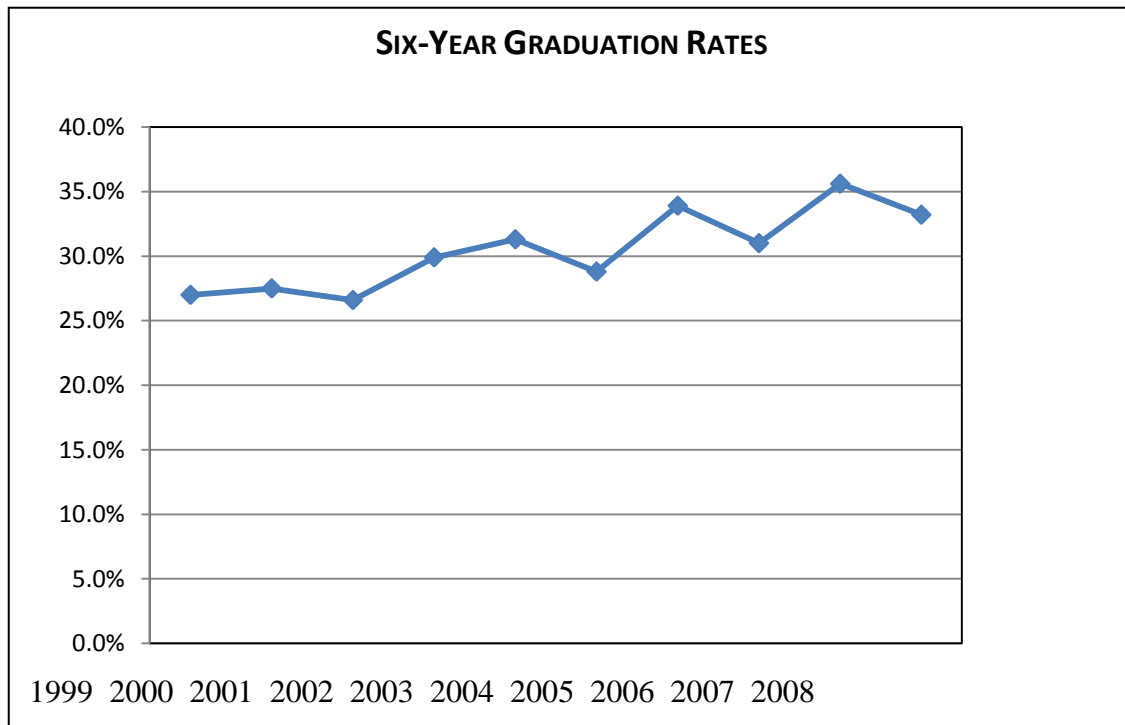
Figure 7. CSU-P, Graduation Rates

Figure 8. CSU-P, Graduation Rates, CSU-P Data

The progress ("achieved") data in Figure 5 suggest that CSU-FC essentially stayed the same in their graduation rates. The data in Figure 7 suggest that CSU-P increased its overall graduation rates with a slight dip in 2008.

    2.2   The Governing Board shall report to the Department on or before December31st of each year the results of its current efforts and any new or additional plans or programs to increase its 6-year graduation rate for first-time, full-time degree-seeking freshmen.

The efforts by CSUS to increase its six-year graduation rate for FTFT degree-seeking freshmen have included the following:

CSU-P

CSU-P's largely non-traditional student body requires a broad range of activities, from improved advising to increased financial aid to both academic and psychological counseling services.

In order to best address the challenges to completion, the institution examined and revised all university policies and procedures in an effort to eliminate roadblocks to graduation. Those efforts include:

- More effective schedules of course offerings;
- "Stop out" prevention;
- Title V grant;
- Cooperative grant with Pueblo Community College.

Additionally:

- CSU-P expanded their efforts to provide one-on-one tutoring services for students experiencing difficulties in their courses. The tutoring efforts are on-going not only at the individual college level, but also campus-wide.
- CSU-P's Hasan School of Business's "Business Tutoring Center" has helped students achieve requisite levels of confidence, understanding, skills, and success in business core courses with historically higher failure rates.
- Other colleges have made extensive use of already established tutorial services;
- The College of Science and Mathematics renewed efforts to improve tutorial services in the Math Learning Center.
- Establishment of a Campus Tutoring Center provides both developmental/general education course tutoring to students.

Section 3: Underserved Students

    3.1   Title 23, Article 5, Section 129, Colorado Revised Statutes requires that each performance contract address "increasing enrollment of underserved students, including low-income individuals, males and minority groups." For purposes of this Performance Contract, "underserved students" shall be defined to include students who are: (a) low-income (would satisfy income requirements for a Federal Pell Grant); (b) members of an ethnic or racial minority group; (c) males; and (d) such other classes or types of students determined by

CSUS as necessary to achieve a diverse student body. CSUS shall direct such resources as CSUS determines may be available to programs designed to increase **enrollment, retention, and graduation** of underserved students.

The PC for CSUS describes "underserved students" as low income (Pell grant eligible), members of an ethnic or racial minority group, males, or any other type of student needed to achieve a diverse student body. The data for CSU-FC regarding these underserved students are found in Tables and/or Figures 9-19 below. The data for CSU-P regarding these underserved students are found in Tables and/or Figures 20 – 24 below.

CSU-FC – Underserved Students

For enrollment by gender, Table 1 and Figure 9 display the data for CSU-FC.

Increase Enrollment of Men (Headcount)								
SURDS Data	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment of Men	12,082	12,337	12,466	12,071	11,878	12,112	12,140	12,391
Enrollment of Women	13,057	13,055	13,302	13,216	13,136	13,270	13,356	13,502

Table 1. CSU-FC, Headcount Enrollment by Gender

Proportion of New Freshmen by Gender and Entering Fall (FA) Cohort

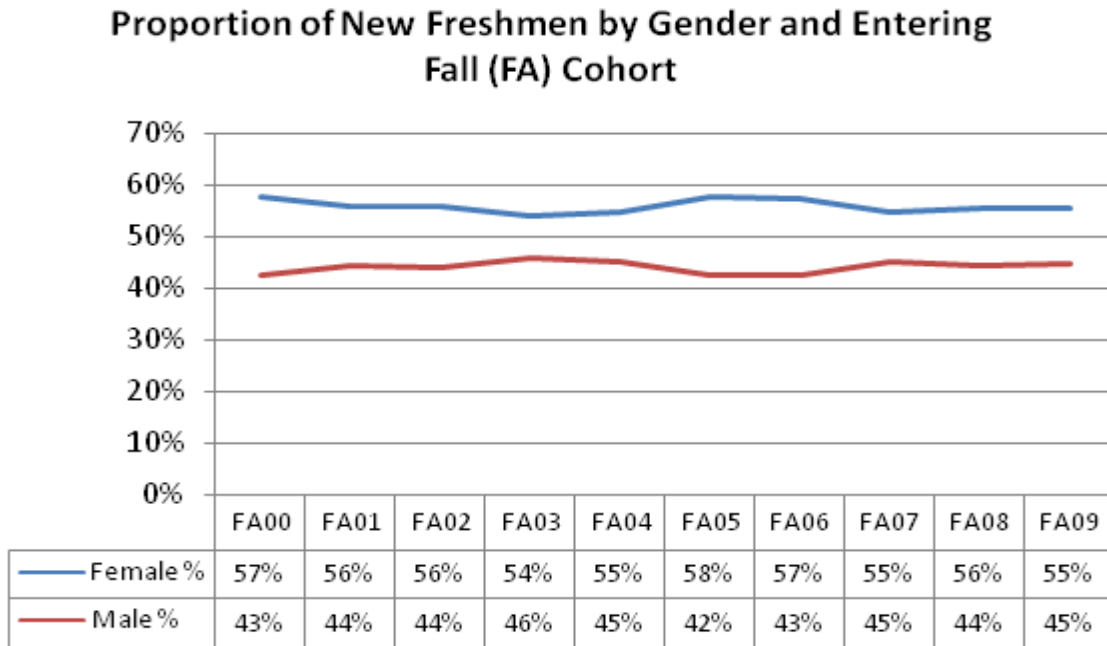|	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07	FA08	FA09
Female %	57%	56%	56%	54%	55%	58%	57%	55%	56%	55%
Male %	43%	44%	44%	46%	45%	42%	43%	45%	44%	45%

Figure 9. CSU-FC, Enrollment by Gender as Proportion of New Freshman, Fort Collins Data

Consistent with national trends, females have been enrolling at CSU-FC at higher rates than males, with a difference of eight to sixteen percentage points. Regarding retention, as noted in Figure 10 below, there is minimal difference between retention of men and women.

Retention to the Second Year by Gender and Entering Fall (FA) Cohort

	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07	FA08
Female	82%	83%	82%	83%	84%	83%	82%	82%	82%
Male	82%	84%	83%	84%	83%	82%	82%	83%	84%
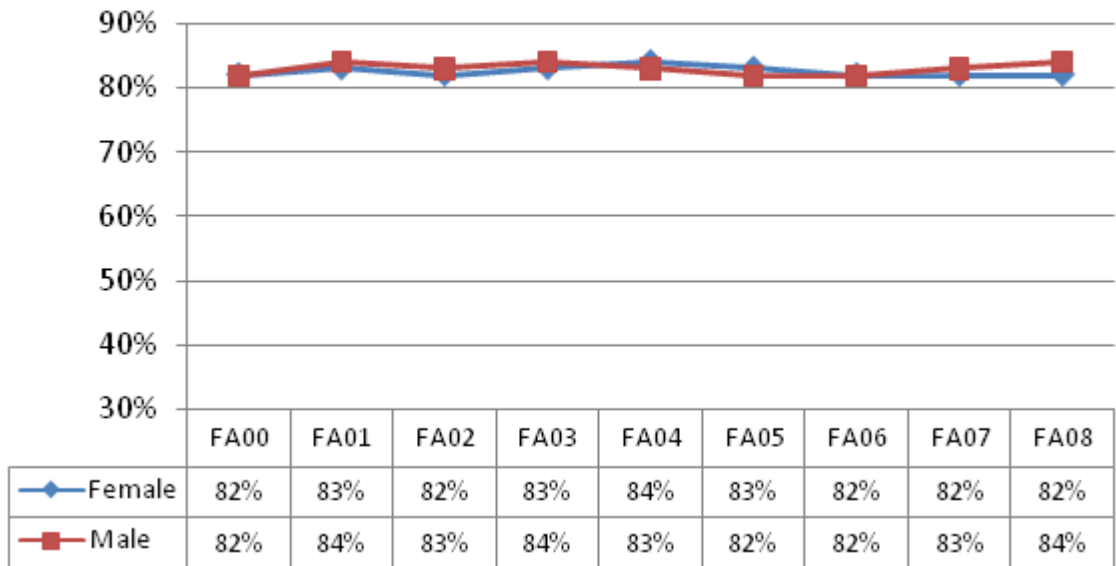
Figure 10. CSU-FC, Retention by Gender, Fort-Collins Data

First-year retention rates are not significantly different for females as compared to males as noted in Figure 11.

Six-Year Graduation Rates by Gender (Entering Cohort Year/Graduation Year)

	1996/2002	1997/2003	1998/2004	1999/2005	2000/2006	2001/2007	2002/2008	2003/2009
Male	61%	61%	61%	62%	65%	64%	62%	63%
Female	65%	64%	67%	64%	65%	68%	66%	66%

Figure 11. CSU-FC, Graduation Rates by Gender, Fort-Collins Data

Measured at the six-year point, males graduate at lower rates than females. Over the last four years, the gap in graduation rates has ranged between a high of six percentage points (cohort entering in

1998 and graduating by 2004) and a zero gap (cohort entering 2000 and graduating 2006). Other data show that females are substantially more likely than males to graduate in four years.

Data regarding enrollment of ethnic and racial minority students are displayed in Table 2 and Figure 12.

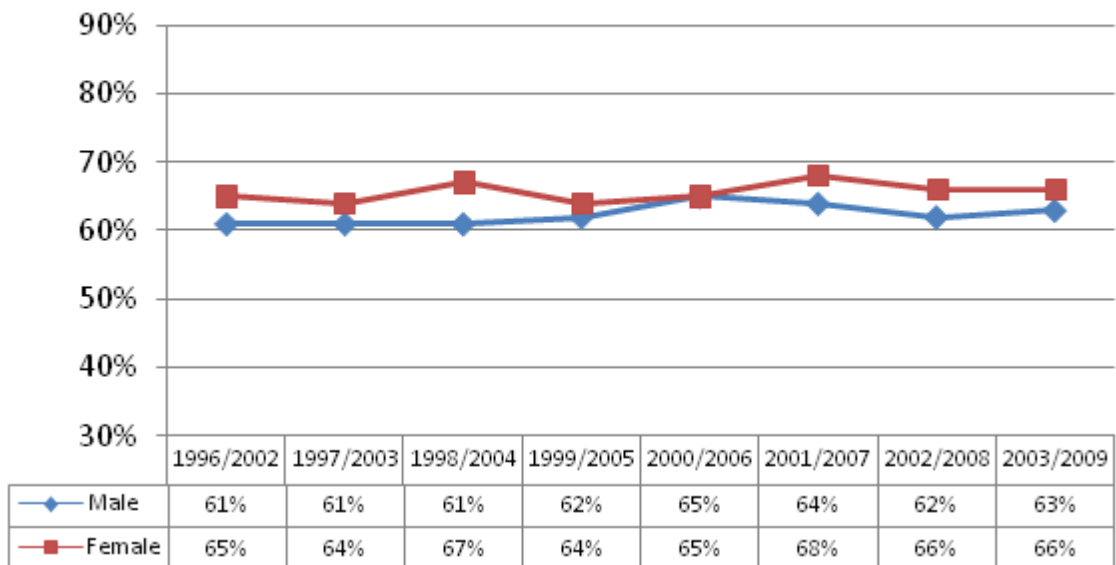| Increase Enrollment of Ethnic/Racial Minorities (Headcount)								
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
American Indian or Alaskan Native	303	310	320	350	362	409	395	404
Asian or Pacific Islander	683	677	713	733	764	932	790	781
Black, non-Hispanic	463	466	469	487	478	581	545	594
Hispanic	1,405	1,436	1,422	1,415	1,446	1,726	1,543	1,627
Non-Resident Alien	858	879	799	738	760		887	905
Unknown Ethnicity	1,029	1,192	1,197	1,229	1,192		1,538	
White, non-Hispanic	20,398	20,432	20,848	20,335	20,012	21,339	19,798	19,880
Null						395		1,702

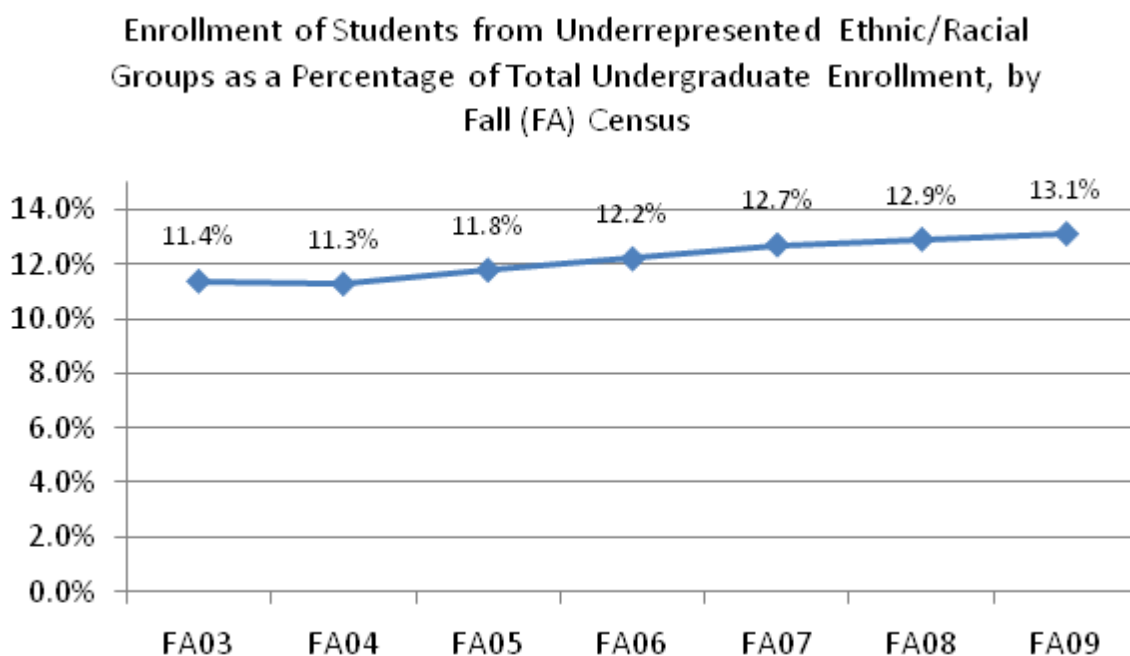Table 2. CSU-FC, Headcount Enrollment by Race/Ethnicity

Figure 12. CSU-FC, Underrepresented Ethnic/Racial Groups, Fort Collins Data

Enrollment of students from underrepresented ethnic or racial groups has increased modestly but steadily, including the small increase for the most recent year. Regarding retention of minority students, Figure 13 below reveals progress to date.

First-Year Retention for Minority/Non-Minority Students: Return from the First Fall (FA) to the Second Fall

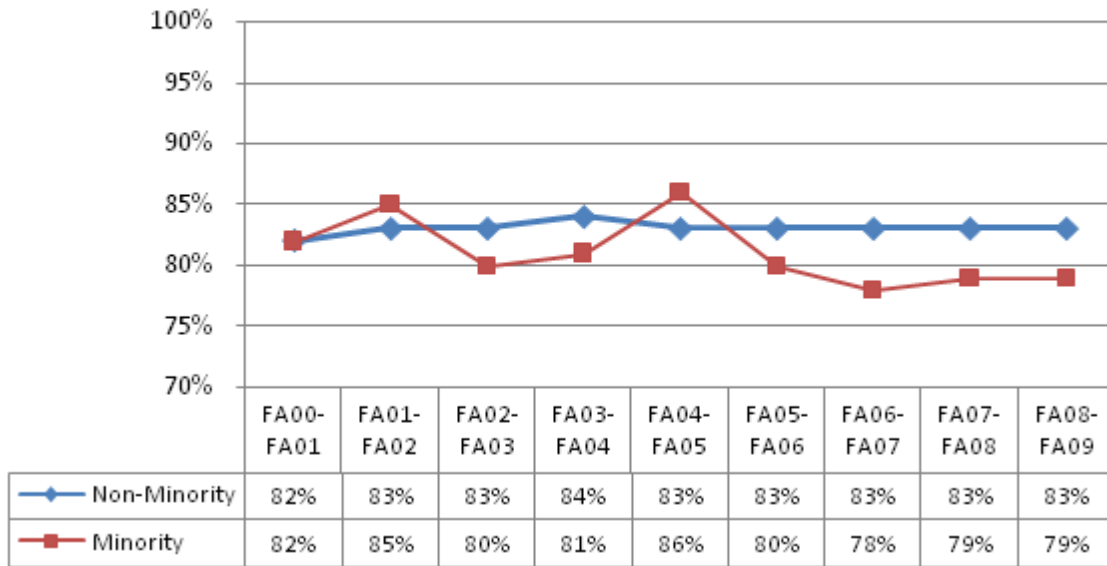|	FA00-FA01	FA01-FA02	FA02-FA03	FA03-FA04	FA04-FA05	FA05-FA06	FA06-FA07	FA07-FA08	FA08-FA09
Non-Minority	82%	83%	83%	84%	83%	83%	83%	83%	83%
Minority	82%	85%	80%	81%	86%	80%	78%	79%	79%

Figure 13. CSU-FC, Retention Rates of Underrepresented Ethnic/Racial Groups, Fort Collins Data

The data show that, with exceptions for the freshman cohorts entering in FA00, FA01, and FA04, the retention rate of minority students has been somewhat lower than that of non-minority students. In the most recent year, the rate for minority students was four percentage points lower than that of other students.

Six-Year Graduation Rates by Minority/Non-Minority Racial/Ethnic Group, by Entering Fall Cohort/Graduation Year

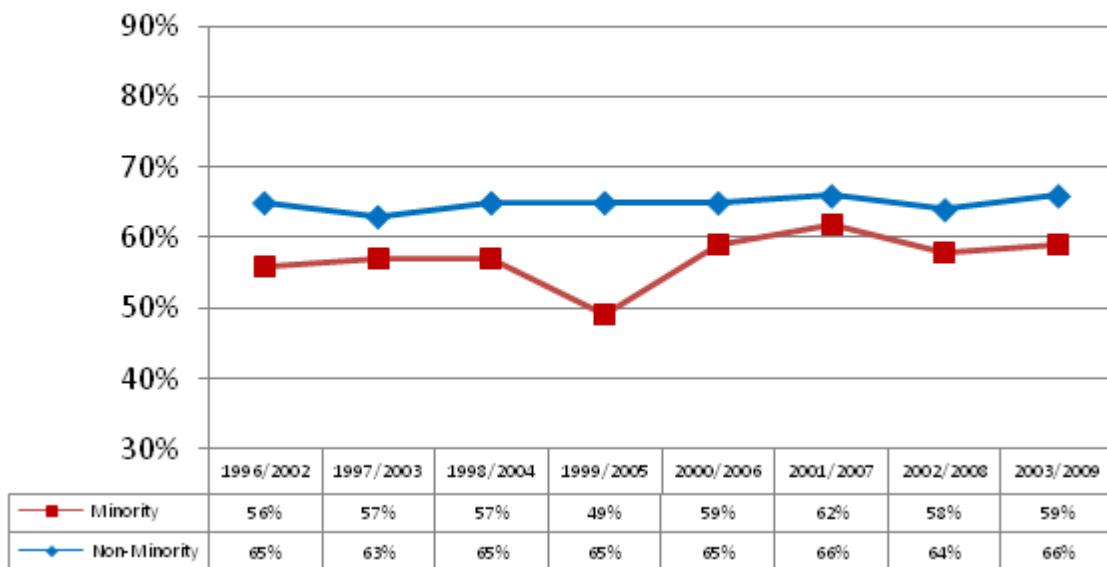|	1996/2002	1997/2003	1998/2004	1999/2005	2000/2006	2001/2007	2002/2008	2003/2009
Minority	56%	57%	57%	49%	59%	62%	58%	59%
Non-Minority	65%	63%	65%	65%	65%	66%	64%	66%

Figure 14. CSU-FC, Graduation Rates of Underrepresented Ethnic/Racial Groups, Fort Collins Data

Minority students are graduating at lower rates than non-minority students as noted in Figure 14. However, the gap has narrowed significantly from earlier decades, and with the notable exception of the class entering 1999 and graduating by 2005, has been limited to single digits. Though the institution has committed to eliminating the gap, it is important to point out that the gap compares well with peer institutions.

Regarding enrollment of low-income students, the data are presented in Table 3 below with SURDs data and in Figure 15 with data provided by CSU-FC.

Increase Enrollment of Low Income Students* (Headcount)								
SURDS Data	AY 2002	AY 2003	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009
Enrollment		5,774	5,428	5,404	5,037	4,879	4,999	5,205
*Low income defined as Pell Eligible								

Table 3. CSU-FC, Headcount Enrollment of Low-income Students
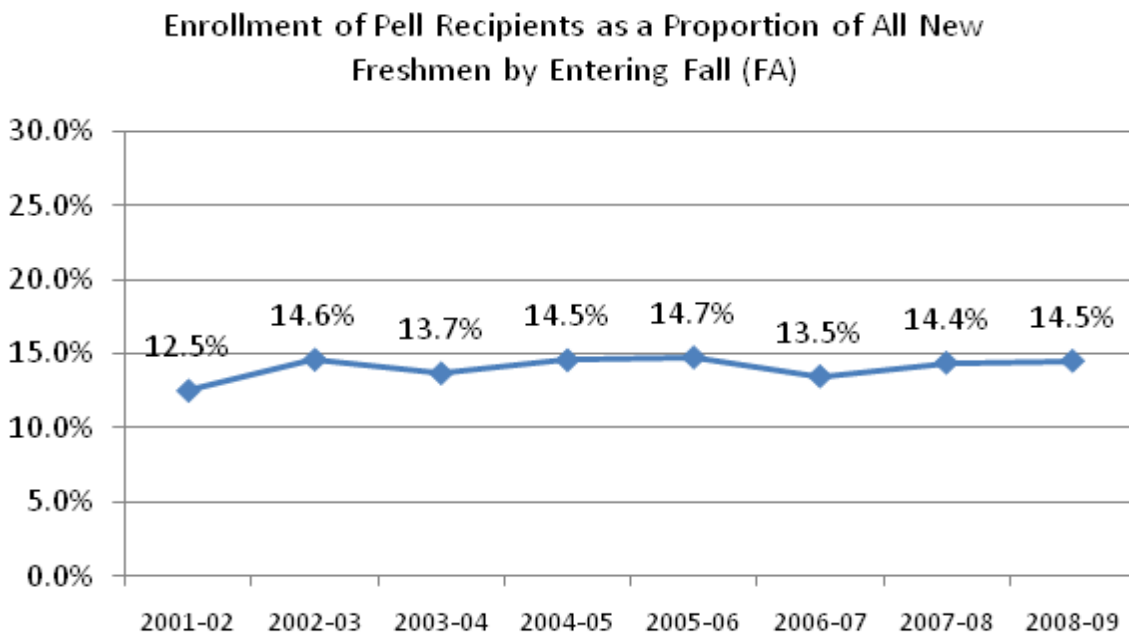

Figure 15. CSU-FC, Enrollment of Pell Recipients as Proportion of New Freshmen, Fort Collins Data

Regarding retention of Pell recipients attending CSU-FC, the data are presented in Figure 16 below.

Retention of Pell Recipients to the Second Year by Entering Fall (FA) Cohort

	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07	FA08
Pell Recipients	76.2%	79.0%	77.0%	81.2%	79.9%	78.4%	82.2%	81.6%	80.4%
All Students	82.0%	83.0%	83.0%	84.0%	84.0%	83.0%	82.0%	82.0%	83.0%

Figure 16. CSU-FC, Retention Rates of Pell Recipients, Fort Collins Data

Pell recipients are generally retained at lower rates than those of all students, though the gap was absent in the fall 2006 and 2007 cohorts as noted in Figure 17.

Six-Year Graduation Rates of Pell Recipients compared to All Students, from entering fall to six years later

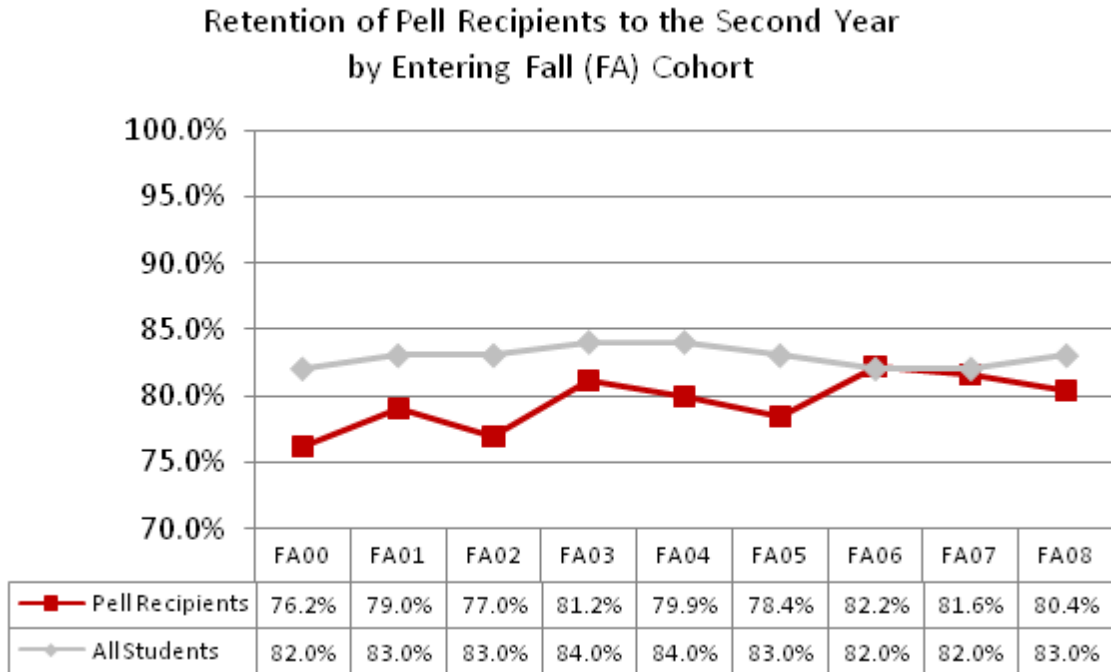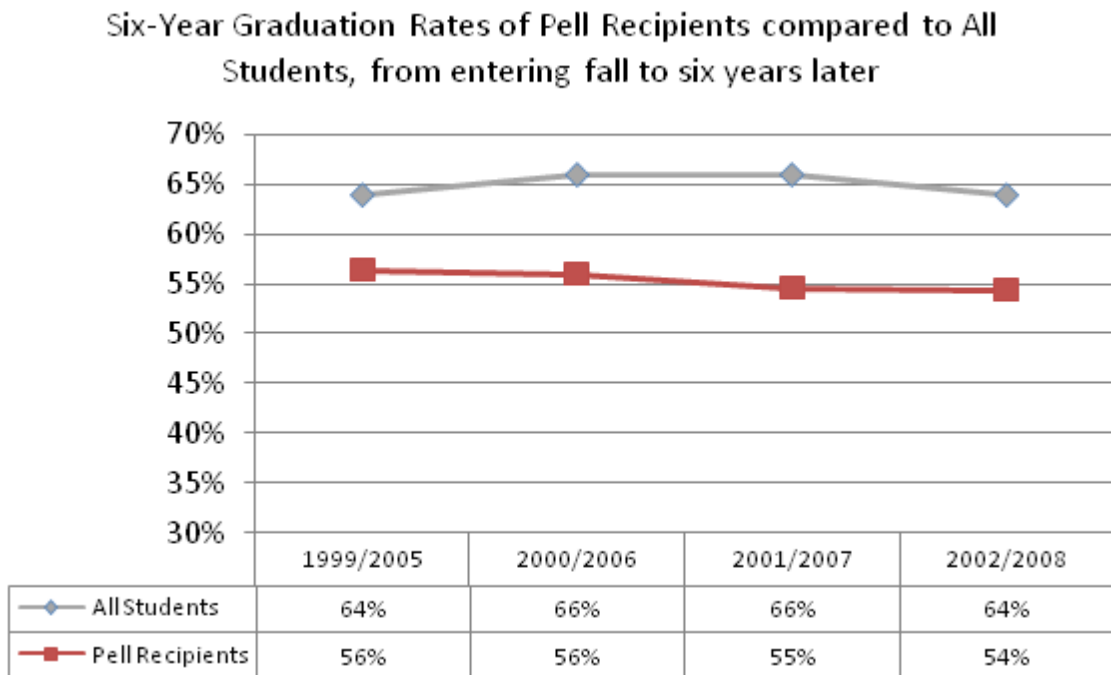|	1999/2005	2000/2006	2001/2007	2002/2008
All Students	64%	66%	66%	64%
Pell Recipients	56%	56%	55%	54%

Figure 17. CSU-FC, Graduation Rates of Pell Recipients, Fort Collins Data

Pell recipients have graduated at lower rates than those of all students. The gap between the rates for Pell recipients and all students was 10 percentage points for the most recent cohort.

CSU-P Underserved Students

For enrollment by gender, Table 4 displays the data for CSU-P. There was an increase in the enrollment of males over the period displayed.

Increase Enrollment of Men (Headcount)								
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment of Men	1,810	1,822	1,820	1,780	1,708	1,763	2,107	2,296
Enrollment of Women	2,235	2,358	2,453	2,418	2,416	2,404	2,526	2,753
SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments								

Table 4. CSU-P, Headcount Enrollment by Gender

Regarding the enrollment of ethnic, racial/minority as displayed in Table 5 and Figures 16-17, there was an increase in minority students, specifically for Hispanic, Black, Native American, and Asian students.

Increase Enrollment of Ethnic/Racial Minorities (Headcount)								
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Asian or Pacific Islander	96	94	101	94	103	102	116	126
Black, non-Hispanic	143	162	170	177	184	218	363	435
Hispanic	1,154	1,156	1,154	1,067	998	1,054	1,135	1,233
Native American or Alaskan Native	70	82	80	77	78	86	91	79
Non-Resident Alien	158	134	80	99	168	121	125	100
Unknown Ethnicity	104	126	194	245	255	267	324	274
White, non-Hispanic	2,320	2,426	2,494	2,439	2,338	2,319	2,479	2,802
SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments								

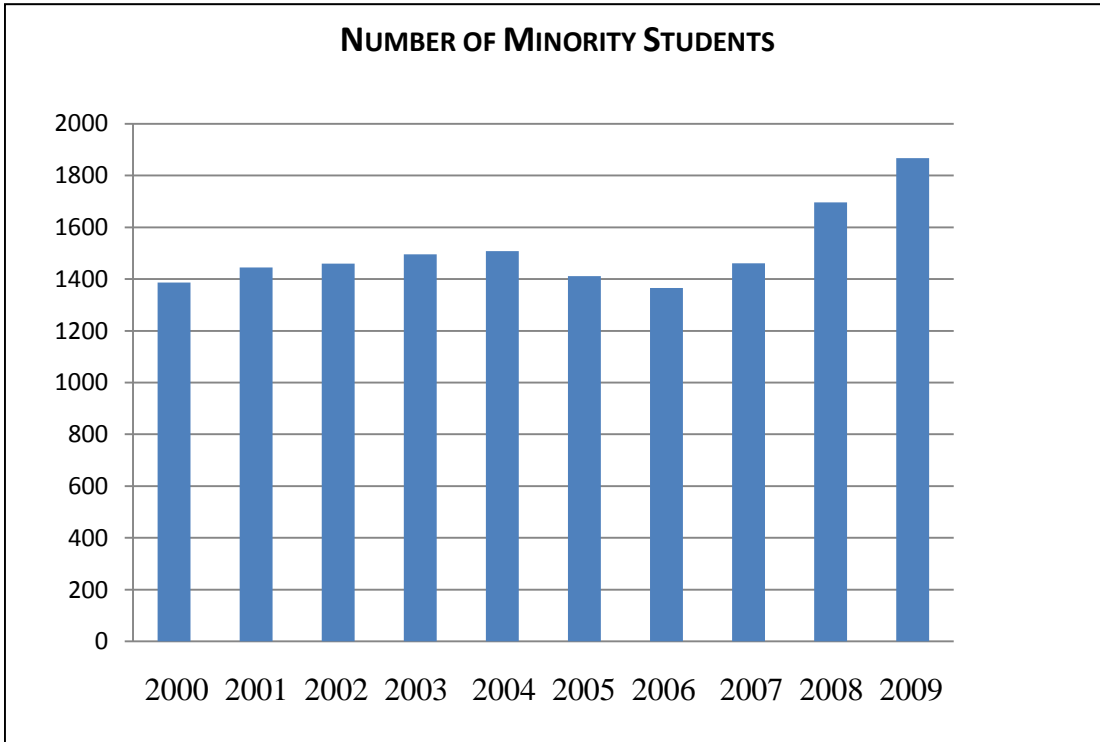Table 5. CSU-P, Headcount Enrollment by Race/Ethnicity

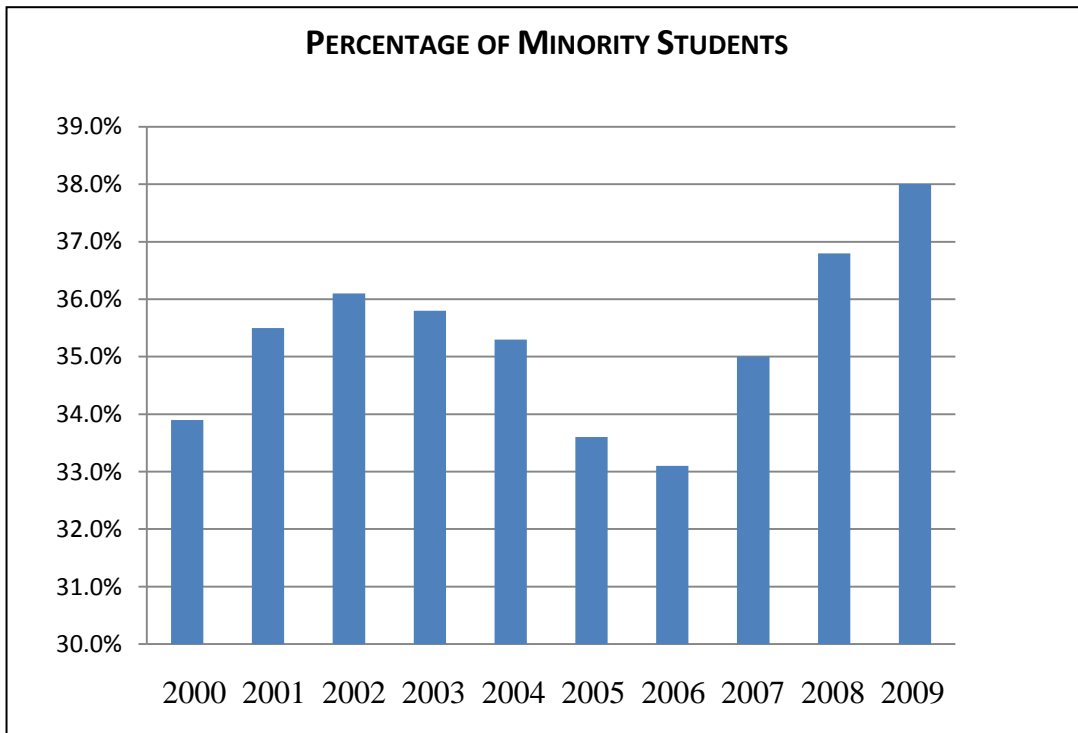Figure 16. CSU-P, Number of Minority Students, CSU-P Data

Figure 17. CSU-P, Percentage of Minority Students, CSU-P Data

Regarding the enrollment of low-income students, the data displayed in Table 6 notes that there was a slight decline.

Increase Enrollment of Low Income Students* (Headcount)								
SURDS Data	AY 2002	AY 2003	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009
Enrollment	2,165	2,239	2,011	2,161	2,044	1,920	1,828	2,009
*Low income defined as Pell Eligible								

Table 6. CSU-P, Enrollment by Low-income Students

> 3.2   The Governing Board shall submit an annual report on or before December 31st that details the results of efforts to increase enrollment, retention, and graduation of underserved students.

CSU-FC

Efforts related to underserved student populations are featured in the CSU-FC's Comprehensive Diversity Planning which includes the review and analysis of institutional policies and procedures. The planning also includes setting objectives, implementing activities, and assessing results, all while "drilling down" to the department and unit level of the institution. In fact, 80% of the campus has approved unit-level diversity plans. The University Diversity Plan provides the context for attention to the following groups: low-income/Pell-eligible students; racially different students; males, and first generation students (per the terms of the CSUS PC), and also a framework for action across CSUS's many units.

Likewise, the Student Success Initiatives will benefit all students, but greater differential outcomes are expected by CSU-FC for underserved students. The most impactful programs, however, for underrepresented students include: comprehensive partnerships with schools and communities, expansion of the Bridge Scholars Program, particular scholarship programs, expansion of learning communities, enhancement of mentoring and retention programming in Advocacy Offices, and a system of early feedback, early warning, and early intervention activities.

The adoption and initial phase-in of Student Success Initiatives began in earnest in 2006-2007 and have continued throughout the course of CSU-FC's PC and include:

- Alliance Schools Partnerships;
- Emerging Scholars Partnership with Aims Community College;
- Colorado Educational Engagement Initiative (now called, "Reach Out Colorado State");
- Expansion of the Bridge Scholars Program;
- Alliance Award and STARS Scholarships;
- Expansion of the institution's Learning Communities;
- Increased/enhanced Peer Mentoring;
- Retention Programming in Advocacy Offices (across campus);
- Early Warning and Intervention.

In addition to the above, recent efforts include the following:

> Reconfiguration of the Advocacy Programs - Advocacy Programs are being reconfigured under a new name: Student Diversity Programs and Services. Emphasis in the newly configured programs will be given to student retention and success, collaboration with organizations across campus, and inclusion of students, faculty, and staff from all backgrounds and cultures;

> Land Grant Award - The new Land Grant Award has been established to assist students from low-income (Pell-eligible) backgrounds with the cost of base tuition and general fees;

> Expansion of the Puksta Scholars Program - The program offers financial assistance from the Puksta Foundation to students with financial need, and assists those students to develop leadership skills and implement a major service project that makes a demonstrable difference to the community.

CSU-P

CSU-P continues to make significant efforts to increase the number of underserved students on their campus:

- Hasan School of Business' "Summer Business Academy" for middle-school students;
- Chicano Studies program continues to grow, attracting more students each year;
- Significant increase in African American student enrollment;
- Increased retention of minority students as well as recruitment;
- Increased the number and variety of campus and community events centering on diversity issues;
- Increased rural recruiting in Colorado (specifically in the San Luis Valley);
- Southern Colorado Educational Opportunity Center (Title V TRiO programs/SCEOC), assists low-income and first-generation students throughout southern Colorado in making the transition from high school to college;
- Daniels Fund Grant (College Access Advisors/Daniels Fund Scholarship Referral Agency).

GOAL 2: QUALITY IN UNDERGRADUATE EDUCATION

Section 1: General Education Requirements

> 1.1 – 1.8   Adopt fully transferable, foundational general education core curriculum/gtPathways and clearly designate lower-division course eligible or not for transfer.

CSUS has indicated through its PC reports that the general education core curriculum at each of its institutions meets the gtPathways curriculum requirements. In addition, DHE staff reviewed student academic catalogs for two academic years, 2007-08 and 2008-09, and determined the following:

CSU-FC, course catalogs 2007-2008 and 2008-2009. In the All-University Core Curriculum section of the catalogs, an explanation of gtPathways is given and those core curriculum courses that satisfy gtPathways have a gtPathways sub-code shown in parentheses (ex: GT-CO2). In the section, Courses of Instruction [course listing section] – Keys to Courses of Instruction, the gtPathways sub-code is explained once again. In addition, the sub-code is included in the course numbering system used by CSU-FC throughout the listing of courses. It would be assumed that if the sub-code was not listed next to a course, then it would not be eligible for transfer.

CSU-P, course catalogs 2007-2008 and 2008-2009. The lower-division general education core courses eligible for statewide guaranteed transfer are designated through the fact that those courses *not* eligible are marked with an asterisk (in the General Education Requirements section of the catalogs). It is worth noting that these catalogs do not use a sub-code or second course number specific to the gtPathways system like the other IHEs do to designate transfer-eligible courses. Also, it is not indicated in the course listing sections of the catalogs that a course is guaranteed to transfer. Other IHEs have indicated transferability of a course by using a gtPathways number or code.

Section 2: Grade Distribution

2.1   By September 1, 2007, and each year thereafter, the Governing Board shall provide data on all course grades conferred during the previous academic year, disaggregated by academic subject and course level. These data shall be accompanied by a description or copies of policies and procedures, if any, used to evaluate the distribution of grades by academic subject and course level or otherwise.

Consistently, from 2007-2009, CSUS administrators submitted a comprehensive grade report that includes the following information for both CSU-P/Ft: a headcount distribution of grades by subject area and level (with a percentage distribution by level across the entire university), a percentage distribution of grades by subject area and level, and a time series of average term GPA (Grade Point Average). The grade distribution includes letter grades (A through F), grades of S (Satisfactory) and U (Unsatisfactory), as well as designations of I (Incomplete), and H (Honors designation for CVMBS courses at CSU-FC). The reports covered all courses taught during past academic years at all levels, Grad I (Master's level, called "Grad" on the CSU-P report), Grad II (Doctoral level), Lower (undergraduate 100 and 200 level), and Upper (undergraduate 300 and 400 level). The CSU-P report includes grades of "S" and "U" for developmental courses taught on the CSU-P campus.

There is currently no formal policy at either CSU-FC or CSU-P that requires a review of course grade distribution. Department heads and chairs are given regular reports of the distributions of grades in their departments and have the authority to review grades in any class. They generally do so when mentoring faculty and when concerns from students arise, although these student-driven reviews usually focus on the assignment of low grades in a particular course. Grades are routinely reviewed for individual students to determine whether students are meeting GPA and curricular requirements to remain in good academic standing and/or are making appropriate progress towards graduation.

The reports that presented the percentage distribution of grades across levels of instruction demonstrated that grades for graduate courses tended to be higher than grades for upper-division courses, and grades for upper-division courses tended to be higher than grades for lower-division courses. CSUS representatives suggest that the pattern reflects the underlying educational reality of improved overall class performance as students move into courses increasingly composed of majors who perform well in their chosen areas of study.

Concerns about grade inflation can be examined at the level of individual faculty, specific departments, and the overall university. As mentioned above, the data on grade distributions by subject area and level (plus the more refined data on each course that department chairs receive) make it possible for chairs and deans to exercise oversight at the level of individuals and educational units. The data in the report submitted by CSUS include data on average term GPAs for each semester dating back to 1991 (for CSU-FC) and 1997 (for CSU-P). These data show that there has been almost no university-level grade inflation in the recent past: the average term GPA has hovered at or within the B- range over the entire period.

Section 3: Faculty

> 3.1 The Governing Board shall continue to ensure that its general education core courses are taught by high quality and qualified faculty as identified by CSUS standards.

> 3.2 By July 1, 2006, the Governing Board shall certify that it has in place or has plans for implementing and utilizing a variable pay method for faculty.

The PC for CSUS indicates the institution shall continue to ensure that the proportion of core courses taught by the highest quality faculty is equivalent to non-core courses, and it will provide an annual report on faculty compensation policies.

Section 4: Evaluation and Assessment of Student Learning

> 4.1 To the extent possible and based upon available data, CSUS shall report annually, in accordance with the SURDS reporting schedule, on student achievement by providing data on outcomes on licensure, professional, graduate school admission, and other examinations taken by baccalaureate graduates and/or career and technical graduates employed or continuing their education.

CSU-FC

Historically, the items in this category that have been annually reported include: the results of teacher licensure exams; nationally collected data on the GRE scores of undergraduate students who report CSU as their school (available from ETS a year after the exams are taken); and the results of CPA exams.

All students must pass the teacher licensure test to graduate and receive their license, so the pass rate for completers is 100%. Students can take the test up to three times. The School of Education is in the process, in partnership with the R&D center, of building a database of student data from the past three years that will identify how many students attempted the test more than once before passing.

The CPA exam is given in four parts, each covering a different subject area. Candidates take one exam (one part) at a time throughout the year. CSU has ranked #1 in Colorado and #17 nationally in terms of the percentage of first-time candidates without an advanced degree who passed all four parts of the exam

As part of ongoing efforts to improve unit-level self-assessments, many departments and colleges are trying to gain more complete information from graduating seniors on their performance on career-related exams and their plans for continuing their education, career plans, and initial placements. Throughout the 4-5 year period of its performance contract, the CSUS has made incremental improvements in gathering assessment data. Some examples follow:

- In spring 2007 and 2008, a total of 44 College of Business students took the Certified Supply Chain Analyst exam given by the Supply Chain Education Alliance. The students had a 100% pass rate.
- The American Institute of Constructors (AIC) Certification Commission qualifies individuals through education, experience, and examination for the professional designations of Associate Constructor (AC) and Certified Professional Constructor (CPC). Students in the Construction Management program who took this exam in 2006 and 2007 scored higher both overall and on every sub-area of the exam than the national average.
- Students from the College of Engineering have scored higher than the national average on the Fundamentals of Engineering exam in 10 out of the last 11 administrations of the exam.
- The Department of Microbiology, Immunology, and Pathology was able to identify the professional status of 43 of the 70 graduates in AY 2007-2008. Of these: 21 were admitted to graduate, professional, licensure programs and 22 went directly into a career. Of those who went directly into a career, 82% obtained microbiology-related positions;
- Over the last five years, 41% of the graduates in Environmental and Radiological Health Sciences went on to earn advanced degrees.

CSU-P

CSU-P students took licensure or professional examinations in nursing, engineering, and athletic training and computer information systems, as well as the PLACE and PRAXIS examinations required of teacher education candidates.

In nursing (students consistently performed well - 80% or better over the past 3-4 years). In Engineering, five students took the Fundamentals of Engineering exam. The department has been unable to get accurate results about the pass rate. The reports received do not accurately reflect the number who took the exam. Preliminary information indicates that none of those taking the exam passed it. Four students in 2007-2008 took the National Athletic Training Licensure Exam, but only one passed. Because Colorado does not require athletic trainers to take this exam, only a very limited number of our graduates choose to do so. Computer Information Systems new graduates demonstrate their subject proficiency by passing a certification examination. CIS students take the A+, Network+, and Security+ certification exams from CompTIA each year. These exams are designed for working professionals with significant experience, not for students just completing their degrees; nonetheless, over the course of the past three years, 82% (28 of 34) of CSU-P's CIS

students passed the A+ exam, 57% (28 of 49) passed the Network+ exam, and 50% (4 of 8) passed the Security+ exam.

Finally, of those taking the PLACE/PRAXIS tests for the first time, 79.61% received passing scores (most recent data).

> 4.2 By January 1, 2007 and continuing annually thereafter, CSUS shall submit a report on the outcomes of student assessments created and administered by CSUS institutions' assessment and institutional analysis units. This report shall include data on the students' knowledge of content taught in courses approved for core curricula of the CSUS institutions. The Department and the Governing Board agree that any modification of existing assessment methods needed to assess core curricular content is contingent on additional resources being made available for this purpose.

CSU-FC

CSU-FC uses an interconnected set of tools to evaluate student learning outcomes. Assessments of disciplinary content and learning skills are part of departmental-level program evaluations tracked through the PRISM system. The data from these assessments are also used to track learning outcomes achieved through the All-University Core Curriculum (AUCC). All-university evaluations of critical higher-order learning skills such as analytical reasoning and critical thinking are also made using the Collegiate Learning Assessment (CLA). Assessments of student perceptions of learning are made using on-campus student course surveys and the National Survey of Student Engagement (NSSE). All instruments are discussed in greater detail below:

PRISM

CSU-FC uses a comprehensive quality enhancement system (PRISM) to plan, evaluate, and improve student learning. Faculty members use the annual student learning assessment planning platform to maintain program plans containing over 500 student learning outcomes. The system's annual assessment planning platform includes disciplinary learning objectives and All-University Core Curriculum (AUCC) learning outcomes research, some of which match the educational content guidelines of the Colorado Department of Higher Education (CDHE) gtPathways Curriculum. Faculty members use these plans to design the learning research that advises departmental curriculum development and improvement.

Additionally, CSU-FC utilizes Collegiate Learning Assessment (CLA), National Survey of Student Engagement (NSSE), and Student Course Survey Results for AUCC Courses, In terms of future directions, CSU-FC notes;

- The principal new all-University initiative involves a task force that is charged with conducting an analysis of foundational and gateway courses and making recommendations that can enhance the first-year academic experience.
- The College of Liberal Arts is developing an innovative student learning assessment for researching the impact of gtPathways writing competency criteria.
- A faculty committee is creating a writing rubric that both students and graduate teaching assistants will use in AUCC courses.

- The use of both direct and indirect assessment will generate data that faculty members can use to improve the AUCC curriculum.

CSU-P

CSU-P actively engaged in a number of assessment-related activities over the course of CSUS's PC, including:

- formal and informal conversations and presentations by Dr. Erin Frew, the Interim Assistant Provost for Assessment and Learning;
- CSU-P has clearly defined the purpose of assessment;
- CSU-P has encouraged and actively promoted on-going communication of clear and consistent expectations for academic program assessment and improvement;
- CSU-P created an Institutional Effectiveness Council to aggregate and synthesize campus-wide assessment and evaluation activities;
- CSU-P has renewed its dedication to general education assessment;
- CSU-P conducted an analysis of general education course syllabi to determine strength of alignment with identified learning outcomes;
- CSU-P instituted a Critical Thinking Skills Assessment Test (CAT);
- CSU-P participates in the Voluntary System of Accountability, (VSA);
- CSU-P will utilize the Measure of Academic Proficiency and Progress (MAPP) beginning with the 2010-2011 academic year.

Each of these assessment activities is part of the overall plan for the assessment of General Education. CSU-P administrators and faculty leverage the general education assessment process mentioned above to identify areas of strength as well as weaknesses regarding the performance of their students.

CSU-P is committed to outcomes assessment and using the results of assessment activities to improve the education offered students at CSU-P. Therefore, programs used nationally-normed assessment instruments to gauge their instructional effectiveness, including:

- the Fundamentals of Engineering Exam;
- the Major Field Assessment Test (MFAT);
- the EBI Exit Survey;
- the American Chemical Society examinations;
- the American Council of Teachers of Foreign Languages proficiency levels.

Results of these various tests indicate that CSU-P students generally score at or slightly above national averages, especially on the MFAT and the EBI.

In addition, several programs have developed discipline-specific assessment tools. Engineering, for example, determines whether seniors have achieved eleven stated outcomes. They use the capstone seminar, alumni surveys, and consultations with advisory boards in industrial engineering and mechatronics to help determine the effectiveness of their programs and institute programmatic revisions.

Several programs, including the Hasan School of Business and the Department of Mass Communication regularly survey employers to determine if their graduates come prepared with the knowledge and skills they need for success in the workforce.

GOAL 3: EFFICIENCY OF OPERATIONS

Section 1: Costs

> 1.1   As part of the Commission's annual budget process, the Governing Board shall provide, through the Budget Data Book, information to the Department that identifies mandatory cost increases or decreases.

The data provided in the BDB are utilized to determine whether funding increases are necessary for cash funds and cash funds exempt; 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.

> 1.2   The Department shall use the information submitted by the institutions to develop, in consultation with representatives of the Governing Boards, the base funding increase that, at a minimum shall consider changes in mandatory costs, including but not limited to compensation packages for faculty, administrative/professional, and classified employees, insurance and utility costs, as well as enrollment growth and inflation. The Commission shall utilize such base funding analysis in its budget preparation and submission to the General Assembly.

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   The Governing Board may submit requests for tuition differentials, specialized fees, or other tuition increases to improve quality, expand access or address capital needs above the base funding amount as decision items through the normal budget process. The
>
> Commission shall forward these decision items to the General Assembly and the Office of State Planning and Budgeting during the budget process.

The Department annually collects the Tuition and Fee Survey from all institutions. Both institutions under the CSUS (CSU-FC and CSU–P) utilize tuition differentials. Tables 7 and 8 below, display tuition and fees for both campuses.

	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)
Colorado State University					
Resident	$3,381	$3,466	$4,040	$4,424	$4,822
College of Business	$3,951	$4,036	$4,610	$4,994	$5,392
College of Engineering	$3,756	$3,841	$4,415	$4,799	$5,197
Department of Computer Science	$3,756	$3,841	$4,415	$4,799	$5,197
Upper-division Courses	$3,441	$3,526	$4,160	$4,544	$4,942
High Cost Programs	$3,561	$3,646	$4,220	$4,604	$5,002
Colorado State University – Pueblo					
Base	$2,903	$2,975	$3,184	$3,422	$3,732
Differential	N/A	N/A	$3,671	$3,959	$4,291

Table 7. Tuition, CSU-FC and CSU-P, 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)
Colorado State University					
Resident	$1,182	$1,251	$1,379	$1,450	$1,496
Colorado State University – Pueblo					
Resident	$1,215	$1,215	$1,215	$1,325	$1,472

Table 8. Fees, CSU-FC and CSU-P, 2005-2010

CSUS has historically utilized tuition differentials for certain high cost programs and upper-division courses. 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 and needed spending authority. 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.

> 1.4   To maintain affordable access to high quality education for the citizens of Colorado, the parties acknowledge that it is the goal of the Governing Board that the combination of state support (through the College Opportunity Fund and Fee for Service funding) and tuition and fees does not exceed the average of its peer institutions. In developing future requests for tuition increases above mandatory costs pursuant to section 1.3, the Governing Board may report tuition rates, fees, and state support for Colorado students attending the CSUS institutions against comparable data for students attending peer institutions.

The CSUS institutions regularly submit relevant information to the IPEDS database housed by the U.S. Department of Education. These data were pulled for CSUS institutions and peer groups defined under the NCHEMS funding analysis. Due to the delay in IPEDS making data fully available for public release, only data through FY 2007-08 are available.

	FY 2004-05 (30 CHRS)	FY 2005-06 (30 CHRS)	FY 2006-07 (30 CHRS)	FY 2007-08 (30 CHRS)
Colorado State University				
CSU as % of Peers	60.3%	59.6%	58.9%	46.1%
Colorado State University – Pueblo				
CSU-P as % of Peers	53.0%	52.9%	50.1%	34.4%

Table 9. Percentage of Peers

CSUS has annually adhered to the limitations on tuition increases set by the General Assembly. Due to the economic downturn, the funding levels provided through the College Opportunity Fund and Fee-for-Service contracts have both decreased. Together these factors still show that both institutions within CSUS are well below their peers in terms of state support plus tuition and fees.

> 1.5   The Commission and the Governing Board agree that it is important that Colorado maintain its status as a "low tuition" state, that affordability of college is one of the significant barriers to access. To that end, the Governing Board shall strive to control costs so that mandatory cost increases do not exceed the latest published cost adjustment figure from the State Higher Education Executive Officers Higher Education Cost Adjustment model, excluding controlled maintenance and capital needs.

The PC includes a requirement that the CSUS Governing Board "strive to control costs" to keep them in line with the latest published cost adjustment figure from the State Higher Education

Executive Officers (SHEEO) Higher Education Costs Adjustment (HECA) model. The HECA calculations are released at the end of each fiscal year and represent the actual history; they are not released as predictive or forecasting measures for subsequent years. With this in mind the Governing Board appears to have made attempts to limit increases in costs in areas within their control.

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10
HECA[1]	92.63	95.77	98.55	100.00	TBD
% increase[2]		3.39%	2.90%	1.47%	TBD

Table 10. Higher Education Cost Adjustment (HECA)

Expenses[3] (Amounts expressed in thousands)

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Instruction	$173,671	$182,871	$203,506	$219,522
Research	$151,756	$166,479	$168,223	$174,170
Public Service	$70,490	$72,498	$86,970	$92,504
Academic support	$41,315	$43,802	$50,676	$54,186
Student services	$25,500	$25,355	$26,288	$28,840
Institutional support	$24,397	$27,980	$41,083	$47,434
Operation of plant	$47,209	$50,305	$57,657	$59,978
Scholarships and Fellowships	$8,155	$7,719	$8,541	$11,319
Auxiliary enterprises	$92,512	$97,572	$109,625	$117,261
Depreciation	$36,690	$37,540	$41,151	$43,593
Other	$79	$8	$0	$0
Total	*$671,774*	*$712,129*	*$793,720*	*$848,807*

Table 11. Costs per area, 2005-2009

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[1] Source: "State Higher Education Finance: FY2009." State Higher Education Executive Officers.
[2] Calculated by DHE staff
[3] Source: "Colorado State University System: Financial and Compliance Audit". Office of the State Auditor.

Section 2: Capital Assets and Maintenance

> 2.1   The institutions within the Colorado State University System shall work with students as may be necessary to establish a capital and maintenance fee, or the CSUS institutions may submit pursuant to section 1.3 above a decision item for a tuition surcharge to address maintaining existing and constructing new facilities. The Governing Board shall breakout in its annual Statement of Revenues, Expenses, and Changes in Net Assets the actual amount spent pursuant to this section.

The Department annually collects the Tuition and Fee Survey from all institutions. Both CSUS institutions utilize a specific fee for capital needs. Under the authority of their Governing Boards, they utilize a specific "Facility Fee" currently charged at $10 per credit hour. This was voted into place by the students in accordance with CCHE policy. CSUS is determined to be in compliance with all aspects of this requirement.

Section 3: Facilities – continually assess operational efficiencies

> 3.1   The Governing Board shall provide a report to the Department on the number and type (private or publicly operated) of auxiliary facilities they operate, as such facility is commonly understood under Title 23, Article 5, Sections 101.5(2) and 102, Colorado Revised Statutes, within 60 days of acceptance of a performance contract.

Department notification occurred as required. CSUS regularly reports auxiliary revenues and expenditures in the BDB and audited financial statements. CSUS is in compliance with this provision.

> 3.2   The Governing Board shall continuously assess operational efficiencies of its auxiliary facilities. Proposals will be periodically solicited from private firms for those facilities that are commonly found to be operated by private firms. Proposals will be awarded whenever it is determined that private operation of the facility can add value and improve operational efficiencies.

This assessment is an internal activity by the Governing Boards and institution staff. CSUS has provided ample evidence over the years to support that CSUS continues to assess operational efficiencies of its auxiliary facilities.

GOAL 4: OTHER STATE NEEDS – TEACHER EDUCATION

Section 1: Teacher Education Programs

CSUS only addressed 2.1 in its reports. Information for all other goals was gleaned from other sources.

> 1.1   The Commission shall continue to authorize and re-authorize teacher education programs pursuant to Title 23, Article 1, Section 121, Colorado Revised Statutes, and existing Commission policies, including the continuance of joint on-site program reviews by the Commission and the Colorado Department of Education scheduled every fifth year.

Goal is met. CSU was reauthorized January 9, 2009. DHE and CDE completed the on-site review of CSU-P February 17-19, 2009. Reauthorization cannot be granted until CSU-P meets all criteria of CDE's program content review, which is in process.

      1.2   The Governing Board shall assure that Teacher Education programs maintain national and regional accreditation.

Goal is met. CSU-FC has been accredited by Teacher Education Accreditation Council (TEAC) since spring 2010 and prior to that was accredited by National Council of Accreditation for Teacher Education (NCATE). CSU-P has been accredited by TEAC since August 2004.

      1.3   By July 1, 2006, the Governing Board shall ensure that its teacher education program meets the following standards:

          (a)   Each teacher candidate shall receive, as part of his or her formal preparation, instruction on teaching diverse student populations. In addition, pre-student teaching and student teaching placements will be maximized in diverse settings in the schools that the School of Education serves. This will mean that student placements will be maximized in schools that are either low performing or have greater than 20% student population eligible for free/reduced lunch or student population that has greater than 20% minority students.

Goal is partially met. A review of syllabi at both CSU-FC and CSU-P during their most recent reauthorization visits indicates candidates receive formal instruction on teaching diverse student populations, although the visits found Areas for Improvement, which both institutions have addressed. CSU-FC recently formed a partnership with an urban school district with greater than 20% student population eligible for free/reduced lunch or greater than 20% minority students in which to place student teachers. CSU-P's partner schools meet these criteria.

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

Goal is met. Recent reauthorization reviews reveal that candidates at both CSU-FC and CSU-P spend their entire final semester student teaching.

          (c)   All teacher candidates shall have, as part of their formal preparation, received instruction on the comprehension, diagnosis, interpretation and effective use of student assessment data, especially data from the Colorado Student Assessment Program.

Goal is met. A review of syllabi for one assessment course each at CSU-FC and CSU-P reveals candidates receive instruction on the effective use of student assessment data.

          (d)   All teacher candidates shall have, as part of their formal preparation, instruction on the attitudinal and behavioral differences that influence socialization and learning variations between boys and girls.

Goal is partially met. A review of syllabi at both CSU-FC and CSU-P reveal that candidates receive instruction on the fact that there are gender differences and on biases based on gender.

> 1.4   By July 1, 2006, all content (non-pedagogy) courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by faculty members belonging only to the departments from which the courses originate (e.g., American history courses are taught by faculty members in the history department, mathematics courses are taught by faculty members in the mathematics department).Section 2: Recruitment and training of qualified teacher candidates

Goal is met. Recent reauthorization visits reveal that all content courses are taught by faculty belonging only to the department from which the courses originate at both CSU-FC and CSU-P.

Section 2: Recruitment and Training of Qualified Candidates

> 2.1   The Institution shall report on the recruitment, retention, and graduation of teacher candidates who are under-represented in Colorado's public schools, with a particular focus on Hispanics and males.

Goal is met. The 2007 PC report filed by CSUS reveals that CSU-FC addressed the recruitment, retention, and graduation of underrepresented teacher candidates by hiring two faculty who are Latino, developing a partnership with a local junior high school for candidates to interact with and serve as mentors to minority students, and by continuing two other programs, Future Educators and PK-16 Partnership, the goals of which are to increase access to underrepresented groups. The 2008 and 2009 reports state CSU-FC implemented a partnership with Adams City High School to establish the first CSU-FC Professional Development School (PDS) in a high-need school with a highly diverse population. The 2008 and 2009 reports state CSU-P implemented initiatives with regional community colleges to recruit diverse students, initiatives on campus to recruit freshmen into teaching, submitted a grant through CCHE to provide resources for students in high need teaching areas and works with the Teacher Cadet Program to recruit underrepresented students into teaching.

Colorado State University -- Fort Collins
Headcount Enrollment in Teacher Endorsement Areas

	2005	2006	2007	2008	2009
Asian or Pacific Islander	7	11	18	15	15
Black, non-Hispanic	6	3	2	4	5
Hispanic	32	29	37	36	41
Native American or Alaskan Native	10	11	11	7	9
Unknown Ethnicity	37	46	48	49	14
White, non-Hispanic	569	710	806	692	677
Total	**661**	**810**	**922**	**803**	**761**

Table 13. CSU-FC, Teacher Endorsement Enrollment by Race/Ethnicity

Colorado State University -- Pueblo
Headcount Enrollment in Teacher Endorsement Areas

	2005	2006	2007	2008	2009
Asian or Pacific Islander	4	6	6	3	2
Black, non-Hispanic	10	8	8	7	9
Hispanic	77	66	89	71	68
Native American or Alaskan Native	8	7	4	4	
Unknown Ethnicity	19	29	20	24	19
White, non-Hispanic	250	238	266	229	206
Total	**368**	**354**	**393**	**338**	**304**

Table 14. CSU-P, Teacher Endorsement Enrollment by Race/Ethnicity

2.2   The Institution shall submit to the Department on or before August 15th of each year, the student identification numbers and endorsement areas for all teacher candidates. These data shall be used and maintained by the Department in accordance with state and federal privacy laws.

Goal is met. Both CSU-FC and CSU-P appropriately submit teacher education enrollment data, including ID numbers and endorsement areas, to the SURDS database annually.

2.3   The Governing Board shall ensure CSUS participates with the Department in analyzing the placement in K-12 schools of teacher candidate graduates and their performance once placed, including providing data as specified by the Department.

Goal is partially met but this is because the Department has not consistently or clearly specified what data were to be collected until recently. This information is collected by both CSU-FC and CSU-P in surveys sent to program completers but the response rate is low. Both institutions are working on ways to collect more meaningful data on program completers and to use that information for program improvement and reports on this in their five-year institutional reports for reauthorization. Colorado's new Educator ID System will also provide these data.

GOAL 5: OTHER STATE NEEDS – WORKFORCE AND ECONOMIC DEVELOPMENT

1.1   Land Grant Universities have always had a unique linkage to economic development, embedded in the original federal legislative charter via the connection of such institutions to the economic engines of an earlier day: agriculture and industry. Regional, comprehensive universities such as CSU-P traditionally offer undergraduate and master's level degree programs and learning experiences that prepare graduates for professional careers. Because these universities have a strong regional presence, they work closely with local business, industry, and other economic development entities to match well their curricular offerings to workforce advancement needs.

1.2   A critical aspect of modern economic development is to anticipate the needs of the future workforce and to proactively respond to these needs. In the future economy, U.S. global economic competitiveness will depend on a workforce with complex scientific and

technological skills coupled to entrepreneurial thinking and a solid foundation in business and economics. CSUS's new strategic plan is looking at this intersection of science, technology and business to ensure that it has the administrative infrastructure and academic programs to play a leading role in shaping the workforce of the future. CSUS has the breadth and depth to address such a need and intends to do so through a combination of initiatives, including enrollment management that supports its strategic goals.

1.3   CSUS shall focus existing and new funds on expanding, improving, and/or increasing the number of students who earn degrees in the high-demand program areas consistent with institutional role and mission.

1.4   The Governing Board shall annually report on or before December 31st of each year to the Department regarding the status of programs addressing high-demand areas.

CSU-FC

CSU-FC's unique role as a land-grant institution has a multi-faceted impact on Colorado's workforce. Through its mission rooted in access for all to higher education, CSU-FC enables young workers to enhance their job skills through quality education and exposure to research environments.

Workforce development is a central component of strategic planning for each of the academic colleges and CSU Extension, and CSU-FC's 4-H youth-development program has worked to refocus many of its Colorado programs around STEM (Science, Technology, Engineering and Math) education. Additionally, CSU-FC's School of Education received a grant in 2009 from the Metro Denver WIRED Initiative to help educators and employers communicate more effectively about the skills that businesses need in an educated workforce.

The most extensive outreach CSU-FC engages in regarding the development of those currently within the workforce takes place through the Division of Continuing Education (DCE), which serves 13,000 students per year in more than 23 undergraduate and graduate majors in five Front Range cities or online. Additionally, Continuing Education offers programs in more than two dozen areas and provides on-site corporate training. CSU-FC's strategic plan calls for significantly growing its Continuing Education programming as well as growing partnerships with community colleges to respond to the ever-increasing demand for ongoing education of the existing workforce. Several CSU-FC Continuing Education courses are approved by the Colorado Workforce Development Centers to provide academic training to Coloradans who have been laid off. The courses currently approved for Colorado Workforce funding include programs in:

- Project management;
- Construction management; and
- Green building.

In addition, CSU-FC cultivates workforce development through a variety of partnerships and educational offerings:

- A new clean energy supercluster designed to enhance Colorado's leadership in building a new energy economy. More than 100 faculty members in all eight colleges participate in

developing alternative energy solutions and policies in the areas of biofuels, solar energy, wind power, and clean-burning engines.

- The DCE continues to address high-demand areas in workforce and economic development, including collaboration with the College of Engineering to develop two graduate programs:
  - Systems Engineering (hybrid, online/on-campus major);
  - Biomedical Engineering (online program), the program is designed for individuals pursuing professions or professional development opportunities in the engineering, medical or veterinary fields as well as in research laboratories.
- The College of Engineering's Professional Learning Institute provides students with real-world skills and experience to complement the technical curricula they receive at CSU-FC.
- The College of Business's Core Business Competencies, an online program designed for professionals who need to improve their business skills before starting a new supervisory position.
- In partnership with the Green Building Certificate Institute, the DCE continues to offer Green Building and LEED for Constructors in Design Build. This intensive program delivers an in-depth review of the technical requirements of a specific LEED rating system and the tools and information needed to incorporate green building practices into a project. Study techniques to prepare for taking the LEED Professional Accreditation exam are covered in the program.

CSU-P

CSU-P has focused largely on high-demand areas for the regional workforce:

- Nursing;
- English Master's Degree;
- History Master's Degree;
- Social Work;
- Criminal Justice;
- Chemistry;
- Bachelor's of Fine Arts;
- Bachelor's of Mass Communication;
- The Hasan School of Business (continues to produce graduates in high demand not just in southern Colorado but throughout the nation)

According to CSU-P administrators, "Colorado's future competitiveness in the global economy depends on having an educated and skilled workforce. . . . U.S. global economic competitiveness will depend on a workforce with complex scientific and technological skills coupled to entrepreneurial thinking and a solid foundation in business and economics." The new CSUS strategic plan is looking at this intersection of science, technology, and business to ensure that it has the administrative infrastructure and academic programs to play a role in shaping the workforce of the future.

GOAL 6: OTHER STATE NEEDS --RESEARCH AND SCHOLARLY ACTIVITIES

Section 1: Research

1.1　CSUS shall continue to support Colorado agribusiness by working collaboratively with producers and sector analysts to identify globally competitive products for the 21st Century.

1.2　CSUS shall continue to create an environment that allows it to both attract and keep the best research and artistic talent in the world by enhancing its culture as a leading research university characterized by the same quality indicators as the nation's other great research universities. It is understood that remaining competitive in this area will require a competitive financial foundation leading to competitive salaries and increased faculty research FTEs.

1.3　CSUS shall ensure that at least 20% of undergraduate students have the opportunity to participate in research, field experiences, and other forms of service and experiential learning by the end of the contract period.

1.4　To the extent resources are available to expand the size of the faculty and maintain a competitive salary structure, CSUS shall increase the number and total amount of federal, state and privately funded grants and contracts during the contract period.

1.5　CSUS shall demonstrate how the transfer of technology, including the results of research and scholarly activity, is fostered by aligning university research clusters with regional economic clusters.

Data will be provided at the end of the contract period.

Section 2: Outreach and Public Service

2.1　Agency programs contribute significantly and are critically important to state goals. Upon receipt of sufficient funding under the Fee for Service contract entered into by the parties pursuant to C.R.S. 23-5-130, CSUS shall continue its essential function as a land grant institution by maintaining the following key agency programs:

　　　a.　Colorado State Forest Service (CSFS)

　　　b.　Cooperative Extension (CE)

　　　c.　Agricultural Experiment Station

　　　d.　Colorado Water Resources Research Institute

2.2　To strengthen the effectiveness of outreach provided by its Continuing Education programs, CSUS agrees to provide credit and non-credit enrollment and program offerings, consistent with our mission and utilizing effective technology-based delivery systems where appropriate. Where appropriate, The CSUS will strengthen alliances with K-12 schools and

institutions of higher education to expand access to and utilization of educational opportunities, effectiveness, and access to resources at the institution.

There was no data reporting requirement for this section of the PC.

Section 3: Graduate Education

    3.1   CSUS shall strive to increase enrollment in and graduation from its post-baccalaureate programs, consistent with its mission and focusing on high-need programs. Increases in graduate enrollment will be linked to increases in funding. Colorado State University and Colorado State University- Pueblo will report to the Commission comparing graduate enrollment to that of peer institutions.

CSU-FC

A targeted strategic plan at CSU-FC and within the graduate school has established benchmarks for increasing the number of graduate students at the institution. The plan includes specific strategies for increasing the numbers of graduate students in programs where they are underrepresented, (i.e., the STEM disciplines). Additionally, the plan seeks to strengthen recruitment and retention among potential undergraduate graduate and graduate students.

Increase Enrollment Graduate Students (Headcount)								
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Colorado State University	4,348	4,535	4,477	4,357	4,311	4,371	4,418	4,472
First Professional Degree-Seeking	537	565	538	537	534	539	527	538
Masters	2,402	2,481	2,425	2,393	2,349	2,390	2,394	2,416
Doctoral	1,197	1,293	1,348	1,354	1,359	1,401	1,431	1,430
Non-Degree-Seeking Graduate Student	212	196	166	73	69	41	66	88

Table 15. CSU-FC, Headcount Graduate Enrollment

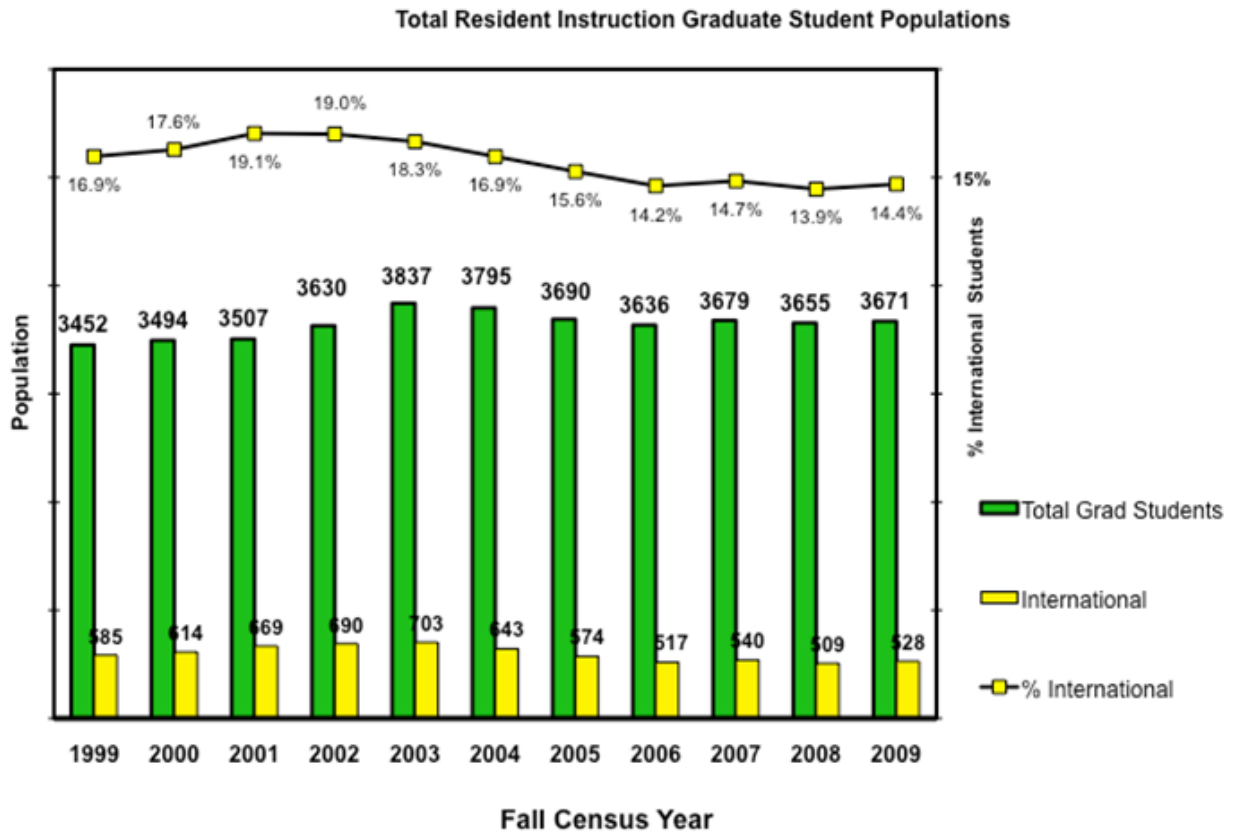**Total Resident Instruction Graduate Student Populations**

Figure 18. CSU-FC, Graduate Enrollment, CSU-FC Data

CSU-P

As a regional comprehensive university, CSU-P has only a limited number of graduate programs, consistent with its mission. CSU-P currently offers graduate degrees in business (MBA), nursing, applied natural sciences, industrial and systems engineering, and education, along with a CSU MA in English offered on the Pueblo campus by Pueblo faculty. Enrollment in these graduate degree programs is over 300 students. By comparison, the peer institutions chosen for CSU-P's salary study (those determined by NCHEMS to be most like CSU-P) range from 7 to 27 graduate programs, with an average of 18.5 programs.

> 3.2   CSUS shall strive to increase the quality and diversity students enrolled in its post-baccalaureate programs.

Per CSU-FC: The Strategic Plan for the University and the Graduate School established a goal for resident instruction graduate student enrollment of 4392 students for fall 2009 based on the 2006 Stretch Goals. This goal represented a target growth of 6.5% per year from fall 2006, an increase greater than our peers (1.75% per year) and the national trends (0.8% per year for public Research-1 universities). The actual enrollment for fall 2009 after census was 3671, up 0.1% from fall 2006 but only represented 84% of our enrollment Stretch Goal. The enrollment of underrepresented minority students increased from fall 2006 (6.1%) to 9.7% of the total graduate student population in fall 2009. A total of 123 underrepresented students are seeking the Ph.D. degree, double the number at CSU-FC in 1999 (65) and a 13% growth since 2006. A total of 51.9% of all graduate students are female.

Section 5 [sic]: Veterinary Medicine

> 5.1   CSUS shall maintain the excellence of its College of Veterinary Medicine and Biomedical Sciences as a unique asset of CSU and the State of Colorado, by ensuring that faculty continues to deliver excellent instruction in the degree programs housed within the college, including its hallmark professional veterinary medical (PVM) program, shall continue to serve the public through clinical services delivered through the James L. Voss Veterinary Teaching Hospital, and diagnostic services delivered through the Veterinary Diagnostic Laboratories in Fort Collins, Rocky Ford, and Grand Junction, and shall maintain the College's national prominence in research and by remaining among the top five of all United States schools and colleges of veterinary medicine in the amount of extramurally funded research.

There was no data reporting requirement for this section of the PC.

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 provides 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.
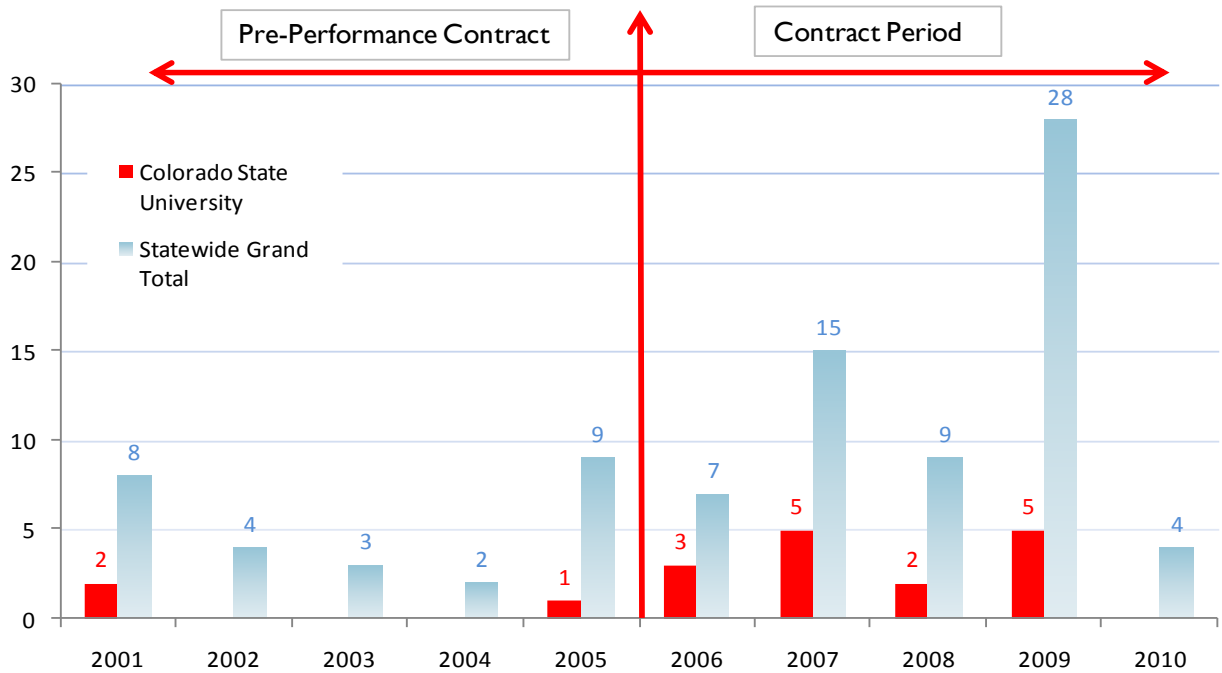
New Degrees Approved

Figure 19. CSU-FC, New Degrees Approved (Excludes CSU Global's New Programs)
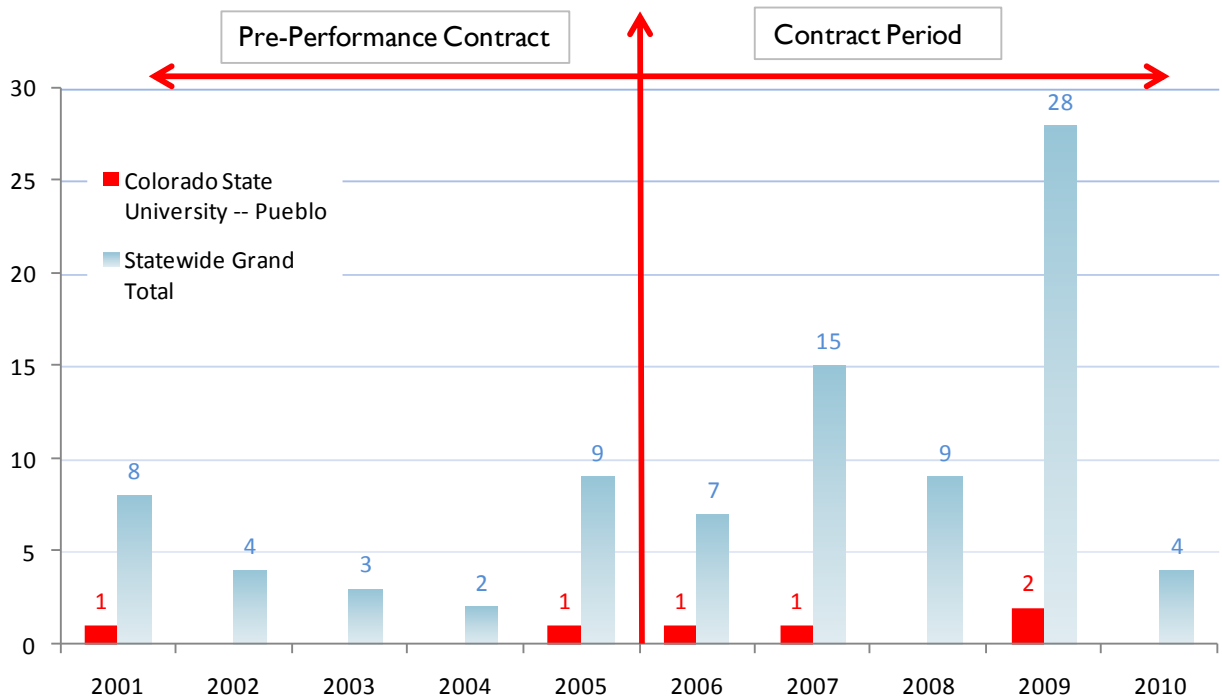
New Degrees Approved

Figure 20. CSU-P, New Degrees Approved (Excludes CSU Global's New Programs)

Performance Goal Achievement

Finally, one important note contained in each PC states in paragraph 8, Performance Goal Achievement: "The ability of the Governing Board to fulfill the terms of this contract expressly assumes adequate funding which shall, at a minimum, be no less than 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 21 below displays the data for state support for CSUS over the last ten years. It is clear that total support, including the additional ARRA funds, has exceeded the 2003-2005 funding levels.
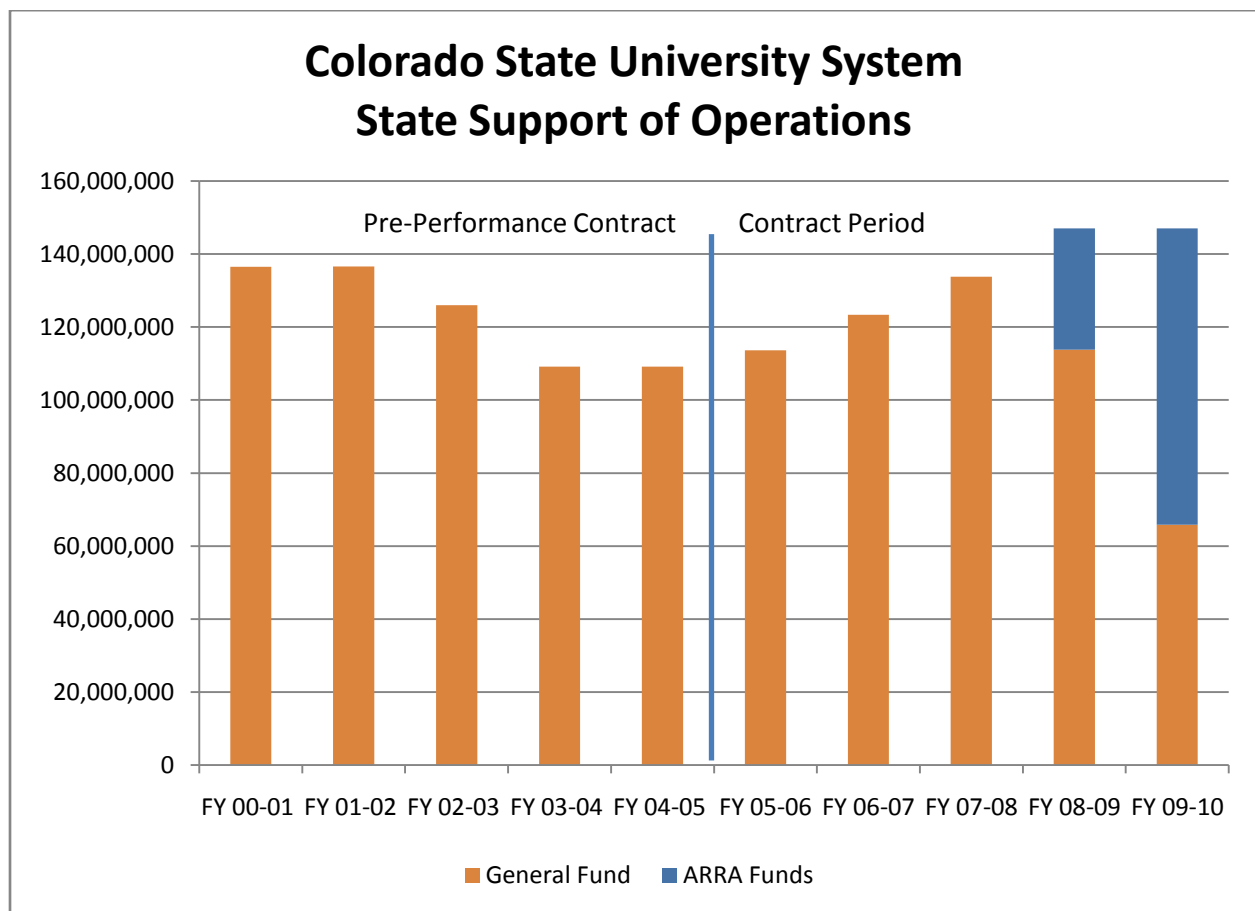

Figure 21. Financial Support to CSUS, Ten-Year Trend

Further, in Figure 22 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.

Colorado State University System
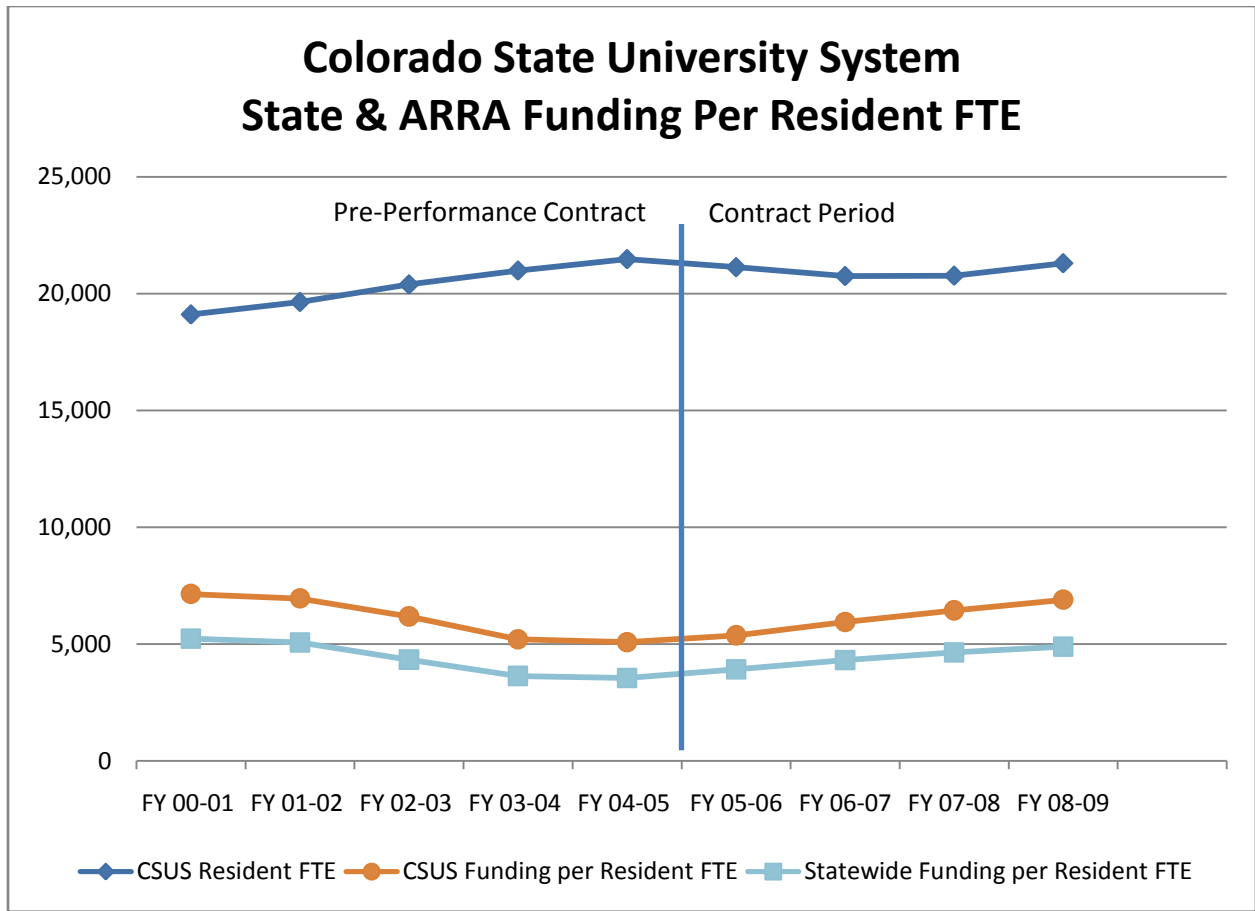**State & ARRA Funding Per Resident FTE**

Figure 22. Financial Support to CSUS, per Resident FTE, Ten-Year Trend

The annual reports provided by CSUS 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.