

UNIVERSITY OF NORTHERN COLORADO

University Plan 1999-2005 Revised July, 2002

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.



Kay Norton
President



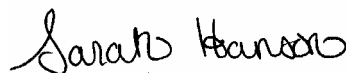
Jane Romey
State Personnel Employee Executive
Council Representative



Jack Temkin
Faculty Senate Chair



Christina Aguilera
Professional Administrative
Staff Council Representative



Sarah Hanson
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
Revised July, 2002

Table of Contents

SECTION I

University Planning Document	1
Honor Code	1
Mission Statement	3
Vision Statement	3
Academic Programs	6
Research and Graduate Education	10
Facilities	11
Administration	11
Student Support Services	12
Information Technology.....	13

SECTION II

Institutional Assessment Plan.....	15
---	-----------

SECTION III

Enrollment Goals & Strategies	23
Environment Goals & Strategies	31

UNIVERSITY PLANNING DOCUMENT

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility**. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNIVERSITY PLANNING COUNCIL

Chair: Marlene Strathe, Provost

Christine Aguilera, Professional Administrative Staff Council Chair

Joe Alexander, Dean—Monfort College of Business

Sandy Baird, Director—School of Nursing

Donna Bottenberg, Faculty Coordinator—Center for

Professional Development & Outreach

Cliff Brookhart, School for the Study of Teaching and Teacher Education

Vicki Downey, Associate Vice-President—Academic Affairs

Allen Huang, Associate Vice President—Research & Graduate Studies

Sarah Hanson, President—Student Representative Council

Joan Lamborn, University Libraries/Acquisitions/Serials

Rebecca Macon, Executive Director—Enrollment Services

Tony Montoya, Assistant Vice President—Multicultural Affairs

Jean Schober Morrell, Dean of Students

Curt Peterson, Department Chair—Biology

Jane Romey, State Personnel Employee Executive Council Representative

Kathleen Rountree, Dean—College of Performing and Visual Arts

Fran Schoneck, Vice-President—Administration

Ken Singleton, Director—Bands, Performing & Visual Arts

Jack Temkin, Chair—Faculty Senate

Rich Trahan, Associate Dean—College of Arts & Sciences

UNIVERSITY OF NORTHERN COLORADO

University Plan 1999-2005 Revised July, 2002

MISSION STATEMENT

THE UNIVERSITY OF NORTHERN COLORADO SHALL BE A COMPREHENSIVE BACCALAUREATE AND SPECIALIZED GRADUATE RESEARCH UNIVERSITY WITH SELECTIVE ADMISSION STANDARDS. THE UNIVERSITY SHALL OFFER A COMPREHENSIVE ARRAY OF BACCALAUREATE PROGRAMS AND MASTER'S AND DOCTORAL DEGREES PRIMARILY IN THE FIELD OF EDUCATION. THE UNIVERSITY OF NORTHERN COLORADO HAS STATEWIDE AUTHORITY TO OFFER GRADUATE PROGRAMS FOR THE PREPARATION OF EDUCATIONAL PERSONNEL. THE COMMISSION SHALL INCLUDE IN ITS FUNDING RECOMMENDATIONS A LEVEL OF GENERAL FUND SUPPORT FOR THESE PROGRAMS.

VISION STATEMENT

THE UNIVERSITY OF NORTHERN COLORADO STRIVES TO BE A LEADING STUDENT-CENTERED UNIVERSITY THAT PROMOTES EFFECTIVE TEACHING, LIFELONG LEARNING, THE ADVANCEMENT OF KNOWLEDGE, RESEARCH, AND A COMMITMENT TO SERVICE. GRADUATES ARE EDUCATED IN THE LIBERAL ARTS AND PROFESSIONALLY PREPARED TO LIVE AND CONTRIBUTE EFFECTIVELY IN A RAPIDLY CHANGING, TECHNOLOGICALLY ADVANCED SOCIETY.

Description. The University of Northern Colorado is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The university offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences, and education. The array and quality of UNC programs provide 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' competencies in critical thinking, communication, problem solving, leadership, and technological applications.

As a Carnegie Research Intensive Institution, the University of Northern

Colorado's graduate programs emphasize advanced scholarship within a discipline and 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 scholarship and research, clinical practice, pedagogy, or performance.

The university provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library provide information resources through sophisticated technology and established collections.

VALUES, PURPOSES AND GOALS

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. UNC faculty, 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 a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility. For this reason, the university is committed to promoting an environment in which:

- academic integrity is valued and expected;
- excellence is sought and rewarded;
- teaching and learning flourish;
- diversity of thought and culture is respected;
- intellectual freedom is preserved; and
- equal opportunity is afforded.

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 rapidly changing, technologically advanced, diverse society.

To prepare undergraduate students.

1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
2. Students will develop a variety of competencies in critical thinking, communication, problem-solving, and current technology.
3. Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs.
4. Students will develop a life-long commitment to scholarship and service.
5. Students will acquire depth of knowledge in a specialized scholarly discipline.
6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.

7. Students will master methods of inquiry to acquire deeper understanding of their discipline.

8. Students will demonstrate knowledge of professional standards and practice.

To prepare graduate students in specialized fields of study.

1. Students will acquire an appreciation for and ability to work in an increasingly diverse population.

2. Students will engage in scholarly activity, research, and creative endeavors

to advance the knowledge and practices of the discipline.

3. Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.

4. Students will develop a commitment to scholarship and life-long learning.

5. Students will develop those competencies essential to assuming leadership positions in their professional fields.

Approved (April 2002): Faculty Senate, PASC, SPEEC, SRC and BOT

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 Research Intensive Institution.

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 RESEARCH INTENSIVE INSTITUTION.

Maintain 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.

Develop undergraduate and graduate programs in response to discipline and societal needs.

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 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.

Increase partnerships between the university, K-12 school districts and other entities to address student achievement deficiencies.

Enhance and recognize public service activities of the university community.

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 institutions.

Increase institutional support for faculty

scholarship and professional activities.

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

Develop and implement strategies to facilitate learning for a diverse student body.

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.

Promote alternative delivery of opportunities for undergraduate and graduate education.

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.

Support high 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.

Acquire and maintain state of the art programs and laboratory equipment.

Promote student and faculty interaction in classes, research and service activities.

Infuse multiethnic international perspectives in the curriculum.

ENHANCE OUR LEADERSHIP AS A NATIONAL MODEL FOR EXCELLENCE IN TEACHING AND LEARNING

Model and disseminate 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.

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.

EXPAND AND STRENGTHEN THE USE OF ELECTRONICALLY FACILITATED INSTRUCTION

Insure that all electronically facilitated instruction meets curricular standards, produces anticipated student outcomes, and undergoes periodic evaluations.

Maintain technical facilities, faculty professional development opportunities, and access to learning support services and opportunities.

Provide students with accurate and timely information regarding financial implications of electronically facilitated instruction and any technical and/or competency requirements of enrollment.

Evaluate the impact of electronically facilitated instruction including faculty and student satisfaction, learning outcomes, and the instructional environment.

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.

Develop a new 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.

Implement the architectural standards 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 the 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 the board-adopted university priorities.

Increase state funding support per student FTE.

Increase external resource support.

EVALUATE BUSINESS OPPORTUNITIES TO IMPROVE SERVICE AND REDUCE COSTS.

Implement all policies and procedures to increase efficiencies.

Review alternatives for innovative solutions and external opportunities to enhance the delivery of campus services.

IMPLEMENT A UNIVERSITY ENROLLMENT MANAGEMENT PLAN.

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

Increase enrollment of international students.

Increase enrollment and retention of minority students.

STUDENT SUPPORT SERVICES

Student support services contribute 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.

Promote an environment that upholds and encourages the fundamental values of honesty, trust, respect, fairness, and responsibility.

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 that cultivates, supports, and encourages excellence in teaching, learning, research and scholarly activity.

PROMOTE 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.

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

Provide access to information systems through a common, easy-to-use, universal interface.

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

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

Provide an Information Technology infrastructure of hardware, software, staff, and ancillary services that makes the adoption of information technologies beneficial in an individual's pursuit of teaching, learning, research, scholarly activity, or administrative support.

Implement the University Information Technology Standards.

Provide administrative information systems that are reliable, accurate, readily available, and that enhance effective decision-making.

Collaborate with colleges and departments to establish information technology needs and priorities.

INSTITUTIONAL ASSESSMENT PLAN

ASSESSMENT COORDINATING COUNCIL

Chair: Debora Scheffel—Coordinator of Academic Assessment
Fred Bartelheim, Associate Professor—Foundations of Education
*Donna Bottenberg, Faculty Coordinator —Center for Professional
Development & Outreach*
Vicki Downey, Associate Vice-President—Academic Affairs
Bob Elton, Department Chair—Business
Adonna Fleming, University Libraries
Tom Gavin, Director—Institutional Research
Dianna Gray, Associate Professor—Kinesiology & Physical Education
Rob Hallquist, Director—School of Music
Helen Reed, Associate Dean—University Libraries
Jean Schober Morrell, Dean of Students
Jackie Stanfield, Sociology
Jim Stiehl, Director—Kinesiology and Physical Education
Richard Trahan, Associate Dean—College of Arts & Sciences
Robbyn Wacker, Associate Dean—College of Health & Human Sciences

UNIVERSITY OF NORTHERN COLORADO

Institutional Assessment Plan

Introduction

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

“...to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the liberal arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.”

UNC is a comprehensive baccalaureate and specialized graduate research university. As a Carnegie Research Intensive 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 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.

The University of Northern Colorado is accredited by the North Central Association Higher Learning Commission (NCA). UNC is responsive to the criteria set forth by NCA. These criteria are embedded in each program assessment plan. In addition, UNC is responsive to the quality indicators as set forth by the Colorado Commission on Higher Education (CCHE).

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 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 standards and outcomes related to the university's mission and vision statement as well as core program standards. The university's mission and vision statement includes the following:
 - Think and act responsibly in a dynamic, diverse, and global society;
 - Improve students' competencies in critical thinking, communication, problem solving, leadership, and technological applications.
- 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 the use of at least two of the following assessment techniques:

- A standardized examination, e.g., 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 department and college-level committees and the University Assessment Coordinating Council prior to approval by the Office of the Vice President for Academic Affairs. The plan has been implemented through the assessment profile, which is updated annually, reflecting the departments' top priorities/goals for the current year. These profiles can be found on each departmental web page. An institutional matrix has been compiled that reflects university assessment techniques by program for purposes of intra-institutional collaboration.

General Education Assessment

The mission of the General Education program is to foster competencies and perspectives that enrich and enhance our life experiences. The program provides skills and abilities that strengthen an individual's capacity both to make a living and have a satisfying life. It promotes an understanding of the circumstances and events that may have shaped our personal development and that may exert a strong influence on the ability of others to read, hear, or understand our viewpoints. In accordance with these goals, students are expected to achieve the following outcomes:

Skills:

- Use critical thinking, computational ability, and self-expression in written, oral, and graphic forms to understand or develop new ideas and present them to others.

Content:

- Understand the many different approaches to problem solving in the humanities, the social sciences, the natural sciences, and mathematics;
- Assess the validity of diverse research methodologies and different sources of information;
- Understand Western and non-Western cultures and values;
- Understand the perspectives, contributions, and concerns of different ethnic, gender and age groups;
- Understand how multiple paradigms and patterns of inquiry contribute to the complex and integrated nature of knowledge;
- 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 assessment process consists of three measures: Course Review Survey, the Academic Profile, and Course-Embedded Assessment. The UNC Course Review Survey elicits student perceptions of selected General Education offerings, with all courses reviewed every five years. The Academic Profile, scheduled for implementation in Fall 2002, provides an overall assessment measure of student performance. Assessment tracks instructors' assessment of learning outcomes achievement on a course-by-course basis. These three measures, along with review of the frequency of General Education offerings, are used to recommend curriculum changes, changes in learning outcomes, or deletions from General Education offerings.

Institutional Assessment Plans

In response to a prior North Central Association visit, UNC as an institution has made a commitment to assessment. Coordination of efforts across programs, data analysis, dissemination of findings, decision-making, and accountability for actions must be collaborative for a successful assessment initiative. UNC subscribes to the criteria set forth by NCA, as follows:

- Criterion 1. The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education;
- Criterion 2. The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes;
- Criterion 3. The institution is accomplishing its educational and other purposes;
- Criterion 4. The institution can continue to accomplish its purposes and strengthen its educational effectiveness;
- Criterion 5. The institution demonstrates integrity in its practices and relationships.

In 1997, the Colorado legislature passed legislation requiring that Colorado public institutions be funded, in part, on performance in areas related to student success and institutional efficiency and effectiveness. The first annual report of UNC's performance was submitted to CCHE in the fall of 1998. The results from this first Quality Indicator System report were utilized to develop the university planning document prepared during the 1998-99 academic year. Although the quality indicators and methods used for measuring institutional performance have changed over the last three years they appear to be relatively stable. The report submitted by UNC in December 2001 included eight indicators used by CCHE to measure institutional performance:

1. Graduation rates for entering freshmen
2. Retention and persistence rates for entering freshmen
3. Support and success of minority students
4. Achievement on standardized tests by program graduates
5. Institutional support expenditures per FTE student
6. Undergraduate class size
7. Percentage of baccalaureate programs requiring more than 120 credit hours
8. Faculty teaching workload

In addition to these required performance indicators, UNC selected the following two additional indicators:

1. Employment and enrollment in graduate school by graduates
2. Student satisfaction with instructional quality

For 2002/03, CCHE has recommended that increased funding for the public institutions be distributed with 75% based on institutional performance and 25% based on enrollment growth.

In addition to linking institutional performance and state funding, the legislature now requires all public institutions to assess all incoming undergraduates in the areas of reading, writing and mathematics. If students are determined by the institution to need preparatory work for success in college, the institution is required to recommend the needed remediation. UNC implemented an academic skill assessment program for all entering undergraduates, both freshmen and transfers, during fall 2001.

Assessment Coordination

The Assessment effort at UNC is directed by the university Assessment Coordinator. The role of the coordinator is to:

- Coordinate assessment efforts campus-wide;
- Coordinate a cycle of assessment that comprehensively addresses student learning and academic development;
- Ensure coordinated use of assessment data;
- Link current and proposed program and institutional assessment to mission, goals and objectives of the institution;
- Oversee the design, collection, interpretation, analysis and presentation of institutional academic assessment;
- Provide professional development for university personnel related to academic assessment;
- Design and maintain assessment catalog and electronic data bases;
- Chair the Assessment Coordinating Council.

The University of Northern Colorado's Assessment Coordinating Council is composed of one dean from each of the colleges, one or more faculty members for each college, representatives from the Graduate School, the area of student support services, the Office of Institutional Research, and the Center for Professional Development and Outreach. The Council is chaired by the university Assessment Coordinator.

The Council has the responsibility for identifying criteria by which the assessment plans and profiles are reviewed. In addition the Council is responsible for promoting and facilitating a positive culture of assessment on campus through dissemination of information, coordination of assessment activities, recognition of exemplary assessment processes, and support of faculty development in the use of assessment. Finally the Council provides recommendations to the University Planning Council as the institutional assessment plan is developed and updated.

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 deans of the respective colleges 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 MANAGEMENT COUNCIL

Chair: Rebecca Macon, Executive Director— Enrollment Services
Joe Alexander, Dean— Monfort College of Business
Becky Barnes, Registrar
Donna Bottenberg, Faculty Coordinator—
Center for Professional Development and Outreach
Cliff Brookhart, School for the Study of Teaching
and Teacher Education
Donni Clark, Director—Student Financial Resources
Vicki Downey, Associate Vice President—Academic Affairs
Dorothy Eckas, Coordinator—Graduate School
Bob Elton, Accounting and General Business
Tom Gavin, Director—Institutional Research
Gary Gullickson, Director—Admissions Office
Kambiz Khalili, Director—Residence Life/Dining Services
Sue Kent, Director—Administrative and Student Services,
College of Health and Human Services
Therese Lask, Director—College Transition Center
Maria Lopez, Associate Dean—College of Arts and Sciences
Tony Montoya, Assistant Vice President for Multicultural Affairs
Vicky Stromberger, Student Service Specialist—College of Education

UNIVERSITY OF NORTHERN COLORADO

Enrollment Goals and Strategies

I. Increase total enrollment to 20,000	
Total Institutional Headcount Students: 20,000	
On-Campus:	15,000
Off-Campus:	5,000
Student Mix:	
<u>Undergraduate</u>	<u>Graduate</u>
85% resident	80% resident
15% non-resident	20% non-resident
25% minority	15% minority
2% international	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, Extended Studies, Colleges	Immediate & continuous	Existing
2	Educate students on academic programs, expectations, and career services during the recruitment process.	Admissions, AA	Continuous	Existing
3	Maintain quality visitors and orientation programs.	AA, Admissions, CTC	Continuous	Existing
4	Continue to develop and maintain an Alumni, Faculty, and Student Ambassador program for recruitment and retention purposes.	AA, Admissions, Alumni	2002	\$10,000
5	Maintain a positive relationship with high school and community college counselors and advisors.	Admissions, SFR, Colleges	Continuous	Existing
6	Maintain extended service/support office hours at appropriate times during the academic year to accommodate needs of students.	AA, F&A	Continuous	Existing
7	Develop and maintain reception for all new transfer students at beginning of each semester.	CTC, Admissions, Enrollment Services	Immediate & Continuous	Existing
8	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 Activities, Housing & Res Life	Continuous	Existing
9	Align resources and academic programs to meet student demand.	AA, Grad School, F&A, Colleges	Continuous	Existing
10	Determine and justify the appropriate number of undergraduate and graduate students for degree programs.	AA, Grad School, Colleges	Continuous	Existing/ New

	Strategies	Office(s) Responsible	Timeline	Projected Resources
11	Identify ways to increase classroom utilization.	AA	Continuous	Existing
12	Identify ways to increase course sections/offerings by 35%.	AA	Continuous	\$7 million
13	Maintain class scheduling practices that maximize efficiency and availability.	AA	Continuous	Existing
14	Increase the number of alternatively-delivered courses across the colleges (e.g. WWW, Video, etc.).	AA, Colleges, CPDO	Continuous	Existing
15	Offer flexibility of full and half-semester courses.	AA, Colleges, Registrar	Immediate & continuous	No cost
16	Provide all students with opportunities for involvement in special academic programs (i.e. courses, projects, conferences, internships).	AA, SPARC, Honors, Colleges	Continuous	No cost
17	Encourage junior and senior-level capstone classes to enable students to make a successful transition to the professional world.	AA, Colleges, Career Services, UGC	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
19	Develop creative faculty space configuration for office and support services.	F&A, Colleges	Continuous	Existing
20	Encourage private developers to provide affordable off-campus housing accommodations for upper-class and graduate students.	F&A, Aux Services	Continuous	No cost
21	Review and modify, as appropriate, current procedures/policies that may create roadblocks for students.	Enrollment Services, AA, F&A, Colleges, Aux Services	Continuous	Existing

II. Increase retention of freshmen students from 65% to 75%.

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Implement and maintain a system for early identification of high-risk students and methods for referring them to appropriate campus support system.	Enrollment Services, IR, CTC, Housing & Res Life, Colleges	Immediate & continuous	TBD
2	Identify and provide assistance to populations with special advising needs.	Enrollment Services, CTC, IR, AVPMA, Dean of Students, CHE	Immediate & continuous	TBD
3	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
4	Identify and implement academic interventions (tutoring, Supplemental Instruction, study tables, etc.) that assist low-achieving students.	Colleges, CHE	Continuous	Existing
5	Conduct workshops through residence halls to address personal growth, major selection and career exploration.	Housing & Res Life, Career Services, CTC, SFR	Continuous	Existing
6	Promote availability of academic support and tutorial services.	CHE, CTC, Housing & Res Life, A&S	Continuous	Existing
7	Provide feedback to first-year students regarding their academic performance during the first few weeks of the semester and at midterm.	AA, Colleges, Enrollment Services	Continuous	Existing

	Strategies	Office(s) Responsible	Timeline	Projected Resources
8	Provide sufficient sections of introductory courses and expect all first-year students to enroll in this experience.	AA, Colleges	Continuous	TBD
9	Expand and promote learning community opportunities for entering freshmen.	Colleges, Admissions, Enrollment Services	Continuous	Existing
10	Maintain a campus-wide advising committee to ensure advising consistency.	Enrollment Services, Colleges	Continuous	Existing
11	Develop and implement on-going training workshops for advisors.	AA, Enrollment Services, CTC, Colleges	Continuous	Existing
12	Update faculty and staff on resources available to assist students.	Enrollment Services, CHE	Continuous	Existing
13	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	Immediate & continuous	No cost
14	Encourage faculty and student interaction in and out of the classroom.	AA, Colleges, Honors	Continuous	Variable
15	Prepare graduate and teaching assistants more thoroughly for the role of educating students.	AA, Grad School, CPDO, Colleges	Continuous	\$50,000 annually
16	Continue exit interviews of those students who completely withdraw and use data for program change.	Registrar, Enrollment Services, AA	Continuous	Existing
17	Maintain consistent enforcement of academic policies.	AA, Colleges, Registrar	Continuous	No cost

III. International Students:

- a. Increase graduate international student headcount from 4% to 8%.**
- b. Increase undergraduate international student enrollment from 1% to 2%.**

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Create alliances with international universities that afford both study abroad and exchange opportunities.	AA, Grad School, Colleges	Continuous	No cost
2	Identify a select number of targeted foreign countries and universities for on-site recruitment.	International Education	Immediate & continuous	\$25,000
3	Develop a comprehensive plan for international education development.	International Education	Immediate	No cost
4	Develop host family listing within the community.	International Education	Immediate	No cost

	Strategies	Office(s) Responsible	Timeline	Projected Resources
5	Develop admission materials that are attractive and sensitive to international students and readily accessible via internet.	Grad School, Univ. Affairs	Immediate	Existing
6	Educate the university community to the benefits of diverse populations including international students.	Grad School, International Education, AVPMA	Continuous	Existing
7	Promote an ESL Bridge program and develop a comprehensive English-intensive training program.	AVP of Grad School	Continuous	Existing
8	Develop and implement international alumni-based recruitment and marketing plans.	Grad School, Alumni Office, Univ Affairs, Foundation	2002	See I. 4
9	Establish scholarship fund to support and recruit international students.	Grad School, Foundation, SFR	2002	Donated \$
10	Promote faculty exchange programs for study and research abroad.	AA, AVP, Colleges, International Ed	Continuous	Existing
11	Enhance housing and board services for students when school is not in session.	International Ed., Housing & Res Life	Continuous	TBD
12	Systematically contact embassies and disseminate information regarding educational opportunities at UNC.	International Ed., Grad School	Continuous	\$5,000

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

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Encourage donors to support scholarships for diverse student populations.	President, Foundation	Continuous	Donated \$
2	Initiate collective campus visitations of prospective minority students.	AVPMA, Admissions	Continuous	Existing
3	Develop a faculty mentoring cadre to assist with the minority recruitment and retention program.	AA, Colleges, AVPMA, Grad School	2002	Existing
4	Expand summer residential programs for pre-collegiate minority students.	AVPMA, Deans, Housing & Res Life	Continuous	Existing
5	Explore collaborative opportunities with community colleges that would support minority recruitment and retention.	AVPMA, Admissions	Continuous	Existing

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

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Enhance non-resident scholarships.	President, Foundation	2002	Donated \$
2	Initiate information strategies such as electronic mail, academic bulletin boards, etc. regarding UNC admission requirements and degree programs.	Admissions, Webmaster	Immediate & continuous	Existing
3	Manage the size of the WUE program to meet enrollment goals.	President, AA, SFR	Continuous	Existing
4	Enhance summer course offerings and degree opportunities.	AA, Colleges	Continuous	TBD
5	Encourage involvement of alumni in recruitment efforts.	Alumni, Admissions	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 policies perceived as barriers for recruitment and retention.	AA, Grad School	Immediate & continuous	No cost
2	Develop and implement a comprehensive plan for recruitment and retention.	AA, Grad School	2002	No cost
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, SFR	2002	Existing
4	Increase the level of efficiency and accountability in the admission process.	Grad School, Colleges	Continuous	No cost
5	Promote off-campus state funded and cash funded graduate education programs.	AA, Grad School	Continuous	Existing
6	Facilitate multi-media based course delivery.	AA, Colleges, CPDO	Immediate & continuous	Existing
7	Develop degree alternatives and certificate programs.	AA, Colleges, Registrar	Continuous	Existing
8	Encourage faculty to be responsive to the needs of non-traditional and international students.	AA, Grad School, Colleges	Immediate & continuous	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 that hold national standing and/or have capacity.	AA, Grad School, Colleges	Immediate & continuous	Existing
11	Increase availability of Summer Programs in graduate education.	AA, Colleges	Continuous	Existing

ENVIRONMENT GOALS & STRATEGIES

UNIVERSITY ENVIRONMENT TASK FORCE

Chair: Jean Schober Morrell, Dean of Students

Vicki Downey, Associate Vice President—Academic Affairs

Bob Hetzel, Assistant Vice President – Finance and Administration

Tony Montoya, Assistant Vice President for Multicultural Affairs

Marlene Strathe, Provost and Vice President – Academic Affairs

Marcie Tucker, Associate Director – Student Activities

Will Crites, Student

Brian Jordan, Student

Kristy Wingfield, Student

UNIVERSITY OF NORTHERN COLORADO

Environment Goals and Strategies

I. Increase the Total Enrollment to 20,000.
--

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Promote academic integrity throughout the UNC community.	AA, Colleges, Grad School, DOS, SRC	Immediate & continuous	Existing
2	Continue with development of Student Services Center in Bishop Lehr to centralize services for students.	Enrollment Services, AVPMA, F&A	Continuous	\$29.7 M
3	Encourage the development of additional clubs and organizations to give more students the opportunity to participate.	Student Activities, Housing & Res Life, OMA	Continuous	Existing
4	Increase and enhance leadership-training opportunities (credit and non-credit) for university based student leaders to develop their skills.	Student Activities, Housing & Res Life	Continuous	Existing
5	Increase service-learning opportunities for students to link classroom and civic contributions.	AA, Colleges, Student Activities	Continuous	Existing
6	Encourage and enhance collaborative efforts between academic and co-curricular programs for the purpose of applying theoretical and philosophical ideas to practical campus issues and/or projects.	AA, Colleges, Student Activities	Continuous	Existing
7	Provide additional space in the University Center for informal student interaction.	Aux. Services, UC	2005	TBD
8	Enhance media outlets (e.g. newspapers, electronic newsletters, electronic bulletin boards) to improve campus communication with students.	News Svcs, IT, Student Activities, Housing & Res Life	2002	TBD
9	Provide family passes at minimal cost for non-traditional and graduate students to athletic events.	Athletic Dept.	Immediate & continuous	TBD
10	Expand recreation opportunities (e.g. Frisbee golf, outdoor basketball).	Rec. Center	2002	Existing
11	Increase Boomerang bus shuttle services on campus.	F&A, City of Greeley, Parking Services	2002	TBD
12	Increase bus service to retail and entertainment areas in the community.	City of Greeley, F&A	2002	TBD
13	Encourage the development of entertainment facilities (e.g. multiplex movie theaters, dance clubs, restaurants).	F&A, Student Activities, Private Developers	Continuous	No cost to UNC
14	Encourage the organization of additional campus-wide events to emphasize university community.	AA, Student Activities	Continuous	TBD
15	Expand Recreation Center facilities to include wellness activities and to accommodate an increase for services and programs.	Aux. Services, Rec. Center	Continuous	Private Dollars

II. Increase Retention of Freshmen Students from 65% to 75%.

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Utilize residence halls for freshmen learning community classes with a comfortable environment.	AA, Housing & Res Life	2003	Existing
2	Improve west-campus residence halls and dining facilities for traditional first-year students.	AA, F&A, Aux. Services	Continuous	TBD
3	Promote the availability of tutorial services in the residence halls and in learning communities.	AA, CHE, Housing & Res Life	Continuous	Existing

III. International Students

- 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	Increase number of students who participate in study abroad and exchange opportunities.	CIE	Continuous	Existing See V.2.
2	Increase the number of UNC-based exchange programs.	CIE, Colleges	Continuous	Existing
3	Increase the host family base within the community.	CIE	Continuous	No cost
4	Educate the university community about the benefits of diverse populations including international students.	Grad School, AVPMA, CIE	Continuous	Existing
5	Promote faculty exchange programs for study and research abroad.	AA, Colleges, CIE	Continuous	Existing
6	Enhance the study abroad course to include pre-departure, exchange period, and re-entry.	CIE	Continuous	Existing
7	Establish a multi-cultural living experience within a residence hall for international and U.S. students.	CIE, Housing & Res Life	Continuous	Existing
8	Establish a monthly international page in the <u>Mirror</u> to spotlight news from international students' home countries and to promote study abroad.	CIE	2002	Cost paid by study abroad & exchange affiliate organizations.
9	Encourage utilization of CIE's resource library and lounge with satellite television services.	CIE	2002	Existing
10	Encourage utilization of CIE facilities as a classroom.	CIE	2002	Existing

IV. Increase the Percentage of Enrolled Minority Students from 16% to 22%.

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Increase diversity training for faculty, staff and students.	AA, AVPMA, Student Activities	Continuous	TBD
2	Develop a diversity speakers series to share experiences and information.	AA, Deans, Chairs	2002	TBD
3	Include the following in university physical structures: colors, art, music and furnishings that cater to a more diverse student population.	Residence Life, F&A, AVPMA	2002	TBD
4	Increase the numbers of faculty, staff and administrators of color.	AA, F&A, HR, AVPMA	Continuous	Existing

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

	Strategies	Office(s) Responsible	Timeline	Projected Resources
1	Increase the number of students participating in the Honors Program.	AA, Honors Program	Continuous	TBD
2	Increase number of students who participate in study abroad and exchange opportunities.	CIE	Continuous	Existing See III.1.
3	Encourage participation in the President's Leadership Program.	PLP	Continuous	Existing
4	Increase opportunities for undergraduate research.	AA, SPARC, Colleges	Continuous	Existing
5	Increase awareness of Legacy Scholarship for children of UNC alumni.	Alumni, SFR	Continuous	Existing
6	Enhance state scholarships.	President	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	Create an on-line journal of the best articles/ research projects completed by UNC graduate students.	Grad School, SPARC	2002	TBD
2	Enhance research grants for quantitative and qualitative research.	Grad School, SPARC	Continuous	TBD
3	Increase and enhance the reward structure for graduate faculty.	AA	Continuous	TBD
4	Encourage cross-disciplinary research.	Grad School, SPARC	Continuous	No cost
5	Encourage and host informal gatherings for graduate students.	Grad School, GSA	Continuous	Existing