

UNIVERSITY OF NORTHERN COLORADO

December, 1999

The University of Northern Colorado is committed to the provision of educational programs of the highest quality, the fulfillment of our mission as a comprehensive, doctoral granting institution, and the assurance of the respect and trust given to us by the people of the State of Colorado. Achieving real change and reform while addressing internal and external needs, concerns, and opportunities remains the institution's highest priority.

Our university planning process was initiated in August of 1998 to develop institutional goals and priorities for the achievement of institutional effectiveness and to establish indicators to document progress. The inclusion of the university institutional assessment and enrollment management plans reflects the integration of institutional planning based on projected growth and desired outcomes.*

The University of Northern Colorado is making consistent progress in attaining the goals identified in the plan. We look forward to our entire university community working together to fully implement the strategies identified.

Hank Brown
President

Rick Proctor
State Personnel Employee Executive
Council Representative

John Loftis
Faculty Senate Chair

Cindy Vetter
Professional Administrative
Staff Council Representative

Derek Furukawa
Student Representative
Council President

***The University Planning Document** was approved by each of the university governance groups. The **institutional assessment** and **enrollment management** documents serve as supplementary information to the plan.

UNIVERSITY OF NORTHERN COLORADO

University Plan

1999-2005

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UNIVERSITY PLANNING DOCUMENT

UNIVERSITY PLANNING COUNCIL

Chair: Marlene Strathe, Provost
Joe Alexander, Associate Dean—Marketing
Sandy Baird, Director—School of Nursing
Vicki Downey, Assistant Vice-President—Academic Affairs
Derek Furukawa—Student Representative Council President
Mick Gimmestad, Educational Leadership & Policy Studies
Allen Huang, Associate Vice President—Research & Graduate Studies
Bonnie Konopak, Dean—College of Education
Joan Lamborn, University Libraries/Acquisitions/Serials
John Loftis, Chair—Faculty Senate
Mike Maestas, Assistant Vice President—Multicultural & Student Affairs
Jean Schober Morrell, Dean of Students
Curt Peterson, Department Chair—Biology
Gary Pitkin, Dean, University Libraries
Rick Proctor, State Personnel Employee Executive Council
Fran Schoneck, Vice-President—Administration
Ken Singleton, Director—Bands, Performing & Visual Arts
Cindy Vetter, Professional Administrative Staff Council

UNIVERSITY OF NORTHERN COLORADO

University Planning Document, 1999-2005

MISSION STATEMENT

Mission, Values, Purposes and Goals

The following Mission, Values, Purposes, and Goals statement was unanimously adopted by the Board of Trustees on March 8, 1996.

Mission. The mission of the University of Northern Colorado is to develop well-educated citizens and to improve the quality of life in the state and region through teaching, learning, the advancement of knowledge and community service.

Description. The University of Northern Colorado is a general baccalaureate and specialized graduate research university with a statutory mission in teacher education. Academic programs are offered through the colleges of Arts and Sciences, Business Administration, Education, Health and Human Sciences, Performing and Visual Arts and the Graduate School. The University provides a full range of student support services and recreational opportunities. The James A. Michener Library provides information resources through sophisticated technology and established collections.

The University offers a broad range of undergraduate programs in the arts, sciences, humanities, business, human sciences and teacher education. The mix and quality of UNC programs provides a unique resource to Colorado. All students are required to study in the liberal arts tradition, which prepares them to think and act responsibly in a dynamic, diverse and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' skills in critical thinking, communication, and problem solving.

As a Carnegie Doctoral I Institution, the University of Northern Colorado's graduate programs emphasize advanced scholarship within a discipline or acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University's mission and purposes and a select number of doctoral programs that emphasize applied scholarship and research, clinical practice, pedagogy or performance. Consistent with UNC's purpose as a specialized graduate research university, doctoral degrees lead to professional leadership roles in education or related fields.

The University of Northern Colorado has a campus-wide commitment to the preparation of teachers. Programs needed by professional educators are offered throughout the state. As the primary institution for undergraduate and graduate teacher education in Colorado, the University takes pride in its special state-wide mission for leadership in professional education.

The University provides services that support equal learning opportunities for all students. Learning occurs in an environment characterized by small classes taught by full-time faculty. Teaching is the highest priority. UNC professors, at both the graduate and undergraduate levels, subscribe to a teacher/scholar model in which excellence in instruction is complemented by activities in scholarship and service. Support for the continuous improvement of teaching, learning, scholarship and service is provided through University programs, policies and practices.

Values. The University of Northern Colorado believes that its distinctive service to society can only be offered in an atmosphere that is open, respectful, and critical. For this reason, the University is committed to promoting an environment in which:

- excellence is sought and rewarded;
- teaching and learning flourish;
- there is respect for diversity of thought and culture, consistent with the spirit of rigorous criticism;
- the intellectual freedoms of teaching, learning, expression, research, and debate are preserved;
- all people have equal opportunity;
- members of the community conduct themselves in a manner that merits trust.

Recognizing that education adds meaning to life, and mindful of the individuality of each student, UNC pledges to maintain the spirit of concern for students that distinguishes it among public universities.

Purposes and Goals. The University of Northern Colorado is committed to the following purposes and goals:

To prepare a well educated citizenry whose understanding of issues enables them to be contributing members of a dynamic, diverse and global society.

1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
2. Students will develop a variety of

critical thinking and problem solving skills along with a disposition for continuous learning.

3. Undergraduate students will engage in research to master methods of inquiry.
4. Students will develop an appreciation for cultural diversity, political values, artistic expression and a healthy life through the University's educational, cultural, social and recreational programs.
5. Students will develop life-long habits of scholarship and service.
6. The University will structure academic curricula, student advising and support services to facilitate timely student progress.

To prepare undergraduate students in specialized fields of study.

1. Students will acquire depth of knowledge in a specialized scholarly discipline.
2. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
3. Students will master methods of inquiry to acquire deeper understanding of their discipline.
4. Students will study in programs informed by appropriate professional standards and practice.

To prepare teachers and other education professionals.

1. The preparation and professional renewal of educators will be a campus-wide responsibility.
2. Graduates of professional teacher education programs will meet state standards for licensure.
3. Programs for the professional renewal of educators will be informed by state standards for licensure.
4. Selected master's and specialist degree programs which serve education professionals will be accessible state-wide.
5. The University, in partnership with K-12 schools, will test innovations in education and disseminate the results.

6. The University will work collaboratively with K-12 schools on the simultaneous renewal of schools and professional education.
7. Graduates of professional teacher education programs will acquire an appreciation for and ability to teach in an increasingly diverse population.

To fulfill its role as a specialized graduate research university.

1. The University's specialized research mission will foster scholarship among its graduate and undergraduate students and faculty.
2. The University will encourage applied research that benefits the State of Colorado.
3. Doctoral students will engage in scholarly activity and creative endeavors to advance the knowledge and practices of the discipline.
4. Master's students will acquire knowledge and skills consistent with the professional preparation and standards of the discipline.

5. Doctoral research in education will emphasize scholarship on issues affecting education policy, teaching and learning processes and/or school leadership practices.

6. The University will support faculty efforts to obtain extramural funding to finance research, create learning opportunities for students and support students financially.

To serve as a resource to the state.

1. The University will serve the State of Colorado through applied research and the professional expertise of its faculty, staff and students.
2. The professional service activities of faculty, staff and students will be a resource to the community, state and region.
3. The professional activity of faculty, staff and students, beyond the boundaries of Colorado, will enhance the national and international reputation of the state.
4. The intellectual and creative activities of faculty, staff and students will contribute to the enrichment of the community.

The University of Northern Colorado Planning Document is intended to guide decisions and actions at UNC, with specific attention to those goals and strategies which will enable the institution to fulfill its academic mission as a comprehensive Doctoral I institution with a specialized research mission.

ACADEMIC PROGRAMS

The academic programs are central to the mission of the University of Northern Colorado and are designed to prepare a well educated citizenry with specialized knowledge and skills from baccalaureate through doctoral offerings.

ENHANCE THE UNIVERSITY OF NORTHERN COLORADO'S IDENTITY AND DISTINCTIVENESS AS A COMPREHENSIVE DOCTORAL I INSTITUTION, WITH A SPECIALIZED RESEARCH MISSION.

Achieve unconditional institutional and discipline specific accreditation where appropriate.

Enhance the leadership role of the University of Northern Colorado in the preparation of teachers and other education personnel, regionally, nationally, and internationally.

Increase enrollments and access through alternative instructional delivery systems, cultivation of new student populations, and inter-institutional collaborative offerings.

Allocate resources based on formal comprehensive reviews of academic programs with particular attention to assessment results.

Implement initiatives to strengthen the preparation of pre-service and in-service educational personnel.

CONTRIBUTE TO THE QUALITY OF LIFE IN THE STATE AND REGION THROUGH TEACHING, LEARNING, THE ADVANCEMENT OF KNOWLEDGE AND COMMUNITY SERVICE.

Continue to provide a high quality, liberal arts education to all undergraduate students.

Increase the availability of curricular offerings, education access locations, and students served by credit and non-credit offerings.

Expand the delivery of both degree, certification, and licensure programs throughout the region through the use of technology.

Continue to serve as a center for the cultural arts for northern Colorado and expand the awareness and visibility of UNC student performances, exhibitions, and productions beyond the region.

Increase professional development opportunities to professionals in a wide array of disciplines.

Increase university based educational opportunities for K-12 students including academic, athletics, arts and career exploratory experiences.

Expand community and regional service partnerships which extend the expertise of UNC faculty and students to the larger population of Colorado and surrounding states.

Generate and disseminate new knowledge through research and public service initiatives.

RECRUIT AND RETAIN HIGH QUALITY FACULTY, STAFF, AND STUDENTS TO STRENGTHEN THE ACADEMIC CULTURE AND ENHANCE THE DIVERSITY OF THE UNIVERSITY COMMUNITY.

Recruit and retain high quality faculty with a strong commitment to effective teaching and to guiding and directing student creative and scholarly activity.

Develop and implement strategies to strengthen the university academic climate.

Develop an expanded faculty orientation and development program and establish a university mentoring program to increase the retention of faculty.

Enhance UNC salaries to a level competitive with peer Doctoral I institutions.

Increase institutional support for faculty scholarship and professional activities.

Implement academic related recommendations of the UNC Diversity Plan regarding faculty, curriculum and climate.

Provide professional development opportunities for staff which enhance their skills and contributions.

DELIVER ACADEMIC PROGRAMS AND EDUCATIONAL SERVICES EFFICIENTLY AND EFFECTIVELY, TO MAXIMIZE ACCESS AND RESOURCE STEWARDSHIP.

Align resources to meet changing student needs, enhance academic program quality, and fund program review and outcomes assessment recommendations.

Continue review of identified low enrollment programs and strengthen or eliminate as deemed appropriate.

Continue to review course offerings exhibiting low enrollments or infrequent delivery for possible elimination.

Reexamine all undergraduate and graduate programs for appropriateness, prescriptiveness, and length.

Ensure appropriate disability access accommodations are provided in courses, practica, comprehensive examinations, and theses/dissertations.

STRENGTHEN THE QUALITY OF ACADEMIC PROGRAMS

Increase and support professional development activities and opportunities for faculty and staff to better meet the needs of a diverse student population.

Initiate activities to address both institutional and discipline specific accreditation concerns.

Revise university policies and procedures to ensure the achievement of the institution's academic mission.

Raise admission standards and enhance advisement to increase retention and graduation rates.

Increase the experiential learning opportunities for both undergraduate and graduate students including research, practica, internship, and other field based experiences.

Promote student and faculty interaction by supporting small class size and undergraduate and graduate student research.

Infuse international perspectives in appropriate areas of the curriculum.

PROVIDE LEADERSHIP BY BECOMING A NATIONAL MODEL FOR EXCELLENCE IN TEACHING AND LEARNING

Model effective teaching based on best practices research.

Continue to develop learning environment alternatives which meet varying student needs and expectations.

Demonstrate the increased importance of information access and collaborative/cooperative learning environments.

Implement and utilize student outcome assessment at both the institutional and program level.

Align academic program goals, anticipated outcomes, and assessment processes to provide appropriate information for program/curricular review and modification.

RESEARCH AND GRADUATE EDUCATION

UNC serves as a specialized research university with a statutory mission in teacher education. High quality research and graduate preparation of educational personnel are critical to the fulfillment of UNC's institutional mission

PROVIDE FOCUSED AND HIGH QUALITY GRADUATE EDUCATION CONSISTENT WITH THE MISSION.

Promote quality alternative access/enrollment opportunities for graduate student study and research.

Increase graduate stipends to a competitive level to attract and support high quality graduate students.

Strengthen research competencies through more and earlier opportunities to engage in research experiences.

Provide professional development and mentoring opportunities for faculty to ensure that theses and dissertations are well supervised.

ENHANCE THE RESEARCH/SCHOLARLY ACTIVITY OF THE FACULTY AND STUDENTS AT THE UNIVERSITY.

Allocate resources to enable differential workloads at both undergraduate and graduate levels and to increase financial support for scholarly pursuits.

Increase internal and external support to promote research and scholarly activity at UNC.

Provide a range of incentives to encourage grant proposal preparation, research/scholarly activities, and to enhance student involvement in research.

Encourage and support faculty and students to present research findings at professional meetings and to publish findings in a timely manner.

**STRENGTHEN THE CAMPUS
INFRASTRUCTURE ESSENTIAL FOR
QUALITY GRADUATE EDUCATION AND
SCHOLARLY ACTIVITIES.**

Increase resources devoted to information availability and access.

Increase the proportion of indirect cost recovery monies directed to colleges and/or departments for research development.

Provide academic support and student services which more effectively meet the needs of students in graduate education.

FACILITIES

Facilities are an integral part of delivering the academic mission of a comprehensive, residential campus. A high quality, well maintained infrastructure with adequate space is key in attracting and retaining students and faculty as well as enhancing the learning environment.

**PROVIDE QUALITY FACILITIES NEEDED
TO ATTRACT STUDENTS, CREATE AN
ENVIRONMENT CONDUCIVE TO
LEARNING, AND SUPPORT THE
ACADEMIC GOALS OF THE UNIVERSITY.**

Update the current facility master plan.

Reduce the deferred maintenance backlog on campus.

Provide the physical support necessary to maintain the desired level of quality in the campus environment.

Provide student residential, student activity, and learning facilities to meet the enrollment goals and student needs of the University.

Maintain a reasonably safe, secure, and attractive physical environment for students, faculty and staff.

Foster architectural consistency throughout the campus.

ADMINISTRATION

The success of the University in meeting its academic mission is dependent on enhancing available fiscal and human resources and allocating those in a manner that emphasizes university priorities while providing support services in an efficient and effective manner.

**ACHIEVE AN APPROPRIATE BALANCE
OF RESOURCES FOR INSTRUCTION,
RESEARCH, SERVICE, AND SUPPORT
ACTIVITIES REQUIRED TO CARRY OUT
THE MISSION.**

Align budget decisions in accordance with university priorities.

Increase the general fund support per student FTE from the legislature.

Increase external resource support.

Maintain or decrease administrative costs as a percentage of the total university budget.

MAXIMIZE ADMINISTRATIVE EFFICIENCIES TO MINIMIZE DUPLICATIVE EFFORTS AND REDUCE ADMINISTRATIVE COSTS

Develop a comprehensive evaluation process for all administrative personnel.

Examine all policies and procedures to increase efficiencies.

DEVELOP A UNIVERSITY ENROLLMENT MANAGEMENT PLAN.

Increase, systematically, enrollment of in- and out-of-state undergraduate and graduate students.

Increase enrollment of international students.

STUDENT AFFAIRS

Student Affairs contributes to the educational mission of the University by promoting student learning, personal development, and student retention through the provision of opportunities for productive citizenship and responsible leadership and the promotion of the health and well being of students.

PROMOTE AN ENVIRONMENT THAT SUPPORTS A SUCCESSFUL EDUCATIONAL EXPERIENCE FOR STUDENTS.

Promote equal student access to all academic support programs.

Ensure that student services support the academic mission of the university and are available to all students.

Provide equal access to educational opportunities for students.

Collaborate with all academic program faculty to increase students' retention and graduation rates.

Link co-curricular programs to the academic mission of the university.

Promote coordinated and effective student services.

Enhance career decision-making through increased opportunities for career option exploration.

Support the development of linkages between academic advising and career goals, and the expansion of career placement services.

PROVIDE OPPORTUNITIES THAT EDUCATE STUDENTS PHYSICALLY, SOCIALLY, EMOTIONALLY, AND INTELLECTUALLY.

Maximize student involvement and learning through leadership opportunities.

Promote wellness activities and provide recreational opportunities for students.

Promote students' development of life skills.

Provide student activities that stimulate social and intellectual development.

INFORMATION TECHNOLOGY

Information Technology contributes to an educational atmosphere which cultivates, supports, and encourages excellence in teaching, learning, research, and scholarly activity.

PROVIDE INFORMATION TECHNOLOGY TO SUPPORT THE UNIVERSITY'S MISSION OF RESEARCH, TEACHING, LEARNING, THE ADVANCEMENT OF KNOWLEDGE, AND COMMUNITY SERVICE THROUGH THE APPLICATION OF PROVEN TECHNOLOGY.

Provide administration information systems that are reliable, accurate, and readily available.

Provide faculty, staff, and students access to training, technology and technical support and classroom learning environments appropriate for academic success.

Provide and maintain a stable and reliable network, accessible to faculty, students, and staff.

Establish a common messaging system for the University.

Enhance the educational experiences of students through the use of discipline specific education technologies, multimedia infused instruction and information access technologies.

INSTITUTIONAL ASSESSMENT PLAN

ASSESSMENT COORDINATING COUNCIL

Chair: Vicki Downey, Assistant Vice-President
Joe Alexander, Associate Dean—Marketing
Fred Bartelheim, Associate Professor—Foundations of Education
*Donna Bottenberg, Faculty Coordinator—Center for Professional
Development & Outreach*
Bob Elton, Department Chair—Business
Tom Gavin, Director—Institutional Research
Mick Gimmestad, Educational Leadership & Policy Studies
Dianna Gray, Associate Professor—Kinesiology & Physical Education
Rob Hallquist, Director—School of Music
George Jaramillo, Associate Dean—University Libraries
Priscila Kimboko, Associate Dean—Graduate School
Patrick McCarthy, Manager—University Libraries
Debby Scheffel, Special Education
Jean Schober Morrell, Dean of Students
Eugene Sheehan, Department Chair—Psychology
Jim Stiehl, Director—Kinesiology and Physical Education
Richard Trahan, Associate Dean—Arts & Sciences
Robbyn Wacker, Associate Dean—Health & Human Services

UNIVERSITY OF NORTHERN COLORADO

Institutional Assessment Plan

INTRODUCTION

The University of Northern Colorado (UNC), founded in 1889, is committed to the fulfillment of its mission

“...to develop well-educated citizens and to improve the quality of life in the state and region through teaching, learning, the advancement of knowledge and community service.”

UNC is a general baccalaureate and specialized graduate research university with a statutory mission in teacher education. As a Carnegie Doctoral I institution, UNC offers a broad range of undergraduate programs in the arts, sciences, humanities, business, human services, and teacher education and a variety of master’s degrees and selected doctoral programs which emphasize applied scholarship and research, clinical practice, pedagogy and performance.

Student outcomes assessment is a systematic process of gathering, interpreting, and using information regarding student perceptions and performances for the purpose of improving the quality of academic programs and institutional effectiveness. Assessment information is considered an integral part of the university’s responsiveness to external requests for institutional accountability as well as internal academic program review and resource allocation processes.

ACADEMIC PROGRAM ASSESSMENT PLANS

The University of Northern Colorado initiated formal academic program reviews in 1984. Legislation passed in 1985 (HB 1187) required Colorado universities to establish student outcomes assessment as an indicator of program quality. Until 1995, student outcomes were assessed prior to the scheduled program review date and progress reports were submitted for several years following the review.

In 1996 members of the University Assessment Committee and the Program Review Task Force met together to design a new program review process which embedded assessment within the review process, established a five year review cycle for all graduate and undergraduate programs, and required annual reports of progress toward goal attainment and resource allocation to achieve identified goals.

Under this revised model, the development of academic program assessment plans was a responsibility of and assigned to the office of the dean of each of the colleges. Each program area was asked to submit an assessment plan, which included the following:

- Identification of core program standards that express the knowledge, skills and dispositions expected of each student who completes the program.

Identification and development of measures and procedures to assess performance on the program standards.

- Development of linkages between standards, outcomes, and resource allocations to improve academic program quality.

Each plan required including the use of at least two of the following assessment techniques:

- A standardized examination (GRE, NCLEX, PLACE).
- A comprehensive or exit examination created and evaluated by faculty in the assessing unit.
- An exit interview.
- A specific project appropriate for use in assessment (artistic product or performance, research paper, dissertation, etc.)
- A culminating capstone course/experience appropriate for use in assessment.
- An internship or clinical experience which has been approved by the faculty in the assessing unit.
- A student portfolio appropriate for use in assessment.

All assessment plans were reviewed by the Office of the Vice President of Academic Affairs and an institutional matrix was developed to reflect assessment initiatives across the campus.

GENERAL EDUCATION ASSESSMENT

The University of Northern Colorado general education program is intended to provide students the skills and content components to provide a framework for lifelong learning and personal growth. Specifically students are expected to achieve the following outcomes:

- Demonstrate correct and effective use of the English language in generating writing in a variety of formats.
- Ability to gather and interpret information from a variety of sources, including computerized retrieval systems.
- Numerical, statistical and algebraic skills required for the understanding and investigation of real world problems.
- Ability and confidence to interpret numerical and graphical data.
- Appropriate use of technology in support of mathematical studies.
- Successful strategies for group participation in physical activity.
- Skills and techniques necessary for participation in physical activity.
- Knowledge to enhance and maintain personal fitness and health.
- Understand the historical frameworks of and interactions between diverse disciplines.
- Understand and apply research techniques from different disciplines.
- Assess the validity of diverse sources of information.
- Understand Western and non-Western cultures and values.
- Understand the perspectives, contributions and concerns of different ethnic, gender and age groups.
- Identify important issues involved in human welfare and survival.

The General Education Council, a university-wide body, is responsible for assessment of the general education program. The CAAP test was administered on the UNC campus as an overall assessment measure until the 1999-2000 year when the ETS Academic Profile assessment instrument replaced CAAP. In addition, the Council regularly has used the UNC Course Review Survey to elicit student perceptions of selected general education offerings. These reviews, as well as review of frequency of offerings, are used to recommend course changes or deletions from the general education offerings. In 1998-99 the Council conducted a pilot project of instructor embedded assessment within selected general education courses. The success of the project led to the recommendation it be expanded to additional course offerings in 1999-2000.

INSTITUTIONAL ASSESSMENT PLANS

In the spring of 1996 the Colorado legislature, in the passage of HB 96-1219, established the Colorado Commission on Higher Education (CCHE) Quality Indicator System. Institutions within the state were asked to prepare annual reports which described performance on the following statewide quality indicators:

- After Graduation Performance
- Undergraduate Students Success
- Student Satisfaction
- Advising
- Employee Satisfaction
- Institutional Expenses
- Technology Plan
- Assessment and Accountability
- K-12 Linkages and Teacher Preparation

In addition six institutional specific indicators were identified by UNC and reported to the commission as well.

- Quality of Instruction and Support Services
- Efficiency of Instruction
- Quality of Undergraduate Majors
- Preparation of Teachers and Other Education professionals
- Focused Graduate Research Initiatives
- Services as a Resource to the State

The first UNC annual report submission was forwarded to CCHE in the fall of 1998. The institutional assessment indicator results were utilized in the development of the university planning document prepared during the 1998-99 academic year.

For the 1999-2000 year, the Colorado Commission on Higher Education (CCHE) established the following statewide quality indicators as indicators of institutional effectiveness with the report submitted in the fall of 1999.

- Graduation Rates and Credits for Degree
- Faculty Instructional Productivity
- Freshman Persistence
- Achievement Rates
- Lower Division Class Size
- Diversity Plan
- Institutional Support costs

UNC selected the following as institutional specific indicators:

- After Graduation Performance
- Instructional Effectiveness

The CCHE established the linkage of funding to institutional effectiveness, as measured by the indicators, with 75% of new monies based on indicator performance and 25% on enrollment growth.

ASSESSMENT COORDINATION

The University of Northern Colorado Assessment Coordinating Council is composed of one associate dean from each of the colleges, including the Graduate School, one or more faculty members for each college, representatives from Student Affairs, the Office of Institutional Research, the Center for Professional Development and Outreach and is chaired by the Assistant Vice President for Academic Affairs.

The Council has the responsibility for the review and updating of academic program assessment plans and for reviewing assessment information related to academic program assessment, general education assessment, and the institutional assessment indicators. They further are asked to provide recommendations to the University Planning Council as the document is updated and annually reviewed.

The Office of the Provost annually provides resources, as part of the program review process, to support program assessment initiatives. In addition, resources are allocated to program areas upon completion of the review process based on programmatic goals for the future and the recommendations of the program review team and the dean of the respective college in which the programs are housed. Resource allocations are limited to investments which enhance academic program quality or support new program initiatives. Resources are not allocated to meet personnel requests.

ENROLLMENT GOALS & STRATEGIES

ENROLLMENT TASK FORCE

*Chair: Marlene Strathe, Provost
Jeff Bunker, Registrar and Director of Enrollment Services
Vicki Downey, Assistant Vice President—Academic Affairs
Tom Gavin, Director—Institutional Research
Bob Hetzel, Assistant Vice-President—Auxiliary Services
Allen Huang, Associate Vice-President—Research & Graduate Studies
Fran Schoneck, Vice-President—Administration*

UNIVERSITY OF NORTHERN COLORADO

Enrollment Goals and Strategies

I. Increase the total enrollment to 20,000

Total Institutional Headcount Students: 20,000

On-Campus: 15,000

Off-Campus: 5,000

Student Mix:

Undergraduate

85% resident

15% non-resident

25% minority

2% international

Graduate

80% resident

20% non-resident

15% minority

8% international

Strategies	Office(s) Responsible	Timeline	Projected Resources
1. Increase the number of high school students taking university course work to ease their transition to the University and increase their chances of success in university studies	Admissions, Univ.Affairs	Immediate & continuous	\$10,000 Annually (student fee scholarships)
2. Focus resources on selected social, cultural, and co-curricular activities that provide opportunities for students to enhance their personal and professional development	Multicultural Affairs, Student Life	Continuous	Existing
3. Identify ways to increase classroom utilization to 35 hours/week	AA	1999-2010	Existing
4. Identify ways to increase course sections/offerings by 35%	AA	1999-2010 (Proportionate to growth)	\$7mill
5. Educate students on academic programs and expectations during the recruitment process	Admissions, Fin.Aid, Alumni	Continuous	No cost
6. Restructure the class scheduling practices to maximize efficiency and availability	AA, Registrar	Immediate	No cost

Strategies	Office(s) Responsible	Timeline	Projected Resources
7. Establish a minimum number of required alternatively delivered courses (e.g. WWW, video, etc.) for each department	AA, Colleges, CPDO	2000	Existing
8. Increase the admission standards which will positively impact retention	AA	Immediate & continuous	No cost
9. Determine and justify the appropriate number of undergraduate and graduate students for degree programs	AA, Colleges, Grad School	Continuous	No cost
10. Align resources and academic programs to meet student demand.	AA, Grad School, F&A, Colleges	Continuous	Existing/New
11. Develop creative faculty space configuration for office and support services	F&A, Colleges	Continuous	Existing
12. Maintain existing on-campus residence hall facilities for traditional first year students	F&A, Aux Services	Continuous	Existing
13. Encourage private developers to provide affordable off-campus housing accommodations for upper class and graduate students	F&A, Aux Services	Continuous	No cost
14. Initiate an Alumni, Faculty, and Student Ambassador program for recruitment and retention purposes	AA Admissions Alumni Student Life	2000	\$10,000
15. Develop and maintain a quality visitors and orientation program	AA Admissions Orientation Advising	Immediate & continuous	Existing
16. Maintain a positive relationship with high school and community college counselors and advisors	Admissions, Fin. Aid, Colleges	Annual	\$7,500
17. Extend service/support office hours to accommodate part time and evening student population	AA, F&A	Continuous	Existing
18. Encourage faculty to be more responsive to the needs of non-traditional and international students	AA, Grad School, Colleges	Continuous	No cost

Strategies	Office(s) Responsible	Timeline	Projected Resources
19. Provide all students with opportunities for involvement in special academic programs (i.e. courses, projects, conferences, internships)	AA, SPARC, Honors Colleges	Continuous	No Cost

II. INCREASE RETENTION OF FRESHMEN STUDENTS FROM 65% TO 75%.

1. Incorporate recognition of faculty contributions to advising and mentoring into the evaluation of teaching in the tenure, promotion, and merit increases personnel process	AA, Colleges	2000+	No cost
2. Encourage faculty and student interaction in and out of the classroom	AA, Colleges, Honors	Continuous	TBD
3. Prepare graduate and teaching assistants more thoroughly for the role of educating students	AA, Grad school, CPDO, Colleges	Continuous	\$50,000 annually
4. Maintain consistent enforcement of academic policies	AA, Colleges, Registrar	Continuous	No Cost
5. Develop a campus-wide university advising center	Advising Center, Colleges, Registrar, Grad	2000	Existing
6. Offer flexibility of full and half semester courses	AA, Registrar, Colleges	2000-2010	No cost
7. Continue exit interviews of those students who completely withdraw and use data for program change	Registrar	Continuous	Existing
8. Provide feedback to first year students regarding their academic performance during the first few weeks of the semester and at midterm	AA, Colleges, Deans	200	TBD

Strategies	Office(s) Responsible	Timeline	Projected Resources
9. Provide sufficient sections of introductory courses and expect all first year students to enroll in this experience	AA, Registrar	2000- continuous	See I. 4
10. Conduct through the residence halls, workshops to address personal and financial management, major selection, and career exploration	Career Serv, Fin. Aid, Residence Life, Academic Advising	Continuous	TBD
11. Promote the availability of tutorial services in the residence halls and in learning communities	F&A, Student Life	Continuous	Existing
12. Update faculty on the resources available to assist students	CHE, DAC, Fin. Aid, Advising, Registrar	Continuous	Existing
13. Identify and provide assistance to special populations with special advising needs, namely, transfer students, students on probation, and students from under represented populations	IR, Registrar, AVPMA, Advising, Dean of Students, CHE	Continuous	Existing
14. Develop a system for early identification of high risk students and methods for referring them to appropriate campus support system	IR, Res Life, Registrar, Colleges	2000+	See II. 8 TBD
15. Develop more stringent admission requirements that will ensure students have proper background and knowledge to succeed in courses	AA, Colleges	Immediate & continuous	See I. 8 Existing
16. Encourage academic departments to establish and maintain specialized group/individual tutorial programs for courses in which first-year students experience most difficulty	AA, Colleges	Continuous	Existing
17. Identify academic interventions that encourage low-achieving students (tutoring, study tables, etc)	Colleges, Advising Center	Immediate & continuous	Existing

III.

a. Increase the graduate international student headcount from 4% to 8%.

b. Increase the undergraduate international student enrollment from 1% to 2%

Strategies	Office(s) Responsible	Timeline	Projected Resources
1. Create alliances with international universities which afford both study abroad and exchange opportunities	AA, Grad School, Colleges	Continuos	No cost
2. Identify a select number of targeted foreign countries and universities for on-site recruitment	International Ed	2000-2010	\$25,000
3. Direct the Assistant Dean for International and Graduate Education to develop a comprehensive plan for international education development at UNC	International Ed	2000+	No cost
4. Develop host family listing within the community	International Ed	Spring 2000	No cost
5. Develop admission materials which are attractive and sensitive to international students and readily accessible via internet	Admissions, Grad School, Univ. Affairs	2000+	Existing
6. Educate the university community to the benefits of diverse populations including international students	Grad School, Asst Dean, AVPMA International Ed	Continuous	Existing
7. Enhance UNC and Aims College intensive English training programs, a crucial piece for successful recruitment and retention. Long term goal to develop UNC's own English training program if the volume warrants cost effectiveness	Pres/Registrar AVP, Grad School	Continuous	No cost
8. Develop and implement international alumni based recruitment and marketing plans	Grad School, Alumni Office, Univ Affairs, Foundation	2000+	See I. 14
9. Establish scholarship fund to support and recruit international students			

Strategies	Office(s) Responsible	Timeline	Projected Resources
10. Promote faculty exchange programs for study and research abroad	AA, AVP Colleges, International Ed	Continuous	Existing
11. Consolidate International student graduate and undergraduate admissions process	Grad School, International Director	Completed	No cost
12. Enhance housing and board services for students when school is not in session	F&A, Aux Serv.	200+	Existing
13. Systematically contact embassies and disseminate information regarding educational opportunities at UNC	International Director, Grad School	2000+	\$5,000

**IV. Increase the percentage of enrolled minority students
from 16% to 22%**

1. Allocate a portion of the foundation annual revenue to diverse student population scholarship	President Foundation	Continuous	No cost
2. Study the possible relocation of all cultural centers into one Center for Multicultural Affairs to provide a coordinated recruitment, admission and retention program for minority students on the campus (inclusive education)	AA, F&A, AVPMA	2000	TBD
3. Initiate collective campus visitations of prospective minority students	Admissions, AVPMA	2000	\$7,500 See I. 16
4. Develop a faculty mentoring cadre to assist with the minority recruitment and retention program	AA, Colleges, AVPMA, Grad School	2001	Existing
5. Initiate summer residential programs for pre-collegiate minority students	AVPMA, Denas, Registrar, Res Life	2001	\$30,000
6. Appoint a contact person in each college for minority students to meet with periodically during their first year	AVPMA	2000	No cost

V. Under-Graduate Education
Increase the non-resident student population to
15% of the total undergraduate enrollment

Strategies	Office(s) Responsible	Timeline	Projected Resources
1. Streamline admission processes and policies	AA, Admissions	Immediate & continuous	No cost
2. Raise admission standards to make the university more attractive	Aa	Continuous	No cost
3. Enhance the scholarships available to non-resident students	President Foundation	2000-2010	No cost; See I. 8, II. 15
4. Expand partnerships with community colleges that allow students to articulate to UNC degree programs	AA, Registrar, Admissions	Continuous	Donated
5. Direct financial and human resources to enhance prospect files obtained from testing agencies, counselor referrals, alumni, current students, faculty, staff, and friends of the University of Northern Colorado	Alumni Admissions, Univ Affairs	Continuous	Existing
6. Initiate information strategies i.e. electronic mail, online advertising, academic bulletin boards, etc. regarding UNC admission requirements and degree programs	Univ Affairs, Webmaster	Immediate & continuous	Existing
7. Specifically direct recruitment efforts to those students interested in degree programs holding high standing and/or having capacity	Admissions, Colleges, Alumni	2000-2010	Existing
8. Encourage involvement of alumni in recruitment efforts	Alumni	Immediate & continuous	TBD
9. Provide accessible, convenient and affordable educational opportunities to students of all ages and backgrounds	AA, Colleges	Immediate & continuous	Existing
10. Reduce the WUE program and redirect resources to offer non-renewable scholarships	Pres, AA, Fin. Aid	2000+ Continuous	Existing

Strategies	Office(s) Responsible	Timeline	Projected Resources
11. Enhance summer course offerings and degree opportunities	AA, Registrar, Colleges	2000+ Continuous	TBD

VI. Graduate Education
Increase the percentage of graduate students from 14% to 25% of total student enrollment

Strategies	Office(s) Responsible	Timeline	Projected Resources
1. Modify or delete the policies perceived as barriers for recruitment and retention	AA	Immediate & continuous	No cost
2. Develop and implement a comprehensive plan for recruitment and retention focused on more in-state recruitment	AA, Grad School	2000-2001	Existing
3. Develop a better financial package by combining the resources available including scholarships, fellowships, assistantships, tuitions (TA/GA) and student loans as an effective tool for recruitment and retention	AA, Grad School, Fin Aid	2000-2001	Existing
4. Increase the level of efficiency and accountability in admission process	Grad School, Colleges, Admissions	Continuous	No cost
5. Promote off-campus state funded and cash funded graduate education programs	AA, Grad School	Continuous	Existing
6. Facilitate integration of multi media based course delivery format enhance the learning environment	AA, Colleges, CPDO	Immediate & continuous	Existing
7. Develop degree alternatives and certificate programs in order to attract career minded applicants	AA Colleges Registrar	Continuous	No cost
8. Encourage faculty to be more responsive to the needs of non-traditional and international students	AA, Grad School, Colleges	Immediate & continuous	See I. 18, No cost
9. Encourage faculty to engage students in more research and scholarly activities	AA, Grad School Colleges	Immediate & continuous	\$100,000

Strategies	Office(s) Responsible	Timeline	Projected Resources
10. Specifically direct recruitment effort to those students interested in degree programs holding national standing and/or having capacity	Alumni, Colleges Admissions	Immediate & continuous	Existing
11. Increase the number of available Summer only Programs in Graduate Education to enhance responsiveness to field based practitioners	AA, Colleges, Registrar, Fin Aid, F&A	2000-2010	Existing