

Section A. Conceptual Framework

Mindful that the Conceptual Framework not only guides our work but is constantly evolving in response to the context of our work, the Mission Statement in the Conceptual Framework was modified based on the structural reconfiguration of the Unit determined by the university-wide strategic planning process, "Charting the Future." As the Department of Psychology, formerly in the College of Arts and Sciences, transitions into the College of Education, the College will be renamed the College of Education and Behavioral Sciences. The following revised Mission Statement will be included in the College's narrative description in the UNC 2005 catalog and is more inclusive of the new PEU:

The College of Education and Behavioral Sciences contributes to the betterment of society through research, professional service, and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

A Faculty Evaluation Taskforce charged with updating and clarifying the criteria used for faculty comprehensive evaluations used the guiding principles and aims in the Conceptual Framework to develop extensive rubrics intended to guide faculty members' continual professional renewal and self-improvement. For example, the criteria in the rubric for teaching expects faculty members to model competence in content and caring for students and peers by providing timely, accurate, and respectful advising and respectful mentoring of peers. The rubric for professional activity requires continuous inquiry and scholarship, and expectations for faculty members to engage in education as a collaborative enterprise are outlined in the rubric for service. In addition, the guidelines state, "The Professional Education Unit's conceptual framework should influence the manner in which members of the College interact with one another and the manner in which we prepare our students."

None Cited

Section B: Candidate Performance

Standard I. Candidate Knowledge, Skills, and Dispositions

Several program modifications have been made that allow the PEU to provide continued opportunities for candidates to develop their knowledge, skills, and dispositions:

The undergraduate Elementary Professional Teacher Education Program (PTEP) created a new course, EDEL 360-Service Learning Experience, to provide better instruction in strategies and assessment techniques for instructing elementary school students in reading at designated high need elementary schools. Previously, the supervised service learning experience involved candidates in large group training sessions before they tutored in partner schools. Having the experience actually embedded in a 2-credit course provides better learning and supervision of candidates. Instructors are currently collecting data on the progress of the elementary school students involved in order to document the effectiveness of candidate tutoring on student reading achievement.

The new Elementary Education Master of Arts in Teaching degree was implemented and the newly revised Ed.D. in Education Studies (formerly the Elementary Ed.D.) was continued.

The Division of Exceptionalities and Bilingual/ESL is involved in major program changes as the faculty design a new state-required Special Education Generalists M.A. that will merge the Moderate Needs M.A., Profound Needs, M.A., Severe Needs: Affective, M.A., and the Severe Needs: Cognitive, M.A.

The Elementary, Secondary, and K-12 licensure Professional Teacher Education Programs are in full compliance with the Colorado Commission on Higher Education's 2002 decision that teacher candidate be required to pass the Colorado PLACE or PRAXIS II examination required for licensure before being allowed to enter the student teaching experience. Candidates are provided preparation sessions by faculty members in Arts and Sciences and Career Services prior to taking the examinations. In addition, passing the Colorado PLACE is one of the admission criteria for entering the Elementary Education, Post-Baccalaureate Licensure Program.

An Interdisciplinary Liberal Arts Major (IDLA)/Professional Teacher Education Taskforce was convened by the PEU Head and the Dean of Arts and Sciences to re-examine the major (IDLA) and licensure program required of future elementary teachers. The taskforce is focusing on issues of enrollment management, admission criteria, bridging content and pedagogy, and student teachers' involvement in partner schools at the beginning of the school year. Faculty members from both the Colleges of Education and Arts and Sciences along with school principals comprise this taskforce.

As a part of the university-wide "Charting the Future" strategic planning process, all program faculty members reviewed and evaluated their programs for ways to streamline curriculum. Faculty members addressed issues of mission relevance, enrollment, student

credit hour production, program quality, number of required credits in the program, electives/boutique classes, accreditation, and competition. Program reports were provided to the Unit Head at the end of the fall 2004 semester.

Areas for Improvement Cited:

None Cited

Standards 2. Assessment System and Unit Evaluation

There are several university-wide events that provide evidence that the institution and the PEU have a fully developed assessment system that is based on continuous improvement. First, UNC was successfully re-accredited by the Higher Learning Commission (HLC) following the evaluation team's September 2004 campus visit. The next site visit will be in 10 years—the maximum time the HLC allows between visits. The final report detailed how the University met the HLC accreditation criteria and clearly indicated the university is headed in the right direction. Two particularly encouraging notes in the report include:

“Charting the Future (CTF) is a thoughtful reassessment of the institution's organization and use of resources and has resulted in an unusually comprehensive and bold plan for change.”

“The University of Northern Colorado ... has shown remarkable resilience in weathering a 25 percent reduction in state support over a two-year period. ... The institution's proactive stance in preparing for anticipated financial challenges should be highly commended and can serve as a model for other institutions.”

The Director of the Office of University Assessment (<http://www.unco.edu/assessment>) became a full time position to provide assistance and coordination of assessment efforts directed toward demonstrating continuous improvement. The first Annual Spring Assessment Forum provided faculty across campus the opportunity to share information regarding how faculty and staff are assessing student performance and program quality. The first *Rocky Mountain Regional Higher Education Assessment Newsletter* was also published. Four other universities join UNC in this endeavor to share information and resources related to assessment: United States Air Force Academy, University of Colorado at Boulder, Colorado State University, and the University of Denver.

Finally, we joined the entire university community in congratulating the UNC Monfort College of Business when the College was named the recipient of the 2004 Malcolm Baldrige National Quality Award – the nation's highest honor for quality and performance excellence. This was the first time a business school received the nation's top honor. The award will be given by the President of the United States in spring 2005.

Areas for Improvement related to Standard 2

Seven focused actions have allowed the PEU to systematically share assessment data with candidates and faculty across programs for the purpose of improving candidate performance, program quality, and unit operations. Ongoing evaluation of PEU Annual Program Assessment Profiles using a newly developed Assessment Profile Checklist and posting the Profiles on the newly designed webpage assessment link, completion of a PEU Self-Study Process and Instrument that requires programs and departments to evaluate their assessment plans when completing their university-required five-year self-study reports, University-wide implementation of a computer assessment management software, completion of an Electronic Inventory for reporting undergraduate candidate proficiencies, the redesign of the College of Education Webpage to highlight an Assessment and Student link in order to share assessment profiles and data analysis reports, the first online Annual Report on Student Teacher Preparation, and the development of a Cooperating Teacher Database are ways we have refined our assessment system in order to share assessment data and results with candidates, faculty members, and other constituents.

The Annual Assessment Profiles require every program to report unit candidate proficiencies (outlined in the Conceptual Framework) and program outcomes, methods of assessing these proficiencies and outcomes, the results of the assessments, and how the program is using the results to improve the program. The Performance Assessment Committee for NCATE Affiliated Programs (PAC NAP) developed and piloted a new Assessment Profile Checklist intended to assist PAC NAP and individual programs in evaluating their profiles more consistently. All Annual Assessment Profiles are put on the College of Education website (<http://www.unco.edu/coe>) for review by candidates and the university community.

PAC NAP also completed and implemented a self-study process that requires programs to evaluate their assessment plans when completing their university-required five-year self-study reports. The committee reviewed the five-year studies of the Departments of Professional Psychology and Educational Technology using a newly designed 15-point rubric. The committee appropriate revisions to the rubric that will be used by programs in future five-year reviews.

The PEU is currently populating information from the Annual Assessment Profiles into TracDat, a software application that has been developed specifically for assessment management in institutions of higher education. TracDat allows for institution-wide review of assessment plans and uniform reporting across programs. The PEU is expected to have all program assessment plans and results of program assessment data entered into TracDat by August 2005. TracDat allows all faculty members to view assessment plans, data about candidate performance, and to view how programs are making data-informed decision making.

The Professional Teacher Education Programs continue to maintain data on candidate proficiencies in an electronic tracking system that was designed and implemented in 2003

in order to comply with a 2002 requirement by the Colorado Department of Education. The programs are presently considering the implementation of an electronic portfolio and data collection software that will make data collection and analysis and reporting more efficient and easier to share with candidates.

The College of Education Website (<http://www.unco.edu/coe>) was redesigned in order to clearly highlight a data driven assessment system. The Assessment Link connects candidates and faculty members to information about the university-wide assessment system and to all annual assessment profiles in the College of Education. The Student Link provides information for candidates regarding PLACE or PRAXIS II, NCATE and Title II Reports, and the new Annual Student Teaching Preparation Report.

The first Annual Report on Student Teaching Preparation was written by an Assistant to the PEU Head and posted on the Student Link on the COE Webpage. The report summarizes data collected from surveys given to candidates and cooperating teachers at various transition points in the elementary and secondary programs. The report is available for candidates and faculty at <http://www.unco.edu/coe/pdfs/Final2004StudentTeaching-Report.pdf>.

A Cooperating Teaching Database was implemented that is used to summarize and report the qualifications of cooperating teachers. A Cooperating Teacher Information Questionnaire was developed to ascertain information about the qualifications of UNC Cooperating Teachers and is mailed to cooperating teachers to be returned with their signed contracts. Full implementation of the Cooperating Teacher Information Questionnaire and Database occurred fall 2004. The results of analysis of cooperating teaching information was included in the online Annual Student Teaching Preparation Report discussed above.

In spring 2005 the elementary and secondary programs began to systematically collect data on the effects of candidate work samples on student learning.

The PEU Head also reviewed Graduate School Exit Surveys for all programs and compiled a report on the analysis. The report was shared with the Leadership Council who shared the findings with faculty members across the unit.

Section C. Unit Capacity

Standard 3. Field Experience and Clinical Practice

Significant evaluations, changes and/or improvements

The Assistant to the Unit Head in Teacher Education initiated a new Partnership Board with the local school district where candidates are placed in approximately fifteen partner schools. Six unit faculty members and six district principals and administrators meet quarterly. The group's purposes are to engage in discussions that will enhance the global understanding of partnership and professional development schools, to create an arena where connections between education theory and practice can be discussed and linked through inquiry, to create an arena where common problem solving can take place. A study of the NCATE Standards for Professional Development Schools has been recommended as a way to examine what the existing Partnership is accomplishing and to set goals in order to extend the Partnership to the next level of development.

A faculty member in the Department of Exceptionalities is project director of grant from the Colorado Department of Education that focuses on developing university-school partnerships. The goal of this project is to increase the number of highly qualified special education teachers in Colorado so that students with special needs will experience a high quality educational experience. This project supports the following activities:

1. Recruit and support special education teacher candidates from schools in Colorado where the student population is predominantly underrepresented populations. Four teachers received \$1,000.00 scholarships.
2. Retain teacher candidates by developing a cohort model during their freshmen year in order to retain them in the university program and increase the graduation rate.
3. To increase the knowledge and skills of special education teacher candidates through quality, supervised field experiences. This will be accomplished by linking the candidates with mentor teachers in the field who have participated in professional development linked to research-based strategies.

The aforementioned new course EDEL 360-Service Learning Experience formalizes an early field experience into the Elementary PTEP (see Section B: Candidate Performance above).

Areas for Improvement

None Cited

Standard 4. Diversity

The Diversity Committee has the charge to prioritize diversity issues across the PEU and to provide professional development for the College on diversity. In response to this charge, the committee has arranged for Dr. Vivian Elliot from the National Coalition for Equity and Education to involve the faculty in training that will span one and one-half years. The training is intended to enhance the cultural competence of the faculty and also to operationalize college-wide goals for diversity.

Institutional data reveal 13.9% of the undergraduate population and 8.6% of the graduate population to be ethnic minorities. The university has seen minority enrollment increase by 2.5% over the last five years.

To assist with recruitment efforts, the PEU Head continues to personally call all minority students who have applied to the university (with an index score of 103 and higher) and who have expressed an interest in teacher education.

The PEU Head has developed an exchange program between UNC and St. Patrick's College, University of Dublin, Ireland, Ireland's largest preparer of elementary teachers. Five UNC students are currently studying in Dublin. Several teacher candidates have completed a semester-long student teaching experience in UNC partner schools, thereby affording Greeley elementary students the opportunity to interact with foreign teacher candidates. The long term goal is to have up to 10 students from each campus crossing the Atlantic annually.

A campus-wide committee is currently reviewing diversity reports provided by each college. The College of Education report is available at "Commitment to Diversity" at <http://www.unco.edu/coe> under the "About Us" link. Feedback on these reports should be provided by the end of spring semester 2005. The intent of this analysis is to enhance diversity efforts across the campus.

The UNC Rural Education Access Program (REAP) in eastern Colorado and The Center for Urban Education in Denver continue to create opportunities for candidates to be involved in licensure programs in remote communities in Colorado and in or near the inner city neighborhoods of Denver respectively. Not only does The Center for Urban Education provide opportunities for diverse field experiences, but the program recruits a diverse candidate population: among the candidates in the first two cohorts, for example, 47.5% were ethnic minorities. The first Center for Urban Education cohort graduated in spring 2004 with a nearly 90% completion rate.

Areas for Improvement

None Cited

Standard 5. Faculty Qualifications, Performance, and Development

The Faculty Evaluation Taskforce, convened in October 2003, completed its charge given by the PEU Head to establish standardized procedures for use in faculty comprehensive evaluations by all Units in the College of Education and to develop College-wide performance expectations in the three work areas of instruction, research, and service. The newly developed "Comprehensive Review Process and Guidelines" include a narrative overview of the review process, provide a basis for recommendations for tenure, promotion and post-tenure review, outline the content of the recommendation, and include a section on how to use the guidelines provided in extensive rubrics for instruction, professional activity, and service. The guidelines for professional activity provide a new benchmark that expects faculty members to publish research in peer-reviewed journals that are data-based in order to "meet expectations." Faculty members were given numerous opportunities to provide the PEU Head with responses and suggestions for the guidelines. The guidelines will be implemented in 2005.

Units in the College of Education hired 5 faculty members in 2004. All have appropriate doctorates. In 2004-2005 units in the College are running 5 searches, including one for Director of the School of Teacher Education. The College of Arts and Sciences continues to list involvement in partnership schools in position descriptions.

During the 2004-2005 academic year 3 faculty members were awarded a sabbatical leave; 4 received tenure and promotion to associate professor; and 1 was promoted to full professor.

Faculty and departments from the College of Education were recipients of numerous awards given at the university-wide 2004 Academic Excellence Awards Banquet that further attests to the quality of the PEU faculty. The awards included: Teaching Excellence in Graduate Education, Excellence in Faculty Advisement, Departmental Excellence in Service, and Excellence in Academic Leadership

Areas for Improvement

None Cited

Standard 6. Unit Governance and Resources

“Charting the Future” is a university-wide review and evaluation process called for by the President of the university in 2003. After one hundred forty-three units provided their perspectives and ideas for the future of their units, a Design Team presented a first draft of a plan in March 2004. Following numerous leadership summits and open forums, the plan was revised and a second draft was presented for university review in April 2004. The final plan was adopted by the Board of Trustees in summer 2004 and requires significant redesign and reallocation of resources. The College of Arts and Sciences will be divided into two colleges: The College of Humanities and Social Sciences and the College of Natural and Health Sciences. The former College of Health and Human Sciences will become part of the College of Natural and Health Sciences.

As noted earlier, the Department of Psychology will be moved to the College of Education and the college will be renamed the College of Education and Behavioral Sciences. Newly formed “Schools” have been determined for each of the colleges and the leadership previously provided by Department Chairs and Assistant Deans will be assumed by “School Directors.” A Transition Plan was implemented in fall 2004 with timelines for reorganization. In 2004-2005 the College of Education is preparing to reorganize into five schools: Professional Psychology, Psychological Sciences, Research, Leadership and Technology, Special Education, and Teacher Education.

The budget reductions experienced in the 2002-2003 academic year resulting from a downturn in the state economy has stabilized somewhat. Funding for 2004-2005 was at the same level as the previous year. The Board of Trustees approved UNC's 2004-05 budget which includes the following provisions.

-- UNC's state general fund appropriation will remain level with the 2003-04 amount at \$33.6 million.

--Student tuition and fee rates were restructured. As part of UNC's ongoing efforts to be as clear as possible to students and parents about the cost of education, the academic program fee, technology fee and a portion of the student activity fee were rolled into tuition. In addition, the full-time flat tuition "window" has changed from nine (9) to ten (10) semester credit hours. For 2004-05, full-time annual tuition is \$2,850 for resident undergraduate; \$3,360 for resident graduates; \$11,740 for non-resident undergraduates; and \$12,520 for non-resident graduates. The only mandatory fee will be the \$520 student activity fee. The part-time per-credit-hour mandatory tuition and fees have actually decreased from 2003-04 rates.

--State-mandated classified salary increases of 2 percent across-the-board plus mandated classified performance pay will be implemented in FY05.

--No base-building salary increases for faculty or exempt were possible, given the budgetary constraints. However, because of collaborative work campus-wide, funds were identified for a one-time 2 percent salary supplement.

--the budgetary resources provided to the College of Education are sufficient to provide for excellent instruction and field experiences to candidates in all areas.

The Board of Trustees noted that UNC will continue to be proactive in shaping its future and ensuring that every budgetary dollar is not just expenditure, but an investment in greatness. The implementation of Charting the Future will include a comprehensive re-evaluation of all budgets, resulting in realignment of resources for the FY06 base budget. To ensure maximum flexibility in the important area of personnel, UNC will maintain the soft hiring freeze in administrative personnel until further notice. Select hires may be made with approval from the appropriate vice-president and the president.

The Colorado Commission on Higher Education developed “performance contracts” with all institutions of higher education in Colorado. The PEU head had the opportunity to provide input and have an effect on the section of the performance contract pertaining to the preparation of teachers.

Areas for Improvement Cited

None Cited

Section 4 – Program Completers

The total number of candidates who completed education programs within NCATE's scope (initial and advanced) during the 2003-2004 academic year was 766 candidates.