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Criterion Three

Student Learning and Effective Teaching



Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

UNC has made excellent progress in developing a culture of assessment in the past 10 years. Clear review structures and learning goals defined by qualified faculty facilitate academic program review. Results from assessment of teaching and learning are used throughout the University as units incorporate assessment-driven changes into curricula and programs. The University encourages innovative teaching approaches, provides effective learning environments, and supports a diverse student population. Its commitment to instruction is evident in budgeting priorities and planning efforts. Charting the Future identifies investments that benefit students and faculty as priorities.

Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

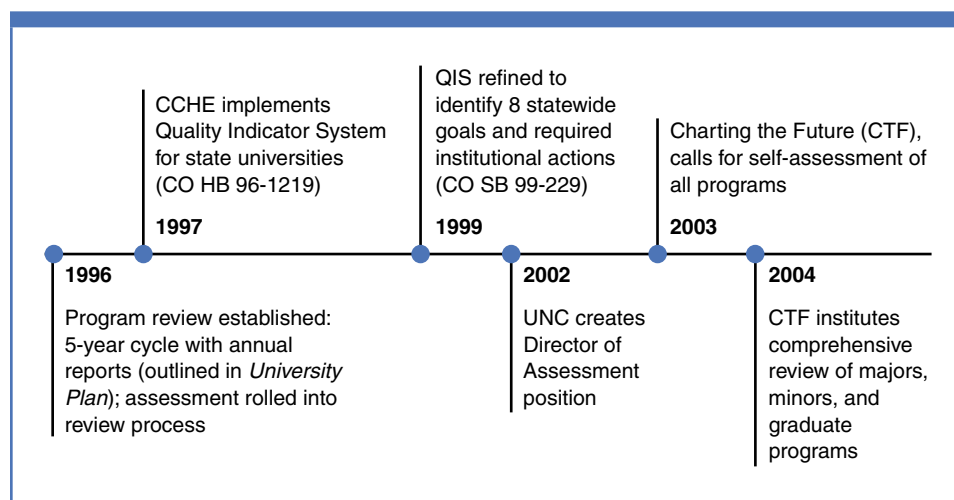
Component Overview

The University has created a culture of assessment that ensures accountability to its constituents. Clearly defined learning goals are the foundation of a multifaceted assessment program. Faculty make significant contributions to the development of learning goals and strategies for ensuring outcomes. Direct and indirect assessment of programs at all levels provides results that improve teaching and learning.

Culture of Assessment

Assessment of student learning and effective teaching at UNC has grown from focused reaction to external requirements into a complex, multi-level approach that integrates requirements into processes and uses data from feedback loops (Figure 3.1).

Figure 3.1. Development of UNC Assessment Since Last HLC Evaluation



Since 1916, the University has been accredited by the North Central Association of Colleges and Schools. Since then, assessment at UNC has evolved. The University has evaluated student learning outcomes and engaged in formal comprehensive program review continually for two decades. In 1984, the University initiated formal academic program reviews. The Colorado General Assembly passed HB 85-1187 (Higher Education Accountability, 21-13-101 C.R.S.) in 1985, requiring state universities to establish student outcomes assessment as an indicator of program quality. In response, UNC assessed student outcomes before the scheduled program review and submitted progress reports for several years after. This process continued through 1995. In 1996, the University Assessment Committee and the Program Review Task Force designed a program review process with embedded assessment. The 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. The Colorado General Assembly also passed the Higher Education Quality Assurance Act (HB 96-1219) in 1996, calling for the implementation of a statewide quality indicator system, which was instituted the following year and refined three years later with SB 99-229 (23-13-104 C.R.S.).

The Distinctive Organization

UNC is committed to improvement.

The University made a commitment to improve its assessment processes in response to North Central Association recommendations. Charting the Future furthers the commitment by calling for better coordination between academic assessment and the institution's accreditation processes.

Under the University's revised model of program review, deans' offices are responsible for development of academic program assessment plans. The *Institutional Assessment Plan* [AA-5], which is also part of the *University Plan 1999-2005* [Pres-1], outlines what is to be included in assessment plans and requires all programs to use two assessment techniques from a defined list. Department and college-level committees and the *University Assessment Coordinating Council* [AA-13] review all plans before the Provost approves them. The Dean of Arts and Sciences and the *General Education Council* [AA-18], a standing committee of the Faculty Senate with University-wide representation, oversee General Education. General Education program assessment consists of the course review survey and course-embedded assessment.

Clear Learning Goals

UNC clearly differentiates learning goals for students at different levels of study and in different programs. Learning outcomes for undergraduate and graduate students are found in the University mission documents and in the *Catalog*, and assessment of student learning connects vertically back to these main UNC goals.

The course numbering system identifies five levels of study, generally to indicate course difficulty and its location on a continuum of study that leads to mastery of learning outcomes. The course numbering system is explained in the 2003-04 *Catalog* (p. 53). Learning outcomes are stated on syllabi, which require approval when classes are new or revised. Curriculum committees determine that course requirements are appropriate to the course level.

The *Catalog* clearly specifies differences in program requirements, and departments outline program requirements on their Web pages, providing examples of undergraduate and graduate program plans. Undergraduate admission requirements are described on pages 48-49 of the *UNC 2003-2004 Catalog* [AA-1]. Graduate School admission requirements are described on pages 77-78. Admission requirements for undergraduate, master's, and doctoral programs indicate that students must complete lower level requirements – meet specified program and course learning objectives – before moving to the next level.

Programs communicate specific learning outcomes to students in a variety of ways. For example, the [School of Nursing publishes a series of handbooks](#) that specify distinct expectations for the bachelor's degree in Nursing, master's degree in Nursing, and Registered Nurse bachelor's degree [HHS-2]. In some cases, where seniors may be studying with first-year graduate students, differentiation of learning outcomes may appear in paper copies given to students. The English Department, for example, distinguishes between requirements for 300/500 courses (undergraduate/graduate work) on course syllabi.

Faculty Involvement in Learning Goals

Program review processes require faculty and other constituents to be involved in defining student outcomes and evaluating whether the outcomes are achieved (Figure 3.3). Faculty assessment and curriculum committees, established by departments, assist in this development and evaluation. The committees work with data gathered from students, alumni, and peers through observations and exams in capstone courses, exit and alumni surveys, exit exams, student evaluations, and course-embedded assessments. They also gather data from the program's constituents, such as outside accrediting agencies, and use internal measurements along with external processes – such as Educational Testing Service, Graduate Record Exam, PLACE, and OPI – to assess whether outcomes are achieved.

Typically, faculty members develop course outcomes and measurement tools and submit them to department and college curriculum and assessment committees for peer review. In some cases, departments develop course outcomes and measures. After outcomes and measures are approved, curriculum or assessment committees

collect and assess measurement data and forward it to the college assessment committee for annual review. During the collection process, faculty committees review and make suggestions on assessment profiles and revised assessment plans based on data.

Faculty take great care to remain current in their disciplines, and continually assess and update curriculum accordingly. For example, the UNC [Information Literacy Framework](#) [ULIB-1], a plan for helping students achieve skill sets related to data gathering and research, contains an outcomes component developed by UNC librarians. Graduate faculty in each college administer and assess oral and written comprehensive exams based on commonly accepted learning outcomes specified in syllabi and program descriptions. School of Nursing faculty revised the undergraduate curriculum to address new topics in the field and students' deficiencies in knowledge about cultural concepts and implemented faculty training.

Faculty also look to peers outside the University for help with assessment. A Special Education Committee meets monthly to discuss learning objectives and outcomes, which are then submitted for peer-review to external professionals, such as teachers in the field, directors of special education, and educational consultants. Visual Arts faculty develop outcomes, and universities across the state show the resulting work in juried exhibitions, thereby conferring merit on objectives through external, juried peer review.

One particularly promising faculty-driven assessment feature is course-embedded assessment, a comprehensive analysis of learning outcomes, complete with objectives and rubrics composed and revised by faculty. The process asks faculty to rank student performance as exceeding, meeting, or not meeting each outcome objective. Faculty are asked to reflect upon total student performance with regard to teaching effectiveness. A typical rubric used for a course-embedded assessment report on student outcomes is shown in Figure 3.5. Since its introduction into UNC [General Education](#), [course-embedded assessment](#) has become a normal part of the General Education program review process [AA-23], and departments have adopted it as part of their comprehensive program review. The General Education Council does not dictate criteria and rubrics for course-embedded assessment, nor does it plan to aggregate the resulting data; however, departments or programs have the opportunity to standardize criteria and rubrics to facilitate intradepartmental statistical analyses. Course-embedded assessment has gained national recognition through presentations at the American Association for Higher Education Assessment Conference and publication in academic journals.

The Learning-Focused Organization

UNC strengthens organizational learning.

The program review process relies on data gathered from multiple constituents, including students, alumni, peers, and experts from outside the University. Faculty are diligent in keeping current in their disciplines and update curriculum accordingly.

Figure 3.5. Example of Course-Embedded Assessment Rubric

GENERAL EDUCATION CONTENT CATEGORY 4 – ARTS AND LETTERS STUDENT OUTCOMES ASSESSMENT			
Course Name: <u>Figures in Western Philosophy</u> Course # <u>PHIL 110</u> Section # <u>009</u>			
Instructor's Name: <u>Tom Trelogan</u> Enrollment <u>46</u> Term <u>F/01</u>			
A. COURSE OBJECTIVES AND STUDENT OUTCOMES			
<i>Objective</i>	<i>Do not meet Expectations</i>	<i>Meet Expectations</i>	<i>Exceed Expectations</i>
1. The student will understand aesthetic and intellectual achievements in art, music, literature, history, or philosophy.	28 of 39 ¹ (71.8%)	5 of 39 (12.8%)	6 of 39 (15.4%)
2. The student will understand the intellectual, cultural, and historical framework of these disciplines.	24 of 39 (61.5%)	5 of 39 (12.8%)	10 of 39 (25.6%)
3. The student will know various contributions these disciplines make to the enhancement of our lives.	3 of 39 (7.7%)	11 of 39 (28.2%)	25 of 39 (64.1%)
4. The student will demonstrate abilities in analytic thought, the use of language, aesthetic appreciation, or research techniques.	analytic thought 30 of 39 (76.9%)	analytic thought 2 of 39 (5.1%)	analytic thought 7 of 39 (17.9%)
	use of language 31 of 39 (79.5.3%)	use of language 4 of 39 (10.3%)	use of language 4 of 39 (10.3%)

Multifaceted Assessment

The University's assessment of student learning provides evidence at several levels and includes multiple direct and indirect measures (Figure 3.6). Assessment also extends to students who take courses offered in non-traditional formats and to those who take courses outside the realm of undergraduate and graduate programs, such as certificate programs. UNC uses direct assessment measures, which explicitly quantify student learning outcomes, such as pre/post testing, evaluation of projects, standardized national inventories, locally developed inventories, and student portfolios. It also uses indirect measures, which consider opinions or inferences about student or alumni knowledge, skills, attitudes, learning experiences, or perceptions of services received, as well as students' performance outside the classroom and employer opinions. UNC examines indirect assessment measures, such as including information gathered from alumni, employers, and students; graduation rates; retention and transfer studies; graduate follow-up studies; success of students in subsequent institutional settings; and job placement data.

At the course level, UNC makes every effort to ensure that learning outcomes are clearly stated on syllabi. College curriculum committees evaluate and approve syllabi for new or revised courses. Curriculum committees determine that the level and depth of study is appropriate for each course and that materials are appropri-

ate to the level of the course. Student learning is then assessed through portfolios, written and oral examinations, course-embedded assessment, course instructor surveys, and other means.

Figure 3.6. Direct and Indirect Measures of UNC Student Learning

Direct measures of student learning:	Indirect measures of student learning:
<ul style="list-style-type: none"> • Course-embedded assessment (every semester) • Grade reports (midterm and final, every semester) • Feedback from K-12 teachers, supervisors, and faculty regarding student teaching, practica, and internships • Recitals and art shows in the College of Performing and Visual Arts • Graduate Record Examination scores, PLACE exam scores, and other standardized test scores • Comprehensive examinations and senior exit oral and/or written examinations (every semester) • Education, Health and Human Sciences, and Visual Arts portfolios • Theses and dissertations (every semester) 	<ul style="list-style-type: none"> • Course/instructor evaluations (every semester) • Sport and Exercise Science and Special Education doctoral matrices (every semester) • Work samples in the College of Education (every semester) • Research Day participation, including Honors Thesis presentations (every spring) • Library surveys, including data regarding journal use (every year) • Employer surveys (every year) • Alumni surveys (every year) • Job placement statistics (every year) • Graduate school acceptance statistics (every year) • Feedback from professional advisory councils • Feedback from professional presentations and publications • Graduate Exit Survey results (upon program completion) • Results from Noel-Levitz Student Satisfaction Inventory (every 2 years)

At the program level, assessment of student learning is evaluated through program review, a process that requires units to submit annual profiles summarizing their goals and objectives, assessment procedures, results of assessment (progress toward meeting assessment goals and objectives), and proposed changes or improvements resulting from assessment. In many cases, units have completed at least one round of assessment, and faculty are working on realigning outcomes and goals to make assessment more effective. A formal comprehensive program review occurs every five years, with annual interim reports. In 2003-04 and 2004-05, CTF temporarily substituted the customary program review process with a more intensive review process.

At the institutional level, goals for undergraduate and graduate education are outlined in the mission documents and mission-driven planning documents. University-wide goals are assessed through program review and assessment reports generated through several surveys. Some of the assessment data references student satisfaction. For example, the [LibQUAL survey](#) [ULIB-2] is an institution-wide

instrument that assesses faculty and student satisfaction with library services, using national benchmarks to compare UNC's library with those at other universities. The library also uses its own instruments to assess information literacy skill sets of UNC students. The Graduate Survey [GS-2] addresses University infrastructure and resources, faculty mentorship, and program standards and assessment. The [Noel-Levitz Student Satisfaction Survey](#) [IRP-3] provides information about advising, campus climate, and student perceptions of preparedness in their area of interest. The [Alumni Survey](#) [CarServ-2] surveys the previous year's graduates on employment rates, salary, use of Career Services, and graduate school attendance.

As noted in the *Institutional Assessment Plan*, UNC is committed to assess student learning from a variety of perspectives and to triangulate data to demonstrate student learning at multiple levels. Colleges may measure student learning with tools including exams, final papers, course-embedded assessment, internship evaluations, student-teaching evaluations, and participation in activities, such as art gallery presentations, musical performances, and supervised internship activities. Opportunities for demonstration of knowledge and performance occur in programs across campus. For example, Department of Communication Disorders master's degree students participate in practica and internships every semester and receive comprehensive evaluations and mid-term progress reports about clinical skills from faculty and off-campus supervisors. In the School of Music, students participate in juried performances and receive feedback based on specified criteria. Students in the College of Education participate in field experiences throughout their programs and are assessed on sample lesson plans and pre/post test data of students with whom they work.

The Learning-Focused Organization

UNC supports learning.

Students have opportunities to demonstrate knowledge and perform skills in programs across campus. Colleges measure student learning with tools including exams, final papers, course-embedded assessment, internship evaluations, student-teaching evaluations, art gallery presentations, and musical performances.

Although assessment tools vary, most programs use at least three assessment methods to evaluate teaching and learning. For example, the School of Sport and Exercise Science uses alumni surveys, job placement statistics, internship evaluations, and student-teaching evaluations to assess student learning [HHS-33]. In the College of Education, all teacher candidates must complete a portfolio, defined as organized, goal-driven documentation of professional growth and achieved competence in teaching. Portfolios contain artifacts such as lesson plans, course assignments, pictures, children's work, rubrics, as well as written reflections.

UNC demands the same level of excellence from programs, regardless of instructional medium. Credit and non-credit, on- and off-campus, and online courses and programs are held to the same standards. UNC assesses all off-campus and online credit courses with the course evaluation form, which reflects student learning based on student perception. Student learning in these courses is also assessed using traditional direct and indirect measures. In some instances, additional feedback is gathered through informal means.

Student learning assessment in online courses is similar to that in face-to-face courses. To ensure online courses meet the same demands and accomplish the same (or better) outcomes for learners, online courses must pass the same approval process as other courses. Online courses have clearly established syllabi and reflect

the same syllabi used in face-to-face courses, adapted so students may successfully complete projects or participate online. Courses also have clearly-defined, publicly available assessment guidelines for students. Professors and instructors outline course objectives, expectations of students, requirements for course projects, and rubrics for grading to ensure students are aware of how they will be graded. These assessment measures do not deviate in quality or intensity from those used for face-to-face courses. An example of an online course description, including links from the syllabus to assessment and results of surveys, is online at www.unco.edu/assessment/Plan/Online [AA-31].

Students find some online courses, such as the master's degree in Special Education, more rigorous than their traditional classroom counterparts. Courses for those degrees are designed to maintain the same amount of instructor-class contact through listservs, communication boards, and chats as would occur in a classroom. Instructional designers work with faculty to develop online courses that have appropriate workloads and expectations. Students are expected to participate as they would in a classroom-based course and to work the same number of hours outside of class. Expectations are communicated through an orientation to the program and through grading rubrics adapted for participation in the online format. Further, the process of converting courses to online format sometimes reveals teaching methods that can be used to improve face-to-face courses.

The Center for Professional Development and Outreach delivers a course assessment for all online courses at the end of every semester. It covers factors such as the online course interface (BlackBoard), technical support, satisfaction with instructor, instructional quality, and appropriateness of course load and requirements. Feedback provided to instructors has been used to develop student support tools, select means of content delivery, and improve technical support services. Departments often administer course assessments developed by faculty or in conjunction with expert consultants on distance learning.

All non-credit courses are evaluated using a Likert scale evaluation form. Feedback is given to course instructors through the program director. In addition, the Center for Professional Development and Outreach hosts a luncheon each semester to get feedback from faculty regarding their professional development activities and faculty experiences using technology for course delivery on campus. Feedback is used for planning subsequent training activities and non-credit course content.

Assessment Results Improve Student Learning

Assessment is integrated into UNC's planning and teaching processes, and the results are available in several formats to appropriate constituencies, including students. For example, results from the Noel-Levitz Student Satisfaction Survey and the Alumni Survey are on UNC's Web site. Results from the [Student Course/Instructor Survey](#) [IRP-8] are published each semester in hard copy and online. Most colleges provide specific feedback information on assessment results. The Monfort College of Business posts Educational Testing Service results online and publishes a monthly alumni and student newsletter with aggregated standardized

The Learning-Focused Organization

UNC strengthens organizational learning.

All online courses are assessed at the end of every semester. Feedback provided to instructors has been used to develop student support tools, select means of content delivery, and improve technical support services.

test results [MCB-5]. The College of Education makes available to faculty and administration its Electronic Inventory [CoE-13], which documents each student's progress toward fulfilling teaching competencies. College of Performing and Visual Arts students receive feedback from advisors, who use rubrics comprised of criteria to reflect expectations at specific review points during the course of study.

Advising systems focus on student learning. All programs assign students to faculty advisors who devote specific office hours to advising. Advisors help students establish objectives and track their progress toward meeting them. Many programs maintain a listserv for majors, which serves as a clearinghouse for results, information, and advice. Since faculty e-mail addresses are published in the Campus Directory and online, many students contact advisors via e-mail. Some programs – such as [English Education](#) [A&S-27], the [Center for Human Enrichment](#) [MCA-2], [McNair Scholars](#) [MCA-9], and [Urban Education](#) [CPDO-2] – require advisors to meet with students throughout the term. Beginning in fall 2004, midterm grade reports will be available online for all freshmen, undergraduate first-time transfer students, students on probation, and student-athletes.

The University aims to advise students early in their academic careers through several advising centers. Advising for UNC students begins long before they choose a major. The [College Transition Center](#) [Reg-1] aims to help first-year and transfer students determine a major and help them connect with campus resources as they transition to UNC. It advises all students who have not chosen a major and are not participating in a learning community. It also provides academic advising support to students on academic probation. Students on academic probation must meet with a scholastic standards advisor before registering for classes. College Transition Center advisors contact instructors for progress reports in the middle of every term and meet with students to help them assess their progress. Advising tools, study skills information, and academic policies are also available online through the center's Web site.

Advising of undeclared majors would benefit from being centralized. Student surveys and campus focus group participants have indicated that some students perceive advising could be improved. The [Charting the Future Transition Plan](#) [Pres-16] creates a Commission on Student Success to examine advising issues during the 2004-05 transition year. The commission will develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising. It will also address specific ways to integrate advising into academic programs.

Doctoral students are evaluated annually, as outlined in the Graduate section of the *2003-04 Catalog* (p. 88). Progress reviews include self-evaluations, grades, performance ratings from instructors, and assessment of students' professional development. Reports recommend to the chair of the department Graduate Program Committee whether the student can continue without conditions, continue with conditions, or should not continue. If conditions for improvement are stipulated, the committee must inform the student in writing of the conditions and changes

required to satisfy the conditions. In addition to the annual review process, other benchmarks for graduate students include minimum GPA during coursework, successful completion of written and oral comprehensive examinations, approval of proposed study for dissertation, and final approval of dissertation by committee.

For example, students in the College of Education Special Education Department meet annually with advisors, who have collected information from faculty about the student's performance. They discuss areas of encouragement and continued growth, as well as concerns or weaknesses. In the Educational Technology Department, students receive annual letters from department faculty expressing encouragement to continue or concerns for the student's performance or continuation. For serious concerns, students meet with their advisors. For students pursuing the doctor of arts in the School of Music, faculty have developed an extensive set of [rubrics for each emphasis in the doctoral program](#) to measure students at major stages [PVA-16]. Rubrics cover entrance into the doctoral degree program as well as recital reviews, candidate proficiencies on written and oral comprehensive exams, and evaluations of plans of study, dissertation proposals, and dissertations.

UNC programs use information from many external sources (Figure 3.7) to assess programs and student performance. For example, student performance on the Certified Public Accountant and Registered Nurse professional examinations showed improved pass rates in 2002, with the RN pass rate for UNC students remaining above the Colorado average. The same report revealed that, while in some areas students were passing the PLACE exam above the state average, in certain content areas students were below state averages. Students who have failed, or are at risk for failure, work with their advisors on a plan for successful passage.

Assessment data are often reported to agencies beyond the University, whose feedback improves teaching effectiveness and learning outcomes. Data collection driven by external requirements is a valuable piece of UNC's assessment program; however, it is a challenge to coordinate assessment data collection required for external agencies. UNC has feedback loops for both collecting information from external sources and providing data to external accountability agencies. Feedback and data gathered from external sources are folded back into courses, programs, and colleges for ongoing program improvement.

The University works to tailor external assessment requirements so they examine its performance on tasks essential to its mission. The [Quality Indicator System \(QIS\)](#) [EXT-42], instituted statewide by the [Colorado Commission on Higher Education](#) [EXT-23] in 1997, allowed the University some flexibility in defining assessment measures. Colorado's Higher Education Quality Assurance Act (HB 96-1219) called for implementation of a statewide QIS, which the Commission instituted in collaboration with state-supported institutions' governing boards. Information from the QIS report was intended to encourage continual improvement in achieving high levels of performance, to measure institutional performance and accountability, to determine funding recommendations and distribution, and to build public support for funding for higher education statewide. Statewide quality

The Distinctive Organization

UNC is accountable.

The University reports assessment data to many outside agencies, whose feedback improves teaching effectiveness and learning outcomes. There are feedback loops for collecting information from external sources and for providing data to external accountability agencies.

indicators included graduation rates, freshmen retention and persistence rates, support and success of minority students, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures. Each institution chose two additional indicators, which at UNC were after-graduation performance and student evaluation of instructional quality.

UNC has used QIS indicators related to student learning to inform program and curriculum changes. For example, the 2003 report showed that UNC student performance on professional and licensure exams varies. The report has been useful in examining trends even though, in some cases, the small number of students taking an exam may skew the average score. The 2003 PLACE examination results showed UNC pass rates were above state pass rates in Elementary Education, English, Mathematics, Art, and English as a Second Language; however, pass rates were below state averages in Social Studies (improved from 2002), Science, Physical Education, Music, Bilingual Education, and Special Education: Moderate Needs. In response, the University asked all areas to review the assessment results and identify initiatives that might better prepare students for the exam. In addition, UNC added an elective class to help students prepare for the PLACE and PRAXIS exams.

As part of the state's College Opportunity Fund implementation in 2005, state-supported universities will transition from using the QIS to negotiating performance contracts with the state. The University may have more latitude to define assessment measures that are tailored to its mission. Performance contracts will build on QIS indicators to maintain continuity, but goals are likely to be significantly more institution-specific.

Feedback loops with external agencies or accrediting bodies continually result in changes at UNC. Licensing bodies give the University varying degrees of detail about students' performance on exams, and the University uses the information in assessing programs. Many programs and courses have been modified based on external feedback, including improvements to the Special Education Foundations class, more coverage of classroom management, and improvement in areas of low passing rates on the PLACE exam. In another example, based on NCATE's emphasis on the importance of work samples to document teacher licensure candidate competencies, the [Professional Education Unit \[CoE-1\]](#) piloted a work sample assessment methodology. In response to NCATE and Colorado Commission on Higher Education emphases, protocols for developing work samples and scoring rubrics were built through faculty consensus and accreditation standards. As a result, candidates developed lesson plans, case studies, portfolios, and descriptions of how their interactions affected student learning.

The Distinctive Organization

UNC is committed to improvement.

Many programs and courses have been modified based on external feedback, and the effectiveness of changes is assessed through program review. Examples of curriculum changes include more coverage of classroom management for future teachers and better instruction in marketing for Sport and Exercise Science students.

Figure 3.7. Professional Exams and Licensure Trends

College	Exam	Trends
<p>Arts and Sciences</p>	<p>PLACE Exam* for teacher certification used by Colorado 5 years; PRAXIS Exam used as alternative in six content areas in past 2 years (more content-driven than PLACE). Teacher candidates must pass content test before student teaching.</p> <p>Foreign Language (French, German, Hispanic Studies) students must pass Oral Proficiency Interview, developed and standardized by American Council on the Teaching of Foreign Languages and ETS. Bachelor's degree requires "Advanced" rating.</p> <p>Science departments require completion of ETS exam in subject area for graduation.</p>	<p>Pass rates in Arts and Sciences content areas reported in 02-03: 100% English; 90% Social Studies; 94% Math; 85% Science; 96% Elementary Education. Number of test takers and test variability affect rate. Student success on both exams increased when faculty offered test prep sessions in some content areas.</p> <p>None (5 tested) passed in French, Spanish, or German education; no data for Hispanic Studies</p> <p>Improved scores in Biology following fall 2002 major curriculum revision</p>
<p>Monfort College of Business</p>	<p>Graduating seniors must take ETS Major Field Achievement Test in Business; practice has been in place since 1989.</p> <p>Accounting graduating seniors qualified to pass CPA exam.</p> <p>Finance students may take exam for CFA (Certified Financial Analyst) or CFP (Certified Financial Planner).</p>	<p>Seniors consistently exceed national average. Performed at 90th percentile in 2003-04, 95th percentile summer 2004.</p> <p>Pass rate: 33.3% (national average 29.6%)</p>
<p>College of Education</p>	<p>PLACE and PRAXIS Exams for teacher certification. Teacher candidates must pass content test before student teaching.</p> <p>PLACE exam for Principal (building), Administrator (Superintendent, central office), Special Educators, School Counselors, Library Media</p> <p>National Association of School Psychologists Examination</p> <p>National Counselor Examination (NCE) for Community Counseling</p> <p>American Board of Marriage/Family Therapy (ABMFT) for Marriage and Family Therapy</p> <p>Examination for Professional Practice of Psychology (EPPP) for PSY.D.</p>	<p>Pass rates in all content areas: 91% (99-00), 86% (00-01), 90% (01-02), 94% (02-03). Pass rates comparable to other Colorado IHEs. Required for student teaching, so trend will be 100% pass rate for program completers.</p> <p>Pass rates for College of Education areas generally in high 80%, often at 100%. Lower/variable rates can be attributed to the small numbers of test takers.</p> <p>100% pass rate for program completers (Must pass to continue in program)</p> <p>Pass rates comparable to national rates</p> <p>Pass rates comparable to national rates</p> <p>Pass rates comparable to national rates</p> <p style="text-align: right;">continued on next page >></p>

Figure 3.7. Professional Exams and Licensure Trends

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<p>College of Health and Human Sciences</p>	<p>Students who complete undergraduate Nursing program may take NCLEX-RN.</p> <p>Students who complete FNP master's program may take optional American Nurses Association Credentialing Center Family Nurse Practitioner Exam.</p> <p>NATA exam (national certification) available for athletic training degree students.</p> <p>Graduates in Sport and Exercise Science/Physical Education K-12 emphasis must pass PLACE Exam in Physical Education.</p> <p>Students who complete Exercise Science program may take American College of Sports Medicine exam for Health/Fitness Instructor, Exercise Specialist, and (with graduate degree) Registered Clinical Exercise Physiologist.</p> <p>Students who complete Exercise Science program may take National Strength and Conditioning Association exam to be Certified Strength and Conditioning Specialist or Certified Personal Trainer.</p> <p>Community Health and Nutrition students who complete Dietetics program and internship may take The Commission on Dietetic Registration (American Dietetic Association) exam to be Registered Dietitians.</p> <p>Graduate students who complete program in Communication Disorders may take PRAXIS.</p> <p>Students who complete undergraduate Therapeutic Recreation program may take CTRS exam.</p> <p>Students who complete undergraduate Health and Public Health master's programs may take CHES Exam (The National Commission for Health Education Credentialing, Inc.) to be Certified Health Education Specialists.</p>	<p>Since 1999, pass rates steadily increased from national average. Pass rates: 86% (99), 86% (00), 92% (01) and 91% (02).</p> <p>Pass rate: 50% (national average 35.29%)</p> <p>Pass rates for PE content areas: 86% (99-00), 78% (00-01), 80% (01-02), 83% (02-03). Required for student teaching, so trend will be 100% pass rate for program completers.</p> <p>Pass rate: 100% for Audiology</p> <p>Pass rate: 100% past five years</p>
<p>College of Performing and Visual Arts</p>	<p>PLACE Exam for teacher certification for Theatre Arts, B.A., Secondary Teaching Emphasis; Visual Arts, B.A., Art K-12 Teaching Emphasis; Music Education, B.M.E., Instrumental Music K-12 Teaching Emphasis; Music Education, B.M.E., Vocal, Piano and General Music K-12 Teaching Emphasis</p>	<p>There are few Art, Music, and Drama test takers, so pass rates are highly varied. Rates not on Title II reports. Required for student teaching, so trend will be 100% pass rate for program completers.</p>

*PLACE data collected from UNC Title II reports.

Changes are tracked and assessed through the program review process. For example, the College of Health and Human Sciences used job placement statistics and employer and graduate feedback to create a curriculum with greater emphasis on health promotion, variety in clinical settings, and individual, family, and community populations. The School of Sport and Exercise Science learned from its alumni surveys that students felt under-prepared in marketing, and adjusted course content. In Special Education, feedback from an outside advisory council resulted in changes in a course to better prepare teachers of students with disabilities to assess cognitive and academic functioning. The effectiveness of these changes is being evaluated through program review, which includes review of learning outcomes by faculty and administrators to ensure that new or revised programs lead to more thorough learning. As part of the cyclical review, academic programs from each college are also accredited by outside agencies, which have their own processes for reviews of assessment for student learning.

While there are many instances of assessment-driven changes in curricula and programs, the University must continue to develop a mature assessment program. In some areas, assessment processes are still being developed, and in others, communication gaps delay exchange of information. Problem areas have been identified, and weaknesses are being addressed. For example, the College of Performing and Visual Arts is documenting an implicit assessment system, based on professional judgement, that has helped make it one of the top music schools in the nation. Systematically documenting links between assessment and improvement will help demonstrate that the University's assessment program is both comprehensive and useful. Documentation will show assessment outcomes are linked to changes, and the changes will be assessed to show that they created the desired results.

Core Component 3b

The organization values and supports effective teaching.

Component Overview

Careful hiring practices, comprehensive faculty review, and supervision ensures that UNC faculty are qualified to teach in higher education. Faculty are active in their fields of expertise, and seek ongoing professional development and peer review. The University encourages innovative teaching techniques, and evaluates and recognizes effective teaching.

Qualified Faculty

Hiring plans, position descriptions, and the percentage of terminal degrees on campus all reflect a strong commitment to attracting and retaining qualified faculty at UNC. The Graduate School and the *Board Policy Manual* [BOT-1] list criteria for faculty consistent with standards of accrediting bodies in each college. For example, faculty must have appropriate academic credentials and must document ongoing scholarly accomplishments. The process for proposing to hire faculty is strenuous. Needs for new hires are often identified during the program review process. After the department shows the need for a new hire, position requirements

must be approved by the college dean and the Provost and advertised nationally. Search committees agree on a short list of candidates, and prospective faculty are invited to interview.

UNC faculty are well qualified to teach and conduct research in higher education. Faculty vitas indicate vigorous professional activity, and student evaluations generally indicate a high level of satisfaction. In the area of Instructional Effectiveness on the [Noel-Levitz Student Satisfaction Inventory](#), averages from 1999-2001 (most recent data) are generally consistent with national averages, save for four areas where UNC students have a higher level of satisfaction than the national average: faculty care, major course content is valuable, instruction in field is excellent (statistically significant at .001), and knowledgeable faculty [IRP-3]. (The 2003 Noel-Levitz inventory was shifted to 2004 because of staffing changes; Criterion One addresses Noel-Levitz data on diversity and other factors.)

The [2003-04 Catalog](#) lists faculty and their academic qualifications [AA-1, p.331-346]. All faculty are reviewed annually as they progress toward promotion, tenure, and post-tenure. Requirements and procedures for faculty evaluation are outlined in Parts 8 (Faculty Evaluation) and 9 (Tenure and Promotion) of the *Board Policy Manual*. In addition, comprehensive evaluations occur when faculty seek tenure/promotion and every four years in post-tenure review. Faculty are evaluated in the areas of teaching, professional activity, and service; however, the faculty member need not contribute to each area equally in every evaluation period. Board Policy 2-3-901(2) recognizes the following general areas for which individual schools and colleges must develop guidelines to facilitate promotion decisions:

Area I: Excellence in Teaching, Librarianship, etc.

- Productivity above and beyond the basic contractual duties of the aspired rank

Area II: Professional Growth and Activities

- Scholarly activities such as research, knowledge dissemination, advancement of the state of the art, writing
- Professional involvement/active participation such as leadership, officership, service on task forces and commissions
- Presentations at professional organizations, learned societies, exhibitions, recitals
- Continued formal education, professional development, seminars, workshops, professional internships

Area III: Professional Service and Institutional Leadership

- Internal professional service: contribution to committees, program development, curricular and instructional innovations, development of training facilities or placement opportunities for graduates, and resource development

- External professional service: relevant community service, and relevant professional and government consultation or service
- Institutional leadership: increasing levels of leadership, responsibility, and initiative

Faculty must demonstrate in reviews a capacity to stimulate students to think critically; understand course design; demonstrate currency, depth, and breadth of knowledge in their subject fields; demonstrate creativity and resourcefulness in preparation of course content; and create a climate conducive to student learning. To meet expectations in professional activities, faculty must produce scholarly research that demonstrably contributes to the advancement of knowledge, present a creative effort that contributes to advancement or assimilation of knowledge, make professional contributions to society, and demonstrate leadership in sponsored program activity and in workshop activities. Adjunct faculty, hired by department chairs, also undergo annual reviews in which they are required to meet all but scholarship requirements. Examples of [Faculty evaluation processes](#) and submissions are online [AA-30].

Special application is required to become part of the Graduate Faculty [GS-10]. The University President appoints Graduate Faculty after they are recommended by the academic unit, college dean, Graduate Council, and Graduate School Dean. Graduate Faculty status is re-evaluated every four years. Graduate Faculty are authorized to teach graduate courses, act as program advisors for graduate students, and serve on doctoral and other University graduate committees. Graduate Faculty must obtain a doctoral research endorsement before serving as the research advisor on doctoral student research committees. With approval from the department/division, the Provost and the Graduate School Dean also may name UNC faculty to four-year Graduate Lecturer Faculty positions and individuals unaffiliated with UNC to two-year Graduate Lecturer Faculty positions. These faculty may teach specific courses that are approved.

Active Faculty

UNC recognizes that faculty professional development is a vital part of its support for effective teaching. The University supports faculty who seek to learn more about teaching methods and about their individual content areas. Faculty are encouraged to keep abreast of research on teaching and learning, technological advances that can further student learning and the delivery of instruction, and ways to facilitate teaching in varied learning environments. Faculty who voluntarily take advantage of opportunities are recognized during their annual or comprehensive review.

Ongoing development of professional teaching practices comes from extensive internal and external support structures. In the past, internal support came from each college and at the institutional level from the Center for Professional Development and Outreach. Charting the Future designates that University Libraries, through the creation of the Faculty and Staff Professional Development Center, will oversee campus professional development. The new center will consolidate

The Learning-Focused Organization

UNC supports scholarship.

To meet expectations in professional activities, faculty must produce scholarly research that demonstrably contributes to the advancement of knowledge, present a creative effort that contributes to advancement or assimilation of knowledge, make professional contributions to society, and demonstrate leadership in sponsored program activity and in workshop activities.

limited resources to systematically provide faculty and staff with a series of training opportunities on a regular basis to enhance their knowledge and skills in instructional technology, leadership, and management. The center will also play a vital role in preparing graduate students to serve in classrooms as graduate assistants and teaching assistants and for advising.

Currently, the Center for Professional Development and Outreach offers faculty workshops, Web site information, and regularly scheduled brown-bag lunches covering topics such as Giving an Effective Presentation and Using Visuals to Increase Persuasiveness. Teleconferences on teaching practices are also available through Center for Professional Development and Outreach with topics ranging from reading strategies for different group sizes (presented by National Association of State Directors of Special Education), to assessing students in online classes, to designing learning environments that support a broad spectrum of learners. The center offers many technology workshops for faculty, with offerings based on a yearly faculty survey and workshop evaluations. Recent topics include BlackBoard Basics, Scanning for Web Distribution, PowerPoint: The Basics and Beyond, Digital Photography Workshop, Excel – Beginning and Advanced, Audio/Video Bites, Plagiarism, and Photoshop Elements.

In the colleges and across the colleges, UNC faculty and invited speakers provide a wide range of workshops and presentations focused on teaching in varied learning environments. Recent College of Education sessions included Multicultural Education and Technology; Blood, Sweat and Tears: 50 Years of Technology Implementation Obstacles; Distance Education: A Hybrid Approach to a Million Dollar Winner; and Conducting Meaningful Student Assessment at a Distance. In University Libraries, staff participate in in-house programs such as Building Another Bridge: Equal Access to Technology for Special Populations. In the College of Arts and Sciences, the [Hewitt Institute for History and Social Science Education \[A&S-4\]](#) sponsors in-service workshops and summer institutes for teachers. Recent offerings included workshops for geography teachers on the grasslands of the world and summer institutes on using the Internet as a teaching tool. The [Mathematics and Science Teaching Institute \[A&S-7\]](#) provides seminars for UNC faculty, staff, and students on how to use Palm systems, SmartBoards, probes, and scanners.

In fall 2003, the Provost's Office hosted the Colorado Regional Higher Education Assessment Conference. The decade-old organization draws attendance from other states, including Wyoming, Kansas, and Nebraska. The 2003 conference drew approximately 150 participants. To promote UNC faculty development in assessment, the Provost's Office paid for any faculty willing to attend. More than 30 UNC faculty attended.

The Provost's [Administrative Fellowship Program \[AA-3\]](#) cultivates administrative and leadership skills among interested UNC faculty and staff. Administrative fellows learn about contemporary challenges facing leaders in higher education, develop insight into their assets as leaders, gain a sense of how universities are gov-

The Learning-Focused Organization

UNC supports scholarship.

The University recently hosted the Colorado Regional Higher Education Assessment Conference, which drew approximately 150 participants from the region. To promote UNC faculty development in assessment, the Provost's Office paid for any faculty willing to attend.

erned, see leaders in action, and polish their professional skills. Fellows participate in panel discussions, read materials related to leadership in higher education, and plan their professional futures.

External support for faculty development includes grant funding for travel and cooperative efforts with training providers. Programs and colleges have budgets for conferences, attending workshops, and hosting speakers who enrich the scholarly climate on campus. Each college/program allocates travel money, averaging \$400 per year per faculty member. Faculty can apply to the [Sponsored Programs and Academic Research Center](#) [SPARC-1] for an additional \$400 for travel if they are presenting research. If a faculty member has submitted a grant for external funding that year, additional funds are available.

The Sponsored Programs and Academic Research Center offers several workshops each year to educate faculty on grant writing and opportunities for external grants, including extensive federal, state, and education-specific lists of grants. The center also offers internal grants, three competitive and four non-competitive. Grants may help faculty do work in preparation for applying for an external grant or may support a summer research study involving a graduate student. The grants have funded research such as the use of eBooks in college classrooms and a paleoenvironmental history of the Elmali Plain, southwest Turkey. The center provides a list of online resources and guidelines for grants, and its staff assists with review of the proposals. Faculty grant writing, with Sponsored Programs and Academic Research Center support, results in many grant awards.

College of Arts and Sciences faculty obtained more than \$6 million in grants in 2001 alone. Grants fund a range of activities, from \$1 million for the [COSMOS Mathematics and Science Upward Bound Program](#) [A&S-18] to \$15,000 for an Xcel-UNC Outreach Partnership funded by Xcel Energy Foundation.

College of Education faculty obtained almost \$2.9 million in external funding in 2001, in addition to ongoing federal grants for the multi-year PT3 project that ended in fall 2003 and the annually renewed [National Center on Low-Incidence Disabilities](#) [CoE-6]. Additionally, the [Center for Collaborative Research in Education](#) [CoE-3], established to support scholarly activity within the College of Education, funded 46 grants totaling \$86,213 from 1998-2002. Many grants are directly related to students and learning. Titles include “Family Support Services to Enhance Student Attendance,” “Student Performance and Attitudes Using Personalized Computer-Based Instruction in Mathematics,” and “Elementary School Teachers and Hispanic/Latino Parents: A Collaborative Project.”

The Sponsored Programs and Academic Research Center posts [grant totals](#) quarterly and detailed summaries annually online. In 2002-03, UNC faculty received a total of \$7,390,898 in grant awards (Figure 3.8).

Colleges support professional development through various initiatives. Monfort College of Business faculty can take online classes at no charge from SkillSoft,

an international training organization for businesses. Further opportunities come from external grants fund development, such as the teacher development workshop for K-12 Outreach funded by the Mikkelson Foundation in the College of Arts and Sciences [EXT-43].

Figure 3.8. 2002-03 Grant Award Report

Unit	1st Quarter End 9/30/02	2nd Quarter End 12/31/02	3rd Quarter End 3/31/03	4th Quarter End 6/30/03	College Totals 7/1/02- 6/30/03
A&S	\$ 50,936	\$ 691,309	\$ 268,612	\$ 316,924	\$ 1,327,781
COE	\$ 923,065	\$ 1,448,682	\$ 154,523	\$ 0	\$ 2,526,270
HHS	\$ 11,900	\$ 255,855	\$ 12,000	\$ 65,371	\$ 345,126
PVA	\$ 0	\$ 4,000	\$ 0	\$ 0	\$ 4,000
MCB	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Collaborations	\$ 0	\$ 0	\$ 146,952	\$296,577	\$ 443,529
Other *	\$ 2,232,632	\$ 259,306	\$ 0	\$ 252,234	\$2,744,172
Total	\$ 3,218,533	\$ 2,659,152	\$ 582,087	\$ 931,106	\$ 7,390,878

Source. Sponsored Programs and Academic Research Center

* Units not affiliated with a college, such as University Libraries, Graduate School, Center for Professional Development, Multicultural Affairs

Faculty are active in their fields of expertise, participating in myriad professional organizations [EXT-57]. Participation is tracked in different ways across the campus. The [College of Arts and Sciences publishes an annual report](#) [A&S-26] that lists publication submissions from Arts and Sciences faculty for the year. The Monfort College of Business uses the Sedona electronic curriculum vita software to list all faculty activities, including professional organizational involvement of faculty. Every two years, the [College of Education publishes “Perspectives,”](#) which lists professional activities of faculty [CoE-13]. Other colleges archive faculty professional involvement in annual review materials in the deans’ offices. The office of Media Relations maintains a publicly accessible [online experts list](#), comprised of faculty willing to speak with the media or at community events [UAdv-4].

UNC’s colleges and faculty are also active in publication in professional journals. Scholarly productivity (Figure 3.9), measured by published books and articles, presentations, and artistic performances, is documented and publicized in different ways. Faculty include all scholarly activity in their vita, which are updated yearly. Productivity is also publicized through Web sites, the media, and annual reports. However, standardized reporting of faculty scholarly activities is a challenge. While there are inherent differences in disciplines, the University needs to capture consistent data where possible.

Figure 3.9. Scholarly Activity of UNC Faculty

College of Arts and Sciences	In the past year, the College of Arts and Sciences faculty published approximately 16 books, 100 juried articles or book chapters, and gave more than 300 presentations, as reported in the Arts and Sciences Annual Report, a publication that solicits voluntary listing of faculty accomplishments [A&S-26].
Monfort College of Business	In the past six years, Monfort College of Business faculty published 15 books and book chapters, 116 articles, and gave more than 200 presentations [MCB-4]. Through private endowment funds, Monfort College of Business faculty earn professional development funds for research and service activities: \$500 for each acceptable refereed journal publication or book and \$1,000 for publications in a given department's Top 20 Journal List.
College of Education	In the past three years, College of Education faculty collectively published 1,734 juried and non-juried articles and presented at 4,529 professional conferences. Currently, 28 College of Education faculty sit on editorial boards for journals in their respective fields, and three faculty are editors or editor-elect.
College of Health and Human Sciences	In the past three years, College of Health Human Sciences faculty published 83 books and book chapters and 191 juried and non-juried journal articles, and presented at 536 professional conferences at state, regional, national, and international levels.
College of Performing and Visual Arts	In the past year, the College of Performing and Visual Arts music faculty published 12 articles and gave 250 performances; Visual Arts faculty produced 54 papers and gallery shows; and Theatre Arts and Dance faculty gave 80 presentations and four performances, produced 20 designs and two publications, and held 24 choreography and directing appointments. Online biographical summaries reflect only a small part of faculty activities [PVA-9].
University Libraries	In the past six years, University Libraries faculty produced three books, 60 book chapters and articles, and 103 presentations.

Encouraging Innovation

UNC supports an environment that encourages faculty to bring fresh ideas into the classroom. Faculty are at the core of determining curricular content and strategies for instruction. The University, college, and program curriculum committees, staffed by UNC faculty, recommend course approval or curricular change, including program changes. The process (Figure 3.10) is faculty-driven, with input from a number of committees.

All curricular changes must be approved, except those that would have minimal impact on any student's program, such as dropping a prerequisite. Approvals must be secured from the department curriculum committee or department chair, the General Education Council (for general education courses) or Professional Education Council (for teacher education courses), the dean of the relevant college, the relevant College Curriculum Committee, the dean of the originating unit, the Provost,

The Distinctive Organization

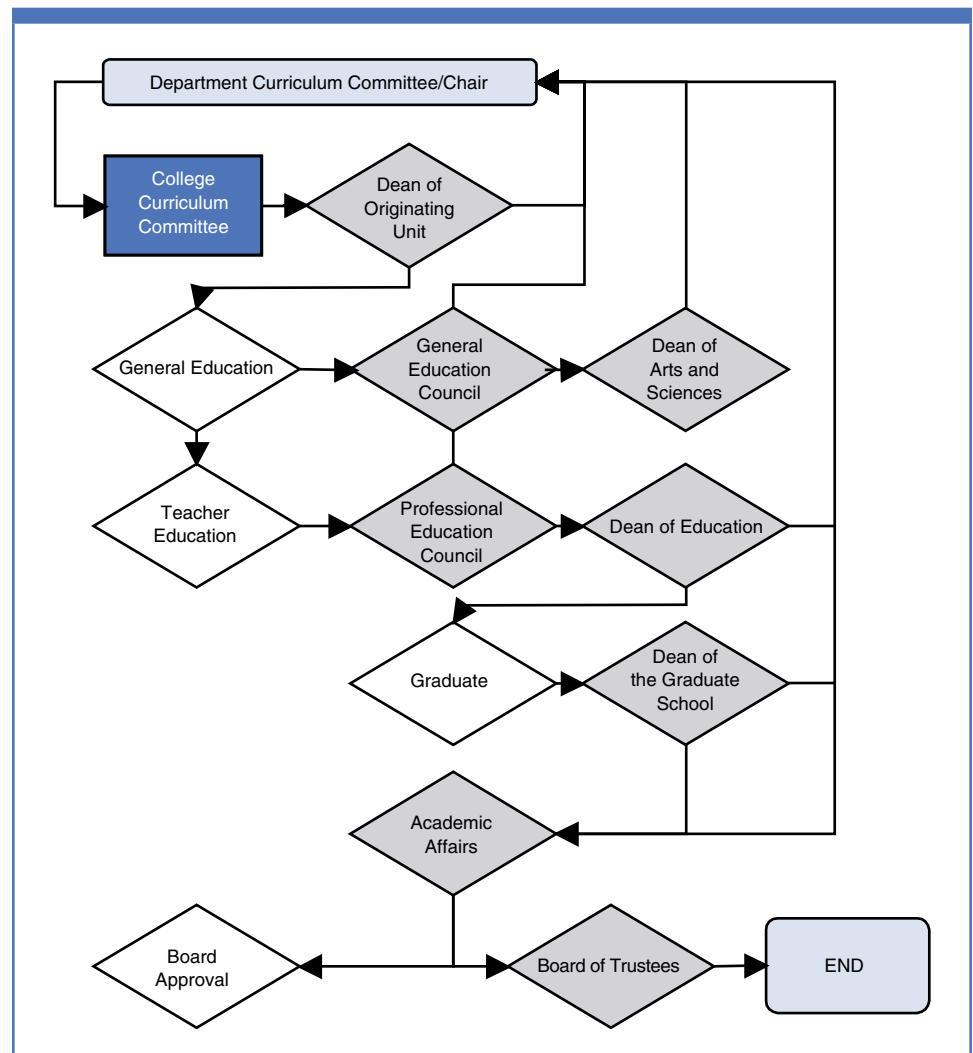
UNC is self-reflective.

Faculty are at the core of determining curricular content and teaching methods. They rely on input from University, college, and program curriculum committees when considering curriculum and program changes.

and the UNC Board of Trustees, if necessary. All committees comprise qualified UNC faculty members. The *Board Policy Manual* recognizes that curriculum development is a traditional faculty activity.

The Graduate School and the Graduate Council, whose members are elected for three-year terms, oversee graduate programs and other graduate matters. The Graduate Council Program Review Committee, a committee made up of graduate faculty, reviews graduate programs when they are scheduled for review.

Figure 3.10. Curriculum Approval Process



Infrastructure at UNC, both physical and human, is designed with teaching in mind. Teaching environments provide faculty resources that allow them to use their expertise in innovative ways (Figure 3.11). Major initiatives support faculty use of technology, including 36 Smart Classrooms, electronically enhanced classrooms and lecture halls that incorporate computer, multimedia, and network technology into a user-friendly interface. The College of Education has helped

nearly 30 faculty integrate technology into their classroom teaching practices as an initiative of a federally-funded \$1.2 million [Preparing Tomorrow's Teachers to Use Technology](#) (PT3) grant [CoE-20]. The Center for Professional Development and Outreach supports distance education (online classes using BlackBoard), supports Smart Classrooms, and provides media services such as audio and video production. To integrate this technical infrastructure into teaching practices, the center provides ongoing training for each area. The center has trained more than 400 faculty and staff on the use of Smart Classrooms and has trained more than 557 participants in BlackBoard.

The Future-Oriented Organization

UNC integrates new technology.

Major initiatives support faculty use of technology, including 36 Smart Classrooms. The College of Education has helped nearly 30 faculty integrate technology into their classroom teaching practices as an initiative of a federally-funded \$1.2 million [Preparing Tomorrow's Teachers to Use Technology](#) (PT3) grant.

Figure 3.11. Examples of Innovative Practices Campus-Wide

College of Arts and Sciences	<ul style="list-style-type: none"> • Through the Mathematics and Science Teaching Institute, with funding from the Colorado Commission on Higher Education, the college is developing a joint master of science degree in Natural Sciences with Colorado State University.
Monfort College of Business	<ul style="list-style-type: none"> • Students in the <i>Student and Foundation Fund</i> class manage a portfolio, under supervision, with more than \$1 million in assets and consistently outperform professionals. A trading room in the Department of Finance gives students online access to real time stock quotes and financial portfolios. • A computer information systems lab allows students to create networks in various operating systems, while students in network security classes try to hack into those networks as practice.
College of Education	<ul style="list-style-type: none"> • The federally-funded National Center on Low-Incidence Disabilities is designed to improve the nation's capacity for providing quality education to infants, children, and youth who are deaf or hard of hearing, are blind or visually impaired, or have severe disabilities. • The Denver-based Center for Urban Education teacher licensure program is modeled after medical training programs. It trains paraprofessionals in urban K-12 schools, and places them in urban schools to provide comprehensive real-life experiences. Students work in paid apprenticeships while taking classes in traditional, online, seminar, and workshop formats.
College of Health and Human Sciences	<ul style="list-style-type: none"> • In response to the nationwide shortage of nurses, a doctoral program in Nursing Education was initiated to address the related shortage of nurse educators. The program is an example of the university's ability to meet state and national needs with programs closely aligned with its mission and financial resources. • The School of Nursing also offers a Transcultural Nursing Certificate, which addresses the impact of culture on health care.
College of Performing and Visual Arts	<ul style="list-style-type: none"> • The Music Technology Center houses multiple laboratories, suites, and studios, which contain state-of-the-art keyboards, synthesizers, computers, recording equipment and interactive multimedia stations that use some of the highest-quality software available. The center's Computer/Synthesis Lab includes workstations equipped with computers, synthesizers, keyboards, and video capability for film scoring and television music applications. <p style="text-align: right;">continued on next page >></p>

Figure 3.11. Campus-Wide Examples of Innovative Practices

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<p>Extended Studies</p>	<ul style="list-style-type: none"> • The Rural Education Access Program delivers on-site teacher licensure to students at Northeastern Junior College and Morgan Community College. It delivers degree programs in secondary teacher licensure with a major in Math, Social Science, or History and elementary teacher licensure with a concentration in Math, History, or Biology (Biology available for NJC students only).
<p>University Libraries</p>	<ul style="list-style-type: none"> • University Libraries, through the creation of the Faculty and Staff Professional Development Center, will oversee campus professional development. The center will help further transform the library into a teaching library, a center for collaborative teaching and learning on campus. • The library’s partnerships give UNC students, faculty, and staff access to resources at less cost to the University. There is access to the Colorado Unified Catalog, which comprises 16 academic, public, and special libraries in Colorado and Wyoming; the Colorado Alliance of Research Libraries, a consortium of research libraries that shares materials and resources; and the Colorado Virtual Library and ACLIN (Access Colorado Library and Information Network).

Evaluating and Recognizing Effective Teaching

Evaluation of teaching is part of the annual faculty review process and is based on course evaluations, classroom visits, student success, and mentorship programs that pair experienced faculty with new faculty. All faculty submit annual evaluations that provide feedback on past performances and explore expectations for future performance. For post-tenure faculty, comprehensive reviews conducted on a four-year cycle provide information on faculty activity in instruction, professional activity, and service. Teaching generally accounts for 45-60% of faculty activity.

The University recognizes effective teaching by conferring teaching awards at the University and college levels. Eight annual University-level awards include individual and department teaching excellence, service excellence, and scholarship excellence. Faculty who are nominated submit a notebook of evidence to support their accomplishments. An awards committee of previous recipients and deans reviews the nominations and selects winning candidates.

To be nominated for a teaching award, faculty must exceed expectations, consistently inspire students to achieve their potential, serve as role models of teaching excellence, contribute demonstrably to the knowledge base relevant to achieving effective instruction, take major responsibility for curriculum development, develop instructional strategies that have significant impact on University-wide instruction, and more. To be nominated for excellence in professional activity, faculty must produce scholarly research or consulting that makes a significant contribution to the discipline, present outstanding creative efforts as acknowledged by critical reviews from outside sources, take a leadership role in continuing education that demonstrates exceptional competence, and more. University scholars, college scholars, and grant writers are honored annually at the [Distinguished Scholars Banquet](#) [AA-9].

UNC also annually confers the [M. Lucile Harrison award](#), which acknowledges excellence in teaching [AA-19]. It reflects a lifetime achievement award, and recipients are recognized as outstanding teachers, respected scholars, and those who have been active in service to the University and their profession.

In the colleges, Arts and Sciences faculty may receive the College Scholar, Excellence in Advising and Service, Teaching Excellence, or Academic Leadership Excellence awards. The Monfort College of Business recognizes faculty achievement with awards such as Departmental Professors of the Year, MCB Professor of the Year, Instructional Improvement Awards, and Professional Activity Awards. College of Education recognizes faculty with service, outstanding scholar, outstanding achievement in sponsored programs, and teaching awards. The College of Health and Human Sciences annually awards Faculty Member of the Year, Professional/Scholarly Activities, Teaching/Advising, and Service. Performing and Visual Arts gives the PVA Scholar of the Year award.

Additionally, faculty excellence is recognized through tenure, promotion, merit salary increases, named professorships, and emeritus faculty. Due to state-level cuts in funding, colleges have creatively adapted where they cannot provide as much merit pay. For example, the Monfort College of Business instituted a program allowing high performing staff members to receive professional development funds they may spend on seminars, software packages, or job-related technology equipment.

Core Component 3c

The organization creates effective learning environments.

Component Overview

Teaching and learning at the University is informed by campus-wide assessment activities. The results lead to learning environments that support varied learning styles. The institution fosters an environment that engages students. It values interaction, not only between students and faculty, but also among students and their peers and various student-support entities.

Assessment Informs Learning Environments

UNC recognizes that learning environments extend far beyond the traditional classroom. Seminars, research, internships, and high-tech learning labs all are part of the environment that supports students. Decisions that affect learning environments rely on assessment data. Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services (Figure 3.12).

UNC's curriculum review process [AA-16] responds to student needs: department, program, college, and administrative meeting minutes attest to course changes and programs initiated by and for students as a result of assessment.

The University's five-year comprehensive program review process [AA-14] comprises annual reports and goals from the previous five years, along with modifications made each year in accordance with faculty and student recommendations. Annual reports, based on the academic year, are submitted in December to college deans and in March to Academic Affairs, so feedback can be incorporated the following

The Connected Organization

UNC serves constituents.

UNC's curriculum review process responds to student needs. Course changes and programs initiated by and for students as a result of assessment are evident in department, program, college, and administrative meeting minutes.

year. Annual reports include the past year's achievements, information on student outcomes/achievements, and trends – including how results are being used to improve program curriculum, instruction, and advising – and progress toward five-year goals. There is evidence of change resulting from the five-year program review process. Every five years, these annual reports are folded into a summary report, and an external reviewer is invited to assess the program and provide a report and recommendations.

Until fall 2003, the University Planning Council used surveys, reports, and data to rewrite the University's five-year plan to include changes in retention rates and diversity. Charting the Future (CTF), which required all units to submit a report, took the place of the University Planning Council function and substituted for unit program review in 2003-04. In December 2003, every program and unit in the University submitted a report to the CTF Design Team that included its history, current function, and future goals. The reports [Pres-10] became the basis for recommendations about the University's future.

Assessment of effective learning environments is a priority at the institutional level. The University has invested in tools to support the entire campus in a more systematic evaluation process. In the 2000-01 academic year, the colleges of Arts and Sciences and Health and Human Sciences piloted the use of TracDat software, higher education assessment software chosen to help the University transition to uniform and consistent assessment processes. TracDat allows programs to track student outcomes and delineate how students are being assessed, tying program-level information to institution-level missions and goals. Data are managed at the department or program level and are connected up to institutional goals and down to individual student outcomes. In spring 2003, the Provost's office supported campus-wide implementation of TracDat by negotiating 50% cost-shares for licenses in each of the colleges. TracDat representatives have provided several on-campus workshops to train department chairs and faculty in using the software.

Environment Supports Diverse Learners

UNC's varied approaches to learning – including the use of appropriate new technologies – support diverse learners and create a learning environment where diversity is respected. UNC's *University Plan 1999-2005* [Pres-1] targeted diversity as a major goal, and that goal is maintained in CTF. UNC defines diversity broadly.

The University recognizes the role of accessibility in serving diverse learners. The *Disability Access Center* [DAC-1] provides access for students far beyond accessible buildings. Books on tape, online courses using universal design, note-takers, materials in Braille, and adaptive technology equipment in the library help students with disabilities.

Figure 3.12. Assessment Drives Changes in Curriculum, Pedagogy, Instructional Resources, and Student Services

<p>Improved Curriculum</p>	<ul style="list-style-type: none"> • Based on program review data, Biology created a new undergraduate curriculum. • English, Hispanic Studies, Journalism, Math, Economics, Philosophy, Social Science, and Geography revised curriculum and course content to better reflect disciplinary learning outcomes. • Based on employer feedback, the Monfort College of Business developed a working group of senior business professionals to discuss curriculum changes. • Based on assessment data gathered from students, alumni, and employers, the Gerontology program added a course in grant writing to required undergraduate major credits, and the master's program split Financial Management and Marketing courses into two two-credit courses.
<p>Refined Pedagogy</p>	<ul style="list-style-type: none"> • Special Education faculty changed procedures for comprehensive exams for master's students and aligned content of literacy courses to student performance learning objectives. • English, Geography, Political Science, and Social Science hired new faculty in accordance with criteria developed from assessment results. • Earth Science, Geography, and History began to focus on stronger outcomes in the PLACE exam.
<p>More Effective Instructional Resources</p>	<ul style="list-style-type: none"> • Based on program review data, Journalism enhanced the classroom experience through more effective use of technology. • Based on exit surveys, Chemistry, Biochemistry, Earth Science, Political Science, English, and Psychology make more effective use of professional speakers and internships. • Surveys indicated 45.2% of graduate students and 44.6% of faculty felt the University Libraries journal collection did not adequately support their research. The library now subsidizes access to journals from regional libraries. • Surveys indicated 45.5% of faculty, 32.7% of graduate students, and 36.5% of undergraduates felt the University Libraries monograph collection did not adequately support their research needs. The library now offers patron borrowing from collections of 16 major academic and public libraries via the Colorado Unified Catalog. • University Libraries developed information literacy courses taught by library faculty after surveys indicated a significant correlation between high academic achievement and information literacy as well as little increase in students' information literacy skills from freshman year to graduation.
<p>Enhanced Student Services</p>	<ul style="list-style-type: none"> • In response to student input, the Monfort College of Business introduced career-planning seminars. • Based on results of the Undergraduate Faculty Advising Survey, training in advising will be infused in new faculty orientation in fall 2004.

UNC is also home to the [National Center on Low-Incidence Disabilities](#), a federally-funded center designed to improve the nation's capacity for providing quality education to infants, children, and youth who are deaf or hard of hearing, are blind or visually impaired, or have severe disabilities [CoE-6]. The center has been instrumental in improving awareness and practices related to accessibility of online content – in online courses as well as on UNC's Web site and online materials through the library. It also offers courses on Universal Design and Deaf Education for General Education, and provides a free tutorial on making Web sites accessible. As a result of increased awareness for online accessibility, the University's Web Communications Office tests all pages for accessibility. University Libraries has also improved practices for offering online reading materials that are accessible for students with visual disabilities.

On-site programs, such as the [Center for Urban Education](#) [CPDO-2] and [Rural Education Access Program](#) (REAP) [CPDO-3], as well as on-site sections of

The Future-Oriented Organization

UNC understands social and economic change.

Charting the Future calls for adult and extended studies to become a central part of the University's efforts. The University will offer off-campus and distance education programs commensurate with the institution's unique strengths.

programs offered across the state, support students who would have difficulty getting to UNC. The Denver-based Center for Urban Education is an excellent example of how UNC goes to its students. Many students in the Center for Urban Education must maintain their incomes and could not come to Greeley for an education or afford the technology necessary for online courses. The center provides students work in paid apprenticeships in urban schools as well as classes in traditional, seminar, and workshop formats.

CTF calls for adult and extended studies to become a central part of the University's efforts. The University must determine how to most effectively offer educational off-campus and distance education programs commensurate with UNC's unique strengths and how it can support delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.

Centers and student organizations serve diverse students at UNC. The [Gay, Lesbian, Bisexual, Transgender Resource Office](#) [Aux-1] offers counseling, student support services, and outreach to residence halls. The [Asian/ Pacific American Student Services Center](#) [MCA-1], [Marcus Garvey Center for Black Cultural Education](#) [MCA-5], [Caesar Chavez Cultural Center](#) [MCA-3], and [Native American Student Services](#) [MCA-6] support students of various ethnic backgrounds via social events, informal group discussions, and study skills support. The [Center for Human Enrichment](#) [MCA-2] specializes in counseling and advising while offering first-generation college students access to select smaller classes, guaranteed spaces in General Education classes, and assistance with writing, organizational, math, and critical thinking skills. [Cumbres](#) [MCA-4] is a teacher education program that seeks to recruit students who are committed to working with Hispanic school children in the public schools. Its graduates earn endorsement in bilingual education or in English as a Second Language.

The [Center for International Education](#) [ISS-1] has established a buddy system that matches each international student with a Greeley family. It also has developed an ESL bridge program that includes remediation for students with marginal TOEFL scores, a special events program that hosts guest speakers, and an activity program that offers international dinners and sponsors an annual International Week.

The library dedicates special sections of *LIB 150–Introduction to Undergraduate Research* to students in the Center for Human Enrichment and learning communities and provides specialized workshops for McNair Scholars. The library also buys and provides access to information resources that represent ethnic, sexual, cultural, and ideological diversity across the curriculum.

Most majors offer at least one course that addresses diversity, such as *Global Marketing*, *Ethnic American Literature*, *Transcultural Nursing*, and *American Sign Language*. Some minors are focused on diversity, such as Africana Studies, Anthropology, Multicultural Anthropology, Asian Studies, Communication Disorders, Cultural Studies, Economics, Environmental Studies, Geography, Gerontology, Mexican American Studies, Psychology, Reading, Rehabilitative Services, Sociology, Social

Inequality, Urban Education, Special Education, Speech Communication, Teaching ESL, and Women's Studies. Programs also explicitly provide opportunities for students to practice in diverse environments. For example, through their field experiences in Music Education and College of Education classes, undergraduates emphasizing either area of UNC's undergraduate Music Education major observe and work with students from a variety of socio-economic and ethnic backgrounds.

Technology is vital to supporting diverse learners. The University's budget records show investment in technology during the past 10 years. UNC supports 36 Smart Classrooms, several open computer labs, a Global Information Systems lab, mobile carts with technology equipment for use in labs and classrooms, classroom televisions and VCRs, and software programs specific to particular curricula. The Library provides access to more than 10,000 full-text periodicals online for on- and off-campus students. The Center for Professional Development and Outreach offers training for faculty in the latest technology, and the library offers training for faculty and students on the use of its latest databases.

Many units have received small technology grants and some, such as the Department for Communication Disorders and the College of Education, have received large grants to help train faculty. The [Department of Communication Disorders](#) received donations for the purchase of a mobile audiology and speech-language pathology unit with the latest technology to evaluate and treat hearing, speech, and language problems [HHS-13]. In 2004, the Department of Communication Disorders received the first of five years of funding (\$300,000) from the Colorado Department of Education's Exceptional Educational Services Unit to increase recruitment and retention of speech-language pathologists. An online program to deliver undergraduate core courses will supplement the existing online master's degree program. In the College of Education, the [Preparing Tomorrow's Teachers to Use Technology](#) (PT3) grant [CoE-20], a three-year \$1.2 million federal grant, has supported the integration of technology into core courses for the teacher education program. The PT3 grant also supported major revisions to courses required for all education majors on the use of technology in teaching. Online courses are offered to graduate students by the [Center for Learning and Teaching in the West](#) [EXT-3], a partner supported by a \$10 million National Science Foundation grant focused on developing quality educators in math and science.

To support Web-based components of courses as well as online courses, the Center for Professional Development and Outreach streamlined its services from three platforms to one in 2002, contracting with BlackBoard for the servers, software, and support necessary to meet the growing demand for online courses and course activities. Professors are increasingly posting syllabi, class assignments, and other essential course information on Web sites. BlackBoard also allows instructors to build more out-of-class discussion time into courses through bulletin boards, listservs, and chat space. Many courses have Web sites.

The Learning-Focused Organization

UNC supports learning.

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Student Support

Student development programs and advising systems at UNC focus on student learning. They support students throughout their UNC careers, regardless of where they study. UNC provides financial support, advising, library use, orientations, bookstore access, technology assistance, and other services for all students, including those who commute to campus or take online and off-campus courses. Undergraduate and graduate courses offer students opportunities to pursue off-site supervised study and research, including internships, fieldwork, and practica.

The [Advising Center for Business Students \[MCB-3\]](#), [College Transition Center \[Reg-1\]](#), [Arts and Sciences Advising Center \[A&S-24\]](#), [Health and Human Sciences Advising Center \[HHS-23\]](#), and Center for Human Enrichment focus on program completion and skill mastery. The College Transition Center tracks students on probation via faculty feedback forms and holds mandatory advising appointments. Students are surveyed regarding their skill needs and are referred to student support services, such as the Writing Center, and to workshops that cover topics including study skills and time management. The Arts and Sciences Advising Center helps students enrolled in Learning Communities through mandatory appointments with faculty teaching writing courses.

Programs and departments reserve specific dates for advising, and the University's policy indicates that all faculty should dedicate at least three office hours per week to student advising. The colleges of Health and Human Sciences and Performing and Visual Arts hold group advising sessions, when classes are cancelled for a day while faculty review student progress. In the College of Education, each department establishes advising procedures. For example, in Educational Technology, the department chair led a design team of doctoral students to develop a general advising Web site that walks students through every major step in their program, answers common questions, and directs students to resources. Most departments hold advising fairs where faculty work from course of study forms based on a review of transcripts.

Courses delivered online or via distance education have extensive support infrastructures. The Center for Professional Development and Outreach supports distance learning through audio, satellite, and video services and sponsors professional development courses for teachers throughout Colorado, including courses in Community Counseling in Colorado Springs, Principal Licensure Endorsement in Pueblo, Special Education courses in Grand Junction, and a master's degree in Reading in Durango. Fully online degrees, such as the bachelor of science in Nursing, master's in Communication Disorders, and master's in Special Education: Severe Needs (Vision, Deafness, and Severe Profound) have online course orientations, as well as online learning assistance.

Recognizing the need for virtual research environments, University Libraries provides services for students taking courses at a distance, including off-campus access to search capabilities, electronic documents on reserve, and expanded

offerings of full-text online databases. Often these resources designed to benefit students at a distance become valuable resources for on-campus students.

An undergraduate academic advising survey in spring 2003 asked faculty about their experiences as advisors and solicited opinions and suggestions for improving advising. The [Noel-Levitz Student Satisfaction Inventory](#) and campus focus group participants had indicated that some students perceive advising could be improved [IRP-3]. The academic advising survey was sent electronically, along with an e-mail from the college deans, to all faculty who advise undergraduates. Faculty who chose to participate completed the survey online in May 2003. Several recommendations resulted from responses from 161 of 488 faculty (33%). Since the survey suggested freshmen have specific advising needs, developing a plan to address their needs is a priority. Another academic advising survey was conducted in spring 2004 to obtain student perceptions of advising at UNC to help in corroborating perspectives from the faculty survey.

CTF recognizes that academic advising is key to student success. Advising of undeclared majors would benefit from being centralized, and advising of students who have declared a major is an important faculty responsibility. The [Charting the Future Transition Plan](#) [Pres-16] calls for a Commission on Student Success to examine advising issues during the 2004-05 transition year. The commission will develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising. It will also address specific ways to integrate advising into academic programs.

Core Component 3d

The organization's learning resources support student learning and effective teaching.

Component Overview

UNC resources that include technology, partnerships, facilities, and programs that cut across learning interests facilitate student learning and effective teaching. The University ensures access to teaching and learning resources, and assesses their effectiveness to improve teaching and learning opportunities. Budgeting allocations reflect learning resources as a priority.

Accessible Resources

UNC students and faculty have access to resources necessary to support learning and teaching, such as laboratories, libraries, performance spaces, and clinical practice sites. The University makes additional resources available to students, faculty, and staff through innovative programs and partnerships with other organizations. Campus-wide, college, and department computer labs are available.

UNC integrates technology with teaching. About 90% of classrooms have Internet access. There are 36 Smart Classrooms – consisting of a control module connected to either large screens, group workstations, docking stations, or individual

The Learning-Focused Organization

UNC supports learning.

Student development programs and advising systems support students regardless of where they study. For example, University Libraries provides services for students taking courses at a distance, including off-campus access to search capabilities, electronic documents on reserve, and expanded offerings of full-text online databases.

workstations. In the College of Education, the PT3 grant helps faculty integrate technology into their teaching. The practice also allowed faculty training future educators to model the effective use of instructional technology.

The Information Technology department supports faculty, staff, students, and administrative departments in the use of information technology by providing technical expertise, consulting, and training to maintain and enhance the University's network, telecommunications, and computing infrastructure. Information Technology supports UNC's mission by providing easy access to information systems, training, and technical support. UNC also supports the Bear Logic Computer Store in the University Center, Computer Labs-Library /Research Data Base, User Support, and Webster to help faculty, staff, and students with technology.

University Libraries provides easy access to physical collections on campus and a variety of online resources. Access to holdings is not limited to campus. The Library has increased support for students taking classes at a distance or online: services are available for online reserved articles, remote access for searching all databases, and material delivery service for students living farther than 50 miles away. The Library has developed an [Information Literacy Framework \[ULIB-1\]](#), which offers courses to complement curriculum and help students increase proficiency in evaluating and using information sources. Library Instructional Services provides formal instruction in the use of the library to all teaching faculty and their classes. New faculty members are required to attend instructional sessions.

Services available through partnerships with other organizations include [Prospector](#), which represents the Colorado Unified Catalog, and comprises 16 academic, public, and special libraries in Colorado and Wyoming [ULIB-5]. A single search allows the user to identify and borrow materials from the collections and have them delivered to the local library. The Library is also a member of the [Colorado Alliance of Research Libraries](#), a consortium of research libraries that shares materials and resources [EXT-11]. The Colorado Virtual Library and the [ACLIN](#) (Access Colorado Library and Information Network) are cooperative projects of the Colorado State Library and the Colorado library community to provide access to the information resources [EXT-4].

The Center for Professional Development and Outreach addresses needs across campus through five main functions: extended studies, faculty development, distance education, media services, and Smart Classrooms.

The Sponsored Programs and Academic Research Center nurtures the research, scholarship, and creative activity of UNC faculty, staff, and students. It encourages efforts to get external support for research, scholarship, and creative activities. It also promotes and sustains responsible and ethical practices in scholarly activities and sponsored program administration, and supports the integration of the research, education, and service missions of the University.

The Learning-Focused Organization

UNC supports scholarship.

The Sponsored Programs and Academic Research Center nurtures the research, scholarship, and creative activity of UNC faculty, staff, and students. It helps them secure external funding and promotes and sustains responsible and ethical practices in scholarly activities.

Other on-campus resources are available for research advice and support, such as the [Research Consulting Laboratory](#) in the College of Education [CoE-17], where doctoral students and faculty in Statistics consult with graduate students and faculty on any scale research project and the use of statistical software. The [Writing Center](#) [A&S-15] provides broad-based quality tutoring in writing required across the University curriculum. Originally developed to support the Essay Exit Exam, the Writing Center offers face-to-face and online tutoring and a comprehensive inventory of resources to help students with writing questions. It features a large collection of reference books, manuals, and easy-to-use handouts on sentence structure, grammar, usage, verb and pronoun agreement, essay writing, résumé writing, and source documentation.

The College of Performing and Visual Arts supports its nationally recognized departments with expansive performance spaces. Frasier Hall includes practice, rehearsal, and classroom spaces for Music and Theatre, as well as the Music Technology Lab with recording and digital equipment comparable to that in the world of commercial music. Ensembles may rehearse and perform at Foundation Hall, a few blocks from campus, and major performances use the Monfort Concert Hall at Greeley's Union Colony Civic Center. Several smaller venues are available for recitals as well. UNC claims one of a handful of music libraries in the nation dedicated exclusively to research materials, media, and supportive information required by the nation's most rigorous music schools. In addition to books, scores, and recorded music, it features a listening lab equipped with CD players, videocassette recorders, and laser disk players, as well as a multi-media instruction room.

Recent renovations more than doubled space for the Department of Visual Arts, expanding space for sculpture, ceramics, jewelry, and the foundations studio. Visual Arts undergraduate and graduate students can exhibit their work in the Oak Room Gallery in Crabbe Hall or in Mariani Gallery in Guggenheim Hall. Theatre Arts and Dance students showcase their talents on the stages of the 600-seat Langworthy Theatre, 1,700-seat Union Colony Civic Center, and the intimate, 100-seat Norton Theatre.

Facilities also play an important role in the University's Learning Communities, an innovative approach to supporting student learning and strengthening teaching effectiveness. Several Learning Communities have dedicated space in residence halls where student with like interests live together. Developed to support student retention, [Learning Communities](#) [A&S-3] allow students to live and take classes with a group of students who have similar academic interests. Faculty are assigned to Learning Communities to foster a close relationship between students and academic advisors. Learning Communities include Academic Advantage for a major or interest area, Ascent Program for the professional health sciences (Pre-Medical, Veterinary, Pre-Dental, Physical Therapy, and Pharmacy), Class Act for future elementary teachers, and Cluster Program – a thematic learning community. Learning Communities are staffed by lecturers with master's degrees, many who have published in their area of expertise. The [Center for Human Enrichment](#) [MCA-2] provides academic support and retention services to undergraduates. It facilitates Learning Communities with linked courses, including an English

class linked to another course so material in the English class is relevant to material discussed in the link course. The center also offers tutoring, academic skills workshops, technology resources, and academic advising.

Select programs cut across learning interests and abilities. For example, [Life of the Mind](#) [A&S-25] is an interdisciplinary general education program that erases boundaries and creates gateways among subjects. The courses probe the intellectual concerns that link separate fields of study. Life of the Mind has gained support from the National Endowment for the Humanities and was designated a Program of Excellence by the Colorado Commission on Higher Education. Those who take Life of the Mind classes often are part of the University Honors Program. The [Honors Program](#) [A&S-5] is designed to offer exceptional students both the resources of a comprehensive University and the individual attention traditionally associated with small colleges. Honors students make up one of the University's most active student organizations, the Student Honors Council. Similar to Honors, the [McNair Scholars Program](#) [MCA-9] is designed to prepare select, high-achieving, first-generation, income-eligible, and traditionally underrepresented students for graduate study. It facilitates successful completion of a baccalaureate degree, preparation and admission to graduate school, and success in a program of doctoral study.

UNC students have access to quality clinical practice sites. From field-based geological and ecological training in the nearby Rocky Mountains to study-abroad courses to urban field placements for teacher education majors, UNC gives its students access to internships, practica, and clinical experiences appropriate to each academic area. For example, the UNC Reading/Literacy Clinic, directed by Reading Program faculty, provides a field experience for graduate candidates in the Reading Program and candidates earning advanced degrees in School Psychology. With supervision and coaching from graduate faculty, students work one-on-one with clients. Graduate candidates learn to be diagnostic teachers by administering informal literacy assessments and designing and delivering instruction based on an analysis of the assessment data. In the College of Education, the Professional Education Unit designs and implements multiple assessments in field experiences and clinical practices to allow initial and advanced candidates to demonstrate master of content areas, skills, and dispositions of pedagogical and professional knowledge.

Clinical practice sites also often involve partnerships. For example, the School of Music shares resources with the community to provide student learning opportunities and community enrichment. Concerts by the Greeley Chorale and the Greeley Philharmonic are often held on and off campus in churches, schools, parks, and other settings. The College of Health and Human Sciences uses hospitals, community health centers, and other medical facilities for its programs. Nursing students may practice skills and demonstrate proficiency in UNC's nursing lab, but many work with health agencies throughout the state and are supervised during their time on-site. To support its extensive clinical practices, the School of Nursing has Clinical Affiliate Faculty and Clinical Teaching Associates who facilitate and

The Connected Organization

UNC collaborates.

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evaluate the clinical experiences of students. Nursing students earning a graduate certificate in Transcultural Nursing can enroll for a field experience focused on the application of ethnonursing research methodology to analyze differences and similarities within a culture. UNC is also home to the [Rocky Mountain Cancer Rehabilitation Institute](#) [HHS-6], where cancer patients receive professional, science-based exercise intervention. By working in the institute, students receive advanced educational preparation and professional development to promote high standards in cancer rehabilitation.

Some student services reach beyond campus. [Career Services](#) [CarServ-1] provides a full-service, client-centered approach to academic major selection, career decision-making, internship and job search assistance, and testing services for students and alumni who wish to pursue post graduate employment and graduate school opportunities. Work Study programs employ students in campus facilities and in limited off-campus jobs with nonprofit agencies including Boys and Girls Club, Weld County Partners, Greeley Transitional House, Weld County School District 6, North Range Behavioral Health, the City of Greeley's Recreation Department, Union Colony Civic Center, Child Advocacy Resource and Education, Right to Read, and Centennial Developmental Services.

Because of its teacher preparation mission UNC also sponsors resources that bring educational professionals to campus. The Advanced Placement summer institutes train AP teachers in Biology, Calculus, Chemistry, English Language and Literature, Environmental Science, Human Geography, Spanish Language and Literature, Statistics, U.S. Government and Politics, and U.S. History. The Cumbres Program supports bilingual and English as a Second Language teachers. The William E. Hewitt Institute for History and Social Science Education was established in 1998 to support K-12 education in history and the social sciences. Its primary focus is teacher education, materials development, and research in the teaching and learning of history and the social sciences.

The University Center hosts more than 5,000 events annually with attendance surpassing 200,000. The facility features a campus-wide information desk, event planning services (including catering), and retail and dining options for the campus and surrounding community. Student services such as Student Activities, the College Transition Center, and Career Services are also housed in the facility.

Evaluating Teaching and Learning Resources

UNC regularly evaluates use of and assesses effectiveness of its learning resources to enhance student learning and effective teaching.

Among UNC's most significant learning resources are its library holdings, which undergo a periodic and systematic review of materials use (i.e. hit rates for holdings) to ensure their utility. In 2002, the library reviewed paper and electronic holdings. Based on this review, it cut underused serials, saving \$53,620, and instituted a new tool to help further evaluate areas of strength and weakness in current collections. Additionally, the library switched to EBSCO's databases,

which provided more full-text references at a lower cost. In 2003, the library also undertook a larger review of its services using the [LibQUAL survey](#), which provides data on holdings, staff, services, physical environment, and other qualities [ULIB-2]. The library is using the results to enhance holdings, hours of operation, and its physical setting.

There are multiple levels of review of technology. Use of computer labs, numbers of calls for assistance, and attendance at computer training sessions are carefully recorded. Several administrators evaluate acquisition of new technological learning resources before purchases are made. This is particularly true for allocation of student technology fees. Information Technology services are improved annually based on feedback from faculty on a variety of surveys, such as the undergraduate academic advising survey where faculty indicated changes in Webster would help them be more effective and efficient in advising.

Internships are regularly evaluated. Both students and faculty in the College of Health and Human Sciences assess quality and appropriateness of internships. A needs evaluation often results in the creation of new internships. For example, because of their need for field experience, Meteorology students may now take *MET 376–Meteorological COOP Education* with the National Weather Service, National Oceanic and Atmospheric Administration, or another agency in the region. Doctoral students in Educational Technology are required to take an internship, and a new partnership arranged with Banner Health Network allows them to participate in a nation-wide internship program.

Departments undergo a comprehensive [academic program review](#) every five years [AA-14]. Analyses of departments include external reviewer(s), departmental self-assessments, dean's assessment, and Graduate School Dean's assessment (if appropriate). An annual report is filed by the department, documenting progress on program review goals. Paralleling program review is an annual [assessment catalog](#) [AA-4] produced for each department's majors. The assessment catalog typically identifies program goals and outcomes, methods of student assessment, and results. Each year, programs are required to explain how the results of the assessment are applied to improve programs. Many other important assessments are routinely carried out, such as student grades, graduate school comprehensive examinations, job placement information, employer surveys, admission rates to graduate schools, and exit surveys.

To better determine the needs of freshmen with undeclared majors, the College Transition Center and the Office of University Assessment piloted a survey using resources from Student Voice, Inc. Students completed an initial survey upon moving into the residence halls and before starting classes in August 2003. A total of 24 students participated in the initial assessment, 12 each from two floors of freshman residence halls. Student Voice, Inc. provided three Palm Pilots to help students in the efficient completion of the survey. The College Transition Center used results to determine how comfortable students feel with the college preparation they received in math, English, study skills, and time management, as well as the highest level of

The Future-Oriented Organization

UNC focuses on the future of its constituents.

Program evaluation often results in the creation of new internships. For example, because Meteorology students need field experience, they may take a class with the National Weather Service or National Oceanic and Atmospheric Administration. A new partnership with Banner Health Network allows Educational Technology students to participate in a nationwide internship program.

education students hope to complete and information they felt they needed right away, such as how to find work on campus, how to get involved on campus, how to get financial aid, and how to write at the college level. The center followed up with students individually to meet their specific needs for academic success.

Investing in Learning Resources

The UNC Board of Trustees establishes general budget priorities for the University. Funding priority guidelines are clearly stated in the *Board Policy Manual* [BOT-1]. During the past five years, the Board made direct instruction a priority – a move that is compatible with the mission directive to be student-centered. In fiscal year 1999, 48% of state-appropriated funds went to instruction; by 2003, 55.7% of the funds went to instruction.

During the past few years, a portion of that budget has been devoted to developing technology resources to enhance instruction and learning. The \$4.5 million Smart Classroom initiative provides technology-enhanced classrooms across campus. There are 36 Smart Classrooms and 13 open labs (400 computers), including 24-hour availability in the central lab. Internet connectivity is available in all residence hall rooms. Both McKee Hall, where the College of Education is housed, and the library are wireless-capable.

The *Academic Information Technology Advisory Group* [IT-2] advises the Assistant Vice President of Information Technology on how information technology can best meet the needs of the academic community. The advisory group offers input on how to make the open labs efficient, on academic information technology priorities, and on the *Information Technology Strategic Plan*.

Recent capital construction projects reflect the University's priority on teaching and learning:

- The Ben Nighthorse Campbell Center for Health and Human Sciences, a 10,000-square-foot facility, was built with \$1.8 million in federal funds. The building houses the Rocky Mountain Cancer Rehabilitation Institute, which provides hands-on instruction for students.
- The \$42 million Ross Hall expansion and renovation project is one of the largest-ever remodeling projects in Colorado higher education. It is home to departments of Biological Sciences, Chemistry and Biochemistry, Earth Sciences, English, History, Mathematical Sciences, Physics, and the Math and Science Teaching Institute. The renovation encompasses the original building and the 1989 addition, and includes high-tech classrooms and laboratories.
- The \$2.8 million Arts Annex addition and renovation updated and expanded facilities for the Department of Visual Arts. A 7,500-square-foot addition to the Arts Annex and remodeling of the 7,800-square-foot Annex is complete. Sculpture, ceramics, jewelry, and the foundations

The Connected Organization

UNC engages in healthy internal communication.

The Academic Information Technology Advisory Group advises the Assistant Vice President of Information Technology on academic needs. The group offers input on how to make the open labs efficient, on academic information technology priorities, and on the *Information Technology Strategic Plan*.

studio occupy the Annex. The Photography program, which expanded into most of the original Annex, added a digital photographic imaging system lab.

- Work is also complete on century-old Guggenheim Hall, which houses Mariani Gallery, providing UNC students exposure to the work of professional artists.
- Other capital construction projects are improving student housing and campus access. Faculty Apartments Two and Three were renovated for student housing, including new heating systems, electrical systems, accessibility improvements, Internet connectivity, air conditioning, and general renovation and reconfiguration. Construction began in spring 2004 on a West Campus Dining Hall. In August 2002, construction was completed on Arlington Apartments, a public-private partnership, near West campus.

UNC, like other Colorado state universities, is working to develop alternative funding sources for capital construction projects. Elimination of state capital construction budgets will result in a slowing in construction and upgrades while the University explores other sources. Decreases in state funding make it imperative for the UNC Foundation to aggressively pursue donations.

Summary

As a culture of assessment at UNC emerges, progress toward efficient assessment of teaching and learning is evident throughout the University. Assessment processes are in place, and faculty and administrators understand the value of systematic assessment. Charting the Future, in its call to expand functions addressed by the Director of Assessment position, speaks to the value the University places on assessment.

The foundation for a comprehensive and useful assessment program is firmly in place. Goals for learning outcomes are clearly stated for all programs. Qualified faculty are the driving force behind defining outcomes and reviewing curricula and programs. Documented success of assessment-driven changes will further demonstrate the value of assessment.

As the University develops a mature assessment program, it should take advantage of a growing data pool to help examine trends and look for relationships among data. In addition, data collection needed for external evaluators should be integrated with the University's assessment processes.

Faculty actively seek knowledge in both their fields of expertise and professional teaching practices, and bring innovative ideas back into the classroom. Learning environments support innovative teaching methods and a diversity of learners. A variety of learning resources are available to students in classrooms, on campus, and beyond campus. Assessment results drive changes in programs and services that better serve students, regardless of their location or program of study.

UNC's commitment to funding instruction at 55% percent of its state-appropriated budget is a key component of embracing the University mission directive to be a student-centered institution. Quality instruction will remain a focus during implementation of Charting the Future and in planning for the future.

Strengths, Challenges, and Opportunities

Strength—*Progress toward efficient assessment of teaching and learning outcomes is shared throughout the institution.* There is a clear division of responsibility for assessment activities. A stable system of implementation includes regular assessment schedules and provides data needed to examine trends.

Strength—*Faculty are at the heart of determining student learning outcomes in each college.* Program review processes require faculty to be involved in defining student outcomes and evaluating whether they are achieved. Faculty assessment and curriculum committees assess outcomes using data gathered from students, alumni, and peers through observations and exams in capstone courses, exit and alumni surveys, exit exams, student evaluations, course-embedded assessments, accrediting agencies, licensing exams, and other sources.

Challenge—*There are many instances of assessment-driven changes in curricula and programs, but UNC must work to develop a mature assessment program.* In some areas, assessment processes are still being developed, and in others, communication gaps delay exchange of information. Problem areas have been identified, and weaknesses are being addressed. For example, the College of Performing and Visual Arts is documenting an implicit assessment system, based on professional judgment, that has helped make it one of the top music schools in the nation.

Opportunity—*To demonstrate that its assessment program is comprehensive and useful, the University should better document links between assessment and improvement.* Documentation should show how assessment outcomes are linked to changes. Changes, in turn, will be assessed to show that they created the desired results.

Opportunity—*As the University's assessment data pool grows, there is more opportunity to examine trends and look for cause/effect relationships.* For example, University Libraries' spring 2000 survey indicated a significant correlation between high academic achievement and information literacy. Past surveys showed only small increases in students' information literacy skills from freshman year to graduation. Using information from both surveys, the library developed one- and two-credit graduate and undergraduate information literacy courses, taught by library faculty.

Strength—*A promising faculty-driven assessment feature is course-embedded assessment.* The comprehensive analysis of learning outcomes uses objectives and rubrics composed and revised by faculty. It asks faculty to reflect on total student performance with regard to teaching effectiveness. Course-embedded assessment is a normal part of the General Education program review, and departments have adopted it as part of their program reviews. The practice gained national recogni-

tion at the American Association for Higher Education Assessment Conference and by publication in academic journals.

Opportunity—While the General Education Council does not intend to dictate criteria and rubrics for course-embedded assessment, or to aggregate the resulting data, departments or programs may standardize criteria and rubrics to facilitate intradepartmental statistical analyses. Course-embedded assessment may be valuable in assessing how related courses are working in tandem to accomplish common goals.

Opportunity—Assessment and accreditation of academic programs are critical and should have leadership and oversight from the Division of Academic Affairs. The current functions offered by the director of program assessment will be expanded to include coordination and assistance with the institution's continual accreditation processes. Merger of these functions will enhance efficiencies in preparing reports and the management of data necessary for assessment and reporting. The office will work with colleges and academic disciplines to assist them with required program assessments and specialized accreditation processes.

Opportunity—Evaluating course content and teaching methods to convert courses from traditional to online format will yield information that can be incorporated back into face-to-face courses. For example, efforts to convert courses for an online master's program in Special Education resulted not only in award-winning designs for the online courses, but also in changes to face-to-face courses, where faculty and students noted increased attainment of course objectives.

Strength—Student development programs and advising systems at UNC focus on student learning. UNC students have access to academic advising long before they choose a major. The College Transition Center helps first-year and transfer students determine a major and connect with campus resources. It also provides structured academic advising for students on academic probation, including contact with their professors.

Challenge—Advising of undeclared majors would benefit from being centralized. Student surveys and campus focus group participants have indicated that some students perceive advising could be improved. The *Charting the Future Transition Plan* calls for a Commission on Student Success to examine advising issues during the 2004-05 transition year. The commission will develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising. It will also address specific ways to integrate advising into academic programs.

Challenge—Assessment data-collection required for agencies beyond the University should be coordinated and, when possible, tailored to assess the University's performance on tasks essential to its mission. UNC has feedback loops for both collecting information from external sources and providing data to external accountability agencies. Feedback and data gathered from external sources are folded back into courses, programs, and colleges for ongoing program improvement, but data collection driven by external requirements can be used more systematically.

Opportunity—*Charting the Future calls for the creation of the Faculty and Staff Professional Development Center to oversee campus professional development.* The new center will consolidate limited resources to systematically provide faculty and staff with a series of training opportunities on a regular basis to enhance their knowledge and skills in instructional technology, leadership, and management. The center will also play a vital role in preparing graduate students to serve in classrooms as graduate assistants and teaching assistants and for advising.

Challenge—*The University's faculty are active scholars, but scholarly productivity, which is measured by published books and articles, presentations, and artistic performances, is documented and publicized in different ways across campus.* Faculty include all scholarly activity in their vita, which are updated yearly. Productivity is also publicized through Web sites, the media, and annual reports. However, standardized reporting of faculty scholarly activities is a challenge. While there are inherent differences in disciplines, the University needs to capture consistent data where possible.

Opportunity—*The University has invested in tools to support the entire campus in a more systematic evaluation process.* In the 2000-01 academic year, the colleges of Arts and Sciences and Health and Human Sciences piloted the use of TracDat software, higher education assessment software chosen to help the University transition to uniform and consistent assessment processes. TracDat allows programs to track student outcomes and delineate how students are being assessed, tying program-level information to institution-level missions and goals. Data are managed at the department or program level and connected up to institutional goals and down to individual student outcomes.

Strength—*The \$42 million Ross Hall expansion and renovation project is one of the largest-ever remodeling projects in Colorado higher education.* The renovated building includes high-tech classrooms and laboratories, and is home to departments of Biological Sciences, Chemistry and Biochemistry, Earth Sciences, English, History, Mathematical Sciences, Physics, and the Math and Science Teaching Institute.

Challenge—*UNC, and all Colorado universities, must develop alternative funding sources for capital construction projects.* Elimination of state capital construction budgets will result in a slowing in construction and upgrades while the University explores other sources. Decreases in state funding make it imperative for the UNC Foundation to aggressively pursue donations.

Strength—*On-site programs, such as the Center for Urban Education and Rural Education Access Program (REAP), as well as on-site sections of programs offered across the state, support students who would have difficulty getting to UNC.* Many students in the Denver-based Center for Urban Education must maintain their incomes and could not come to Greeley for an education or afford the technology necessary for online courses. The center provides students work in paid apprenticeships in urban schools as well as classes in traditional, seminar, and workshop formats.

Opportunity—*Charting the Future calls for adult and extended studies to become a central part of the University’s efforts.* The University must determine how to most effectively offer educational off-campus and distance education programs commensurate with UNC’s unique strengths and how it can support delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.

Strength—*Because of its teacher preparation mission, UNC sponsors resources that bring educational professionals to campus.* The Advanced Placement summer institutes train AP teachers in Biology, Calculus, Chemistry, English Language and Literature, Environmental Science, Human Geography, Spanish Language and Literature, Statistics, U.S. Government and Politics, and U.S. History. The Cumbres Program supports bilingual and ESL teachers. The William E. Hewitt Institute for History and Social Science Education was established in 1998 to support K-12 education in history and the social sciences. Its primary focus is teacher education, materials development, and research in the teaching and learning of history and the social sciences.