

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

THE UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

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FOR

The Higher Learning Commission

A commission of the North Central Association

EVALUATION TEAM

Elizabeth E. Stevens Ph.D., Team Chair

Special Consultant to the University
Kansas State University
Manhattan, KS 66502-6014

Dr. Laurie J. Becvar

President, Chief Operating Officer, Crazy Horse Memorial
Foundation
Crazy Horse, SD 57730-8900

Dr. Marilyn Buck

Faculty
Ball State University
Muncie, IN 47306

Dr. Ruth E. Cain

Director of Assessment
University of Missouri - Kansas City
Kansas City, MO 64112

Dr. Brent Lee Pickett

Associate Dean and Director of the University of Wyoming/Casper College Center
University of Wyoming
Casper, WY 82601

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

This was a comprehensive evaluation visit for continued accreditation.

B. Institutional Context

The University of Northern Colorado is a regional state university with no separate campuses and with its own governing board. It has been continuously accredited since 1916.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited (if applicable)

None

E. Distance Delivery Reviewed

The team's evaluation of distance delivery is included within relevant sections of this report.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The team found the Self Study Report to be thorough and well organized. Numerous links to documents, charts, graphs and other supporting materials were interwoven into the report and worked very smoothly. All the needed documentation was included or made available immediately upon request. Very few additional items needed to be requested at the time of the visit.

B. Integrity of the Self-Study Report

The university revealed itself fully in its report and additional documentation. The report and accompanying documentation revealed not only the stable aspects of the institution but also those areas in which active change and improvement are occurring. The team identified no essential topics that were not covered adequately.

C. Adequacy of Progress in Addressing Previously Identified Challenges

Following the previous comprehensive visit the university was required to report on how it was dealing with drastic reductions in state funding. The university filed the required report in 2007 and demonstrated how its budget planning had accomplished an effective response to declining state support. In the current (2015) report, the university demonstrated several effective strategies for dealing with continuing revenue risks and challenges. The result has been continued stability and a revised planning model that has an increased focus on fiscal matters.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The university had reached out to all constituents about the upcoming visit with highly visible and energizing activities to ensure that the self study would be complete and comprehensive. The team found extensive evidence of such notification and of solicitation of third-party comments. One internal Self Study committee created a visible symbol of the upcoming visit—a life-size cardboard “superhero” named “HLC Man” that was placed in key gathering areas around the campus and a real-life HLC Man who presided at various activities to get the students involved in the self study.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team examined compliance with federal requirements and found the university to be in compliance. The report is included as Appendix C, below.

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- According to the responses from administrators, staff, faculty, and students to questions about the mission, there is an understanding of the statutory and working missions of UNC as being a comprehensive baccalaureate and specialized graduate university, with graduate degrees primarily in Education. The term “selective” in the statutory mission refers to the state index score which is confusing to constituents who are unaware of the index. Regardless, the stakeholders were clear that UNC was a university that served numerous types of students (undergraduate, graduate, first generation, students of color, in-state, out-of-state, on-campus, off-campus, and online) and that it was the core mission of the University to accept students who can be successful and have the opportunity to be transformed through the educational process. The Team confirmed the working mission is clear to internal constituents

and there is a common understanding of the University's purpose.

- Based upon the review of undergraduate and graduate degrees awarded by UNC, the Team confirmed that the degrees awarded are consistent with the University's core identity and mission as a public, comprehensive baccalaureate institution with specialized graduate programs, primarily in Education. The University provides a comprehensive array of programs including 107 baccalaureates, 64 masters, 3 educational specialist, and 25 doctoral degrees.
- Based on information gleaned from the Team visit, the Team reported that UNC provides a broad range of academic and co-curricular student support services to both undergraduate and graduate students which assist in fulfilling its mission and goal of providing students a transformative educational experience. The majority of the students who attended the open student forum provided positive comments about the quality of their academic advising and student support in general. The Graduate Student Professional Development Program (GSPD) serves as an important resource for master's and doctoral-level students.
- The Team's meeting with the Board of Trustees revealed an understanding and active support of the university's unique mission among Colorado public institutions. Comments from the Trustees demonstrate support for UNC's off-campus and distance education activities. Trustees consider the university's nontraditional offerings to be in keeping with its public mission and important for the university's fiscal health.
- The Team found that the history, longevity, and rapport among the executive leadership team is a strength and that UNC has employed knowledgeable, experienced, and qualified faculty and staff. Professional development opportunities exist for both faculty and staff who are on campus or employed through the extended campus.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- A review of UNC's documents revealed the mission was publicly shared in the undergraduate and graduate catalogs and the President's website included UNC's mission statement as well as UNC's vision statement, and statements of value and goals. In addition to confirming that these statements were publicly shared, the Team noted that the statements were connected to UNC's historical role in preparing educators and to its role as a public institution of higher learning.
- A review of the self-study and the onsite Team experiences during the visit confirmed that personalized and transformative student learning experiences are at the heart of what UNC is accomplishing and that this point was a mission-driven emphasis and an intentional result. Scheduling small classes taught by full-time faculty has been and continues to be a major tactic for achieving this type of individualized educational experience. As the landscape of higher education changes, which will include increased enrollments in distance education and more on-campus students, UNC will need to find innovative ways to preserve its niche in providing individualized student attention.
- Team conversations with students revealed that UNC's size consistently ranked among the top reasons for choosing UNC and UNC's size was a major advantage while earning a degree. Again, the personal attention students receive from faculty and staff is a distinctive characteristic and one that sets it apart from other institutions with similar missions and scopes.
- UNC's mission is broad and calls on the University to provide a solid liberal arts foundation, relevant professional work and real world experiences in an environment where faculty, staff, and students value personal attention as a key to learning. Furthermore, UNC is classified as a Carnegie Doctoral/Research Institution and it serves as a state leader in Education. A testament to its effectiveness in Education is that one third of the winners of Colorado Department of Education's Teacher of the Year Award are UNC graduates. The Team found evidence abounding that UNC was fulfilling its mission; in its broadest sense, the mission is realized through its successful graduates and UNC's significant impact on the region it serves.
- UNC carries a special role in the delivery of public higher education in Colorado, as explained by a faculty member during the visit: it is not the flagship, the land grant, nor open enrollment. UNC exists in a middle ground where it must differentiate itself in a challenging market. It does so through its programming and through the way it delivers its programming to students. The Team found evidence that this is a distinctiveness that the university works to preserve.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The self-study and Team conversations with campus constituents revealed a clear understanding that preparing students for a global society was a central responsibility and that an alignment between mission and the diversification of society was necessary. The faculty and staff confirmed that having a diverse student body was critical in this endeavor. Toward that end, the University enrolls students from 34 countries outside the United States and the University has a goal of continuing to grow international enrollment to strengthen diversity. Moreover, the Cultural Centers and the administrative structure in place to provide for and oversee international education further speak to UNC's commitment to its role in a multicultural society. UNC's students have abundant opportunities to learn about and experience diversity, multiculturalism, and social justice in and outside the classroom.
- UNC employs professional advising staff and offers specialized advising services to support its diverse student body. Satellite advising services are offered in the residence halls and at the Cultural Centers (Cesar Chavez, Marcus Garvey, Asian Pacific, and Native American). Moreover, specialized advising services are available for veterans, athletes, and undeclared students.
- UNC's continued focus on student access and success is also evidence of its commitment to diversity. UNC's Enrollment Plan outlines strategies for UNC to fulfill its public mission by enrolling students who reflect the diverse demographics of Colorado and the West. UNC has a long history of serving underserved students. The Team confirmed that students of color and those who are the first in their families to attend college are important student populations at UNC; 26% of the fall 2014 enrollment comprised students of color and 35% were first generation college students.
- UNC's six year graduation rate of 46% was a concern for the UNC administration and the visiting Team and UNC is wisely tracking and beginning to interpret trends for particular ethnic groups. The largest group of students from under-represented groups was comprised of students who identify as Hispanic or Latino. These individuals collectively showed a steady

increase in the six year graduation rate. The Team encourages UNC to continue to study these trends and address matters through its Student Success Collaborative and Supplemental Instruction initiative.

- The Team confirmed that UNC participates in the Higher Education Research Institute's Faculty Survey, Freshman Survey, and College Senior Survey and has done so since 2007. On items related to diversity and multiculturalism, UNC's faculty and students generally express high levels of support for multiculturalism in comparison to their counterparts at similar institutions nationwide.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- According to a review of the self-study report and onsite Team interviews with administration, faculty and staff, UNC demonstrated to the Team that it extends its educational role to the community it serves and to the greater public. Examples included UNC's leadership role in spearheading an Economic Impact Study (2005-2007) which provided valuable information about UNC's contributions to the economic growth and quality of life of Greeley, CO. Moreover, UNC's partnership with the City of Greeley in the development of the University District is revitalizing the neighborhood and businesses surrounding the UNC campus. UNC has also joined forces with the city and the Downtown Development Authority to attain recognition as a Certified Creative District in Colorado's Creative Industries/Creative Districts Program. Finally, UNC faculty are productive scholars whose work contributes directly to the local, regional, national, and international communities. UNC's Carnegie Foundation's Community Engagement classification provide further evidence that the University is serving the public.

- The extended campus which offers off-campus and distance education significantly strengthens UNC's ability to fulfill its mission. By bringing the University to students who could not otherwise benefit from UNC's programs, UNC demonstrates its commitment to serve the public good.
- According to a review of the data and through the onsite conversations with administrators, faculty, staff, and students, the Team validated that UNC regularly communicates with state legislative bodies and affiliated agencies such as the Colorado Department of Education and Colorado Commission on Higher Education. Select leaders represent UNC at meetings regularly where knowledge is gained about state policies and regulations and UNC is provided a voice in the creation of such policies through this representation. It was noted that faculty and staff also serve on statewide committees.
- UNC preserves its relationships with long-time and faithful donors who support the University; UNC closed its last fiscal year with almost \$8 million in total gifts, reflecting a steady growth in private support over the last several years. Moreover, UNC forges key partnerships which serve the greater public good. Examples include a partnership with the Denver Scholarship Foundation to increase college access and completion rates for low income graduates of Denver public schools. Another example is UNC's involvement in the Stryker Institute for Leadership Development, which serves low-income, nontraditional women students.
- Further evidence of UNC's engagement with external constituencies that serve the mission includes the relationships with specialized accreditors; 33 academic programs carry specialized program accreditation. These relationships directly respond to the mission of providing high quality comprehensive baccalaureate and specialized graduate programs.

Team Determination on Criterion One:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The public role and statutory mission of the University is understood at all levels and is reflected in its stated vision, values, goals, and planning procedures. All services and activities of the University are tied directly to the academic mission and priorities. Consultation and collaboration at appropriate levels are evident and effective. There is broad understanding that the Academic Plan, Strategic Framework, and Planning Map, which drive many budgetary and curricular decisions, are direct manifestations of the mission. The University's successful voyage through the Recession has resulted in effective reallocation of priorities and a revised planning philosophy that more closely ties together

enrollment, student success, revenues, and budgeting. The University has broadened its vision to consider the significant changes that impact how, when, and where students acquire the knowledge and skills that they need. The University is actively finding ways to preserve its unique mission and identity while still expanding its size and scope.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- In its assessment of personnel operations within UNC, the Team met with the Human Resources director and the leadership of classified staff. Additionally, an open forum with classified staff was held. Based on the review of the materials and feedback from staff, the Team confirmed there was consensus about the need to put more structure around the exempt professional staff. University executive leadership and the human resource director are leading this initiative. The University has engaged the services of a consultant and clear steps were outlined regarding a plan to complete this effort which will address concerns of pay and work equity and compression. The Team confirmed that the University is striving to address issues and operating with integrity in this regard.
- UNC undergoes an annual external audit. A review of the most recent one showed a very modest set of recommendations from the auditor, along with an unqualified approval of audit results. In addition, UNC has a full-time internal auditor who conducts reviews of a range of UNC offices and programs. A review of a two audits (“Athletic Camps Review,” October 17, 2014, and “Conference Services Review,” October 17, 2014) showed attentiveness to fiscal controls to minimize the risk of fraud and theft, as well as the timely performance of background checks for persons who will be interacting with minors in settings in which UNC is responsible.
- There is evidence that the Board of Trustees takes seriously its role of ensuring the integrity of UNC’s major operations. The Board has set rules for fiscal operations (June, 2012). It has an Audit Committee that helps determine which portions of the University will undergo an internal audit. A review of internal audits shows that they are shared with that committee (page two of internal audits lists distribution of audit results).
- UNC has a robust set of policies, established by the Board of Trustees to lower units, which establish that the faculty controls the curriculum and establishes the central requirements for degree programs. As was reported in the self-study and confirmed

through conversations with faculty, department chairpersons, and faculty senators, the Faculty Senate serves as the locus of academic policymaking.

- Evidence, ranging from a review of UNC Board policy to a review of external audits, shows that the institution's auxiliary units are managed in a manner that ensures adequate fiscal controls and adherence to the overall mission. A conversation with the directors of several such units (including dining services and residence halls), along with review of promotional materials distributed by those units, shows that their programming is done in a manner that contributes to the institution's educational mission. In addition, the programming and services offered are also attentive the student diversity, such as LGBT-themed events and dining service locations with Islamic and kosher alternatives.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- UNC, under the leadership of its Financial Aid (FA) Office, presents extensive information about costs involved in attendance, including through the UNC website. The evidence is that it does so clearly and fairly. For instance, when briefly mentioning room and board costs in publications (rather than the full description on the website), FA presents the costs associated with the most commonly selected options, rather than the least expensive ones, in order to give a more accurate description. The certificate programs the University has that are not Title IV eligible are clearly identified as such in the University Catalog (which is available via the Registrar's Office website).
- A review of UNC's website shows a great deal of program-specific material, including a good amount that is of a promotional and student recruitment nature. According to conversations with multiple UNC personnel, including academic, administration, and professional staff, website presentation is typically preferred since the information can more easily be kept current, including changes in program requirements. A review of UNC web pages shows that degree program requirements are normally routed through a hyperlink to the relevant section in the University Catalog so that students and potential students are given current and accurate information. University personnel described a process for development of marketing materials in which academic departments and faculty have a leadership role in order to best ensure accuracy in the information presented.
- UNC, through its website and other publications, clearly displays its recognition by the Higher Learning Commission. It also lists a broad array of specialized accreditations for various programs within the University. There is not, however, an

- easy way to verify the ongoing nature of those listed specialized accreditations. A review of several programs showing specialized accreditation, by going to the accreditors' websites, showed that all were current. A description of accreditation status, including the dates of accreditation (such as initial approval through the date of needed re-accreditation) could improve information value and transparency.
- UNC's undergraduate and graduate catalogs are kept current on the institution's website. These documents describe program and general education requirements. The institution's self-study referred to, but did not describe, a process for regularly updating those documents. Conversations with the Registrar, department chairpersons, and senior administrators described that process, which is inclusive and seen as effective as far as ensuring accuracy in the information communicated.
 - A review of the university catalogs and the university website showed a listing of academic personnel. This listing includes data on the level of credential each faculty member has, as well as the year and the institution from which the faculty earned it.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution's self-study describes a collaborative relationship between the Board and the institution's senior leadership in regards to decision-making. Conversations with senior administrators, Board members, and a review of Board minutes provides evidence of such a relationship. For example, a review of the June 13, 2014 Board minutes shows further discussion of the proposal for a Campus Commons, followed by a vote in favor of moving forward with that project.
- A review of UNC Board of Trustee (BoT) minutes (in 2013 and 2014) shows discussions focused on matters that are appropriate for trustees and which are

oriented towards enhancing the institution. For instance, the BoT has held discussions about how to best conduct annual evaluations of the institution's president. The board also had a facilitated discussion about the roles and responsibilities of higher education governing boards (see BoT minutes from September 13, 2013).

- There is strong evidence that the BoT considers the role and interests of internal and external stakeholders in its discussions and decisions. Each fall the BoT has a retreat. A review of minutes of the last three retreats shows attentiveness to these groups. For instance, in its 2011 retreat, the Board was given a presentation about new UNC initiatives to engage donors and alumni. It also regularly reviews actions taken by the UNC Faculty Senate, including approving recommendations from that body (e.g., see November 18, 2011 BoT minutes).
- Discussions with a wide array of faculty, staff, students, and administrators conveyed a general sense of UNC's mission. One notable aspect of those discussions, however, was the wide range of responses as to the core of that mission. UNC has a mission set by state statute, but it also has statements of its values, vision, goals, and purposes, all set by the Board, that are consistent with the statutory mission. The Board may wish to consider consolidating or otherwise clarifying its set of statements about UNC's identity and unique role.
- A review of UNC Board Bylaws shows provisions about what constitutes a conflict of interest and how to proceed in the event of such a conflict. A survey administered to the BoT revealed no concern about such conflicts of interests. A review of BoT minutes from the past several years, including from annual retreats, shows no clear evidence of any such conflicts.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The UNC Board of Trustees has a policy on academic freedom that stipulates academic personnel have freedom in their teaching, scholarly and artistic activities, and the dissemination of the results of those activities. This policy is publicly available on the UNC website. A faculty survey, described in the institution's self-study, showed that nearly 90% of faculty are comfortable with their level of academic freedom in the classroom.
- A review of University Regulations (3-3, Part 8) and the Board Policy Manual (Part 1) shows a detailed process for faculty evaluations that includes peer review. Such peer review helps ensure the integrity of the faculty member's teaching and research activities, as well as the integrity of the overall process.

- Conversations with faculty from a range of disciplines gave evidence of a broadly shared sense of academic freedom. Inquiries about instances in which faculty were investigated for statements made in class or for their research or creative work only revealed a single case in the past four years. That instance was a result of a student complaint. An investigation was conducted but no formal disciplinary action was made. In conversation, senior faculty, faculty senators, department chairpersons, and junior faculty expressed confidence in the institution's respect for academic freedom.
- As reported in its self-study, UNC has rules establishing what constitutes academic misconduct in scientific research. A review of University Regulations confirmed this regulation. The regulation also outlines in detail the process for reporting and investigating alleged misconduct.
- In order to comply with federal mandates in regards to the Responsible Conduct of Research (RCR) for federally funded grants (e.g., from the National Science Foundation, the National Institutes for Health, etc.), UNC has developed a Responsible Conduct of Research Training Plan. It is available through the Office of Sponsored Programs website. Although the document expresses the hope that it will set standards for all research conducted under UNC auspices, it articulates mandates for all UNC personnel (including students) who are participating in grant-related research from relevant agencies. It lays out a robust set of responsibilities for personnel ranging from senior administrators to grant primary investigators. In particular, the document establishes requirements for training and lists additional resources available to researchers.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- A review of University policy shows that the institution mandates that all research that involves human subjects must be reviewed by the UNC Institutional Review Board (University Regulation 3-8-104). This policy is set by the Board of Trustees. The IRB is comprised of 14 faculty and staff persons from a range of disciplines and backgrounds.
- As reported in the institution's self-study, and confirmed via a review of relevant web pages, the Office of Sponsored Programs advises faculty on the ethical use of grants

and avoidance of conflict of interests, including in grant monies. In addition, UNC has joined the Collaborative Institutional Training Initiative to make online trainings available to faculty and staff at no charge. These online training modules include an array of topics relevant for the ethical conduct of research, including Health Information Privacy and the Protection of Human Subjects in Research.

- A review of the Office of Sponsored Programs website shows that, as is reported in the institution's self-study, there is an Institutional Animal Care and Use Committee. According to Sponsored Programs, "every research, testing, and teaching project involving the use of vertebrate animals must be reviewed and approved by the IACUC prior to initiation." A close review of University Regulations, however, did not show any formal regulation backing up this policy. If there is such a policy, it should be put forward in a manner that is easily located. If there is not such a formal policy, UNC should strongly consider adopting it and incorporating it into its set of University Regulations.
- A review of the UNC Student Code of Conduct shows that students are advised of the need to avoid academic dishonesty and the penalties to which they may be subject if found guilty. Conversations with faculty and library personnel conveyed not only knowledge of this Code, but also concern for helping students avoid academic dishonesty. For instance, many courses in the Liberal Arts Core have an information literacy component that involves working with University personnel (often library staff) in the ethical use of information resources.
- Team members met with a broad variety of faculty, staff, and students and did not hear any concerns expressed about faculty academic dishonesty (e.g., falsifying of credentials, plagiarism in research, etc.). Graduate students, however, did express a desire for a policy that would buttress the intellectual property rights they might claim for work they perform in their research and coursework.

Team Determination on Criterion Two:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

In its intentional movement from a decentralized operation to a more unified and centralized system, the University has developed a strong set of central policies and procedures that simplify and clarify academic and management practices. Such centralization helps to ensure that practices will be ethically, legally, and academically sound. Considering every aspect of the institution, including students, courses, programs, management, finances, communication, marketing, etc., the University has invested considerable resources to advance the integrity of its practices and procedures. From the Board of Trustees to students and out to the larger community, the institution operates openly and independently for the greater good of its students and the community it serves. Certain practices that have not yet been completely centralized, such as certain policies, data sets, and compliance practices, have been identified by the University and are being brought together for better

management and greater visibility.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- In meetings with the Criterion 3 committee and with deans of colleges with professional accreditations each confirmed the presence of a 5-year program review process in which all programs participate. An external reviewer participates in each review. A meeting with the department chair, dean, provost, and assessment director is held at the end of the process during which time an MOU is signed with the provost regarding the plans for the future and the funding needed as the program moves forward. An annual report is required to report on progress.
- A table was provided that listed examples of learning outcomes for undergraduate and graduate programs. Appropriate differentiation of student learning outcomes was noted and confirmed in conversation with the Criterion 3 committee.
- The interview with representatives of off-campus programs discussed the processes for assuring consistent student learning outcomes for on-campus and off-campus programs including dual credit. The dual credit faculty must hold the same credentials as on-campus faculty and must use the same course syllabi and textbook. The university has provided a website specifically for high school dual credit adjunct faculty that includes policy and procedural information needed including students with disabilities and grade submission policies. A webpage for dual credit students is also available.
- Faculty who teach off-campus online classes must go through Quality Matters training prior to teaching online. The Quality Matters website confirmed this information. During the Off-Campus Programs interview they stated that the same process is not required of courses that are taught online for on-campus students.

This was recognized to be a needed improvement that needs to be addressed. The Team members were given access to some active online courses and found that the structure and activities of the classes were consistent with good quality online standards.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Learning goals have been established for the general education core. The courses are designed to meet the state's gtPathways (Guaranteed Transfer and Guided Pathways) goals. Interviews with the Assessment Council and the Liberal Arts Council (LAC) indicated that these outcomes have been in place for the past decade. At this time a consistent assessment process for these goals has not been developed but a team attended an assessment conference to gain knowledge to inform this process and these groups stated it is a priority of UNC to get this in place very soon. UNC is a participant in the HLC Academy for Assessment of Student Learning. The State of Colorado has been working on establishing student learning outcomes for the six areas defined by the state and waiting for that process to conclude has delayed the UNC development of student learning outcomes for the overall core.
- Student learning outcomes exist for all courses but not the general education core as a whole. Concern was expressed that 60% of LAC courses are taught by adjunct or contract-renewable faculty. UNC identified a need for more thorough communication with the adjunct and contract-renewable faculty about the intentions and goals of the LAC and stated that this is an area they will be addressing. Conversations with

several students (obviously not a scientific survey) indicated that the students generally understand and support the broad-based learning they receive in the LAC courses, and it appeared that the students cannot distinguish accurately among the various “ranks” of the faculty who teach these courses. The students were not fully aware of how the LAC program relates to their majors. The Team suggests that the LAC course options and/or course requirements be integrated into the major program outlines so they can be seen as part of the major and not something extraneous.

- Eighty six percent of programs require a capstone experience. The document entitled Undergraduate Capstone Requirements lists each program area and the type of capstone experience the students in that program have from student teaching, research, and other practicum and field experiences.
- The 2013 faculty HERI survey provided evidence that the faculty include research and require students to analyze and interpret data, to critically evaluate their position on an issue, and to evaluate the quality and reliability of information they receive, among other areas representing the mastering of modes of inquiry and creative work, and do so at a level higher than the national average.
- In the interview with representatives of Off-Campus Programs they stated that diversity is a focus of the campus. UNC has a close relationship with urban education and the Denver schools. Because of the large Culturally and Linguistically Diverse (CLD) populations in Colorado schools it is easy to find schools for pre-service teachers and others to have diversity experiences. A focus of the campus is to increase the number of international students. At this time virtual campus tours are given in seven languages. This group also stated that a point of pride for the university is having the four cultural centers. Two of the requirements for the university general education core are a multicultural course and an international course. One of the university’s online programs is a CLD Endorsement for teachers, either through a master’s degree or the endorsement courses only.
- In their interview the Research Conduct group discussed that research is one of the 9 Core Plans and that for three years faculty could request a course release for Research, Scholarship, and Creative Works (RSCW) and grant writing. Given that research is an area of emphasis, several programs have been developed such as a summer support initiative. UNC is continuing to look at ways to help support faculty in their scholarly research endeavors. This is evident in the 2012-2015 UNC Research Plan. The deans also stated that UNC has made positive moves and that funding for faculty has increased and there are several sources from which faculty can receive support. This information was confirmed by the Faculty Senate Executive Committee.
- Undergraduate research with a faculty mentor was discussed by the Research Conduct group. These efforts are celebrated each year with various college research celebrations such as the NHS Research Celebration and the Annual Research Day for which the programs were provided. A Foundation account exists to fund student research.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- During the past 10 years the faculty increased by 136 positions which maintained an average class size of less than 40 students. The faculty leadership and the faculty who attended the open forum indicated their support for small classes and the ability to offer more personal attention to students as a result. The students in individual conversations stated one of the reasons that they came to UNC was because of the reputation for personal attention. Even though faculty salaries were frozen for three years, in the faculty survey the percent of faculty who were thinking of leaving had decreased. The only area of concern is that as the faculty increased the percent of part time faculty increased. The increase in full time faculty is 44 of the 136 positions.
- The Board policies document listed the various faculty types. Faculty have the appropriate credentials for the level of students that is being taught. The Off-Campus group verified that faculty with responsibility for teaching off campus in whatever format are required to have the same credentials as all other faculty. A random review of faculty credentials as they are printed in the Graduate Catalog confirmed that faculty are appropriately qualified.
- University Regulations and Board Policies outline the post tenure review process for tenured faculty. Faculty indicate some uncertainty about the tenure criteria and efforts are being made to clarify the criteria. Faculty who were promoted or tenured in the past year have been placed on a biennial evaluation cycle. Reviews are conducted by faculty teams. This was verified by the Criterion 3 Committee.
- The Center for the Enhancement of Teaching and Learning (CETL), Office of Sponsored Programs (OSP), and the Office of Assessment are three major faculty

development units. Conversations with CETL, the Assessment Council, and the Faculty Senate Executive Committee discussed the importance of each unit to assist faculty in their improvement of teaching and scholarship. Examples of some of their activities include 11 fellows who participate with OSP and the Office of Research on two-year initiatives to work on grant writing. CETL has teaching and learning fellows who deliver various workshops to other faculty. The Fellows webpage confirmed these activities. Of the workshops sponsored by CETL since 2006 50% of the participating departments were student services units and 54% of the participants were staff. During the Off-Campus group interview there was discussion about the Online Teaching Academy, which is a summer professional development activity for faculty who are new to online teaching. The Academy uses Quality Matters as the guideline for supporting quality online programs. The librarians and IT staff indicated they provide support for the Academy. One hundred faculty members have participated since summer 2011. One area that was mentioned by the faculty at the open forum as well as the Assessment Council and other groups was the Assessment Leadership Institute (ALI). Participants increased their knowledge of assessment techniques which had a direct impact on programmatic assessment throughout the campus.

- The Faculty Senate Executive Committee and the faculty in the open forum talked about two important internal grant opportunities that have had an impact on the campus. One is a grant in which a faculty member is given a certain amount of money to use as the faculty member sees fit in consultation with his or her department chair. The idea came from faculty and is seen as a great benefit. The others are the I@UNC (Innovation at UNC) initiatives for planning and teaching. There were 70 proposals and 10 were funded this past year. Examples of initiatives include an Interdisciplinary Patient Simulation Academy and the audiology department is doing hearing tests for service animals.
- Both students and faculty in individual and group interviews stated that the hallmark of UNC is the access students have to faculty. This is evident in the small class sizes which generally are no larger than 40 students. It is one of the main reasons that several students gave for attending UNC over other institutions. Faculty are expected to schedule office hours. The Senior Survey, Graduate Surveys, and Image Surveys support that student and faculty interaction is good. The Image Surveys include responses from alumni who also supported these claims. In the 2014 Senior Survey 76.9% of the respondents stated they were Very Satisfied or Satisfied with their ability to find a faculty or staff mentor.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- In the interview with the Academic Support and Advising group a variety of student support services were discussed. For students who are undecided (called "exploring students" by UNC) professional advisors are assigned until a major is declared and then advising is conducted by all faculty within the student's major department. All faculty also serve as advisors and the students indicated this helped them not only take the appropriate classes but also to receive guidance in preparation for their future careers. In the 2014 Senior Survey 67.9% of respondents were Very Satisfied or Satisfied with academic advising. The two comparison groups were nearly 9 percentage points lower. UNC stated they will be reviewing the advising structures to determine how to improve the services provided to students. In discussions with the Institutional Research staff, the question was raised about examining the wording of various surveys so that, for example, students might not consider their instructors to be "advisors" since there are also people who are not faculty but whose title is "advisor." The IR staff stated that they recognize the possibility of ambiguous wording and are beginning to work with the internal surveys in this regard. The proposed new Campus Commons would put all professional advisors and other student support services into one building. Though the construction of the building is surrounded by some controversy those who will benefit directly from the building are anxiously anticipating the completion of the building and see it as an important addition to the campus.
- The Center for Human Enrichment works with first generation students with limited income. Since this is funded through the TRIO program, the group is allowed to work with only 200 students. This group's persistence rate from fall to fall was 91% with 92% of the group in good academic standing. The six-year graduation rate for the group is over 50% which is higher than the general population. These activities were discussed in the Center's assessment report and during the interview with the Academic Support and Advising group. Discussions are underway to determine how to scale up these successful services to include more students. Extended campuses have the same services as those on the main campus including tutoring. All programs evaluate and modify their services annually.
- The Tutoring Center is certified through the College Reading and Learning Association. After the last program review, changes were made including establishing satellite tutoring centers in residence halls. In the 2014 Senior Survey 60% of UNC Seniors who responded to the survey were Very Satisfied or Satisfied with tutoring which was slightly higher than the two comparison groups. Also

available to students are Disability Support Services, the Women's Resource Center, and the Center for International Education which supports study abroad and international students which are an area of emphasis for increased enrollment. An intensive English program is available for international students. These support services were discussed in the Off-Campus interview group. A press release confirmed that UNC was designated as military friendly, a designation that goes only to the top 15% of educational institutions. UNC also has a McNair Scholars program that serves 30 undergraduate students each year. Many of these students have continued their education in graduate programs. Students indicated that the Counseling Center meets their needs.

- In the interview with the library staff the information literacy course was discussed; it is taught by librarians as a one credit course. This is a required course for criminal justice and audiology majors as well as students who are part of the TRIO program. Students learn how to do research and what plagiarism is and how to avoid plagiarizing the work of others. The University Writing Center helps students learn about plagiarism as well. The library also provides course integrated sessions for many classes – both undergraduate and graduate. The library provided instruction to 5000 students during the past year. All students have access to the library – whether on the main campus or other locations or online. Blackboard includes a link to the library website. Students at the other campus locations can request a book to be delivered – either a copy or the book – if the resource is not available locally. Students indicated satisfaction with the library services. In the 2014 Senior Survey 81.6% of the UNC respondents were Very Satisfied or Satisfied with the library. 3.9% were Dissatisfied and zero percent were Very Dissatisfied.
- In the interview with IT staff it was noted that IT has two responsibilities – to provide support for academic and administrative needs. An IT team has been identified which has responsibility for smart classrooms. IT has a plan to update 30 classrooms to smart classrooms each year. To support day-to-day issues faculty can call if they have a problem in a classroom and someone is there within five minutes. This coverage is provided until 7:30 pm each day so evening classes are supported as well as day classes. Another team works with wireless technology. One area that could be improved is wireless access in the residence hall. This is generally lacking at this time. A Blackboard governance group is an IT committee which includes instructional designers and librarians as well as IT staff. One of the decisions made by the group is when to make Blackboard upgrades. IT staff have also participated in the Student Services Assessment Institute which has helped them to develop metrics to assess the quality of their services. Students indicated they were Very Satisfied or Satisfied with computing assistance at a rate of 65.3% which was slightly higher than either comparison group. The list of software packages includes a variety of programs that are appropriate for UNC.
- The number of laboratories seemed appropriate for an institution of this size based on a list of laboratories available for student use. In the 2014 Senior Survey 71.5% of the respondents were Very Satisfied or Satisfied with the laboratory facilities and equipment. This is approximately 10 percentage points higher than the two comparison groups. Students are able to use the facilities as evidenced by the number of undergraduates who conduct research. Each year there is a research fair where the students are able to share their research with the campus. In the areas of fine arts they have a need for improved performance facilities. The proposed new

Campus Commons plan includes a performance facility within the new building. Students, the college dean, and the Faculty Senate Executive Committee believe that this deficiency will be alleviated when the Campus Commons building opens.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The Team held an open forum for students and approximately 50 students attended. Traditional and nontraditional undergraduate and graduate students, students of color, transfer students, and international students were represented. The meeting topics centered on their academic experiences, academic and career advising, financial advising, safety, facilities, the Commons, support for diversity, and parking. Regarding academic programs and academic and career advising, students used the words, extremely helpful, amazing, very knowledgeable, and respectful to describe their faculty and advisors. Evidently, faculty and staff truly care about the students at UNC. More consistency in graduate-level grading across academic disciplines and proficiency testing and waivers for select, basic undergraduate classes were suggested. Transfer students shared experiences of seamless transfer from community colleges. More focused departmental oversight of faculty and regularly implemented teacher reviews were also suggested.
- The faculty open forum included approximately 40 faculty. This group confirmed that a hallmark of UNC is the devotion of the faculty to the students and the student experience. They take pride in serving as advisors and in the small class sizes.
- Students shared that financial aid was transparent and that financial aid services were easy to access and students received fast responses to their financial questions. Students expressed their appreciation that UNC strives to remain affordable.
- A conversation about the Commons revealed varied levels of understanding of the project, but students confirmed they were already being billed the extra fee. They understood that just as they enjoy facilities funded by previous students, they too were called to pay it forward. Some concerns about parking were expressed. The student consensus on UNC's diversity initiatives was that such services remained a work in progress; however, international and students of color expressed that they felt comfortable and supported at UNC. Residential facilities and safety were lauded;

UNC was called an “oasis of safety”. The students confirmed that crime logs were regularly and widely shared via email blasts and the website. Recommendations were shared for separate graduate student housing focused on scholarly work and enhanced promotion of available student support services.

Team Determination on Criterion Three:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

UNC employs a thorough and robust process for developing, delivering, and evaluating all academic programs. It ensures that specific learning goals are consistent across all modes of inquiry and course delivery through mechanisms entailed in program review, faculty evaluation, and established departmental criteria. A strong state-developed core of general education and liberal arts is administered and evaluated regularly. The University and the state higher education entities are working together to develop and ensure appropriate learning outcomes at the program and course levels of the Liberal Arts Core. Co-curricular academic outcomes and student services are also regularly assessed and emphasized. The diversity of human experiences is recognized formally in the curriculum, in student activities, in recruitment and enrollment, and in international and cultural activities of many types. Faculty qualifications and effectiveness are examined and measured continually. Even in the face of unpredictable state funding, the institution has identified and found a way to budget for necessary capital improvements that are needed to support the academic mission more effectively. The University continues to target and examine increased assessment and improvement techniques, particularly in regard to the Liberal Arts Core program. The financially based need for enrollment growth has resulted in plans for new methods of addressing student advising, tutoring, persistence, and graduation success. UNC is a learning institution.

CRITERION FOUR: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- According to the evidence in sample program reviews, various assessment reports, in published policies and procedures, and other documents and interviews, the Team learned that UNC demonstrates the quality of its educational programs through regular program reviews, evaluation of the credit it transcripts, and evaluation of the success of its graduates.
- UNC conducts program reviews of its unaccredited academic programs and student services units every five years. Program reviews of accredited programs are conducted in coordination with the accreditation review cycle and occur at least once every ten years. The process culminates in an MOU developed between the department and the Provost, detailing expectations for improvement and resources to be provided over the next five years. Outcomes from recent program reviews include the development of new academic programs (e.g., majors in Africana Studies with emphasis in secondary teaching; MBA; Master of Accounting; minors in geographic information science, and a certificate program in criminal investigations), renovation of a performing arts venue, and the addition of faculty and staff lines.
- Departments evaluate syllabi for courses proposed for transfer of credit and, since 2013, UNC has maintained a transfer library of approved courses. For students seeking transfer credit for general education courses completed at other public Colorado institutions, UNC provides a list of courses that are eligible for guaranteed transfer, pursuant to Colorado statute.
- High school teachers in the dual credit program must hold a master's degree in the subject area. Syllabi for dual credit courses are reviewed by the UNC departments to ensure the student learning outcomes for the equivalent UNC courses are included. Departments maintain files with the dual credit teachers' credentials and current class syllabi.
- UNC collects information on the success of graduates, including job placement and

post-graduate study, through instruments including the graduate exit survey which is administered each semester and an alumni survey.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- From documents and interviews, the Team learned that UNC has expanded its capacity to promote systematic assessment of student learning and that academic and co-curricular units engage in assessment to improve student learning. Upon joining HLC's Assessment Academy in 2012, UNC developed two projects, one focused on strengthening program-level assessment and one on assessment of the Liberal Arts Core.
- All academic programs have submitted annual reports providing evidence that the programs are using assessment results for program improvements, including adding or modifying course content, adding courses, and modifying assessment methods. The reports are reviewed by the Director of Assessment, who provides suggestions for improvement of assessment approaches, and the deans and associate deans also review the reports.
- Since 2010, UNC has required co-curricular programs to identify student learning outcomes, assess achievement of the outcomes, and use results to improve programs and student learning. This practice extends the assessment of student learning beyond the formal curriculum and illustrates the maturity of the institution's assessment program.
- In addition to the Assessment Leadership Institute, UNC promotes good practices in assessment through annual assessment fairs, started in 2013 and mentoring by the Director of Assessment and the assessment faculty fellows.
- Through its Assessment Academy project, UNC continues to pursue development of

measurable learning outcomes and identification of authentic assessment methods for the liberal arts core (widely referred to on campus as the LAC). Because of relatively recent statewide changes in how the general education program is managed, there has not been sufficient time to measure fully its effectiveness among upper-class students and graduates. The Team visited with faculty and students about the general education core and found good understanding of its purposes and a commitment to such a broad-based program. The Team made some suggestions about further integrating these courses into degree program and major curriculum guides in order to support it as a central part of a degree rather than something tacked on. A minority of students interviewed may still think of the liberal arts core as “something to get through” rather than part of their major program.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- According to the evidence in planning, financial, and academic documents, and verified by discussions with various constituents, the Team learned that UNC has goals and benchmarks for retention, persistence, and graduation rates, articulated in the 2012 Enrollment Plan and the Integrated Student Support Plan, which are among the institution’s Nine Core Plans. The institution demonstrates its understanding that with state funds likely continuing to decline or at least not to increase much in the foreseeable future, maintaining and growing enrollment is essential to its fiscal health. Increasing persistence of students has been targeted as one way of increasing enrollment. The 2014-15 Enrollment Plan indicates enrollment and retention targets for undergraduate and graduate students, provides data from the previous five academic years, and summarizes strategies for achieving targets.

- In 2014, UNC introduced the Student Success Collaborative, an on-line, data-driven advising system, which alerts students, faculty, and staff to supports students may need to stay on track for graduation.
- The office of Institutional Research and Analysis Services (IRAS) collects, analyzes, and reports enrollment, retention, persistence, and completion data through formal reports and an on-line interactive reporting tool. In response to data indicating that at-risk students lag behind majority students in persistence and graduation rates, UNC has made improvements in advising, programs for first-year students, and career exploration.
- A pending plan for building a new “Campus Commons” is largely an attempt to co-locate key student support services in order to gain more efficiency and visibility for students who might otherwise drop out. This “Commons” is clearly envisioned as a commitment to improving the rates of persistence and graduation, including services to the growing population of at-risk students.
- The IRAS was recently restructured, facilitating communication among the staff, and has begun working with faculty and administrators to continue improvement in interpretation of data for use in decision making. The data are disaggregated by program, made available to program directors and chairs, and addressed in annual progress updates and five-year program review reports. The Office of Assessment has also begun working with the faculty to improve the structure and wording of survey instruments and to interpret surveys and data for more valid and reliable data. The Team encourages the expansion of this service with a goal of producing more meaningful and efficient measurements and interpretations. The Team also suggested that the IRAS help develop an accessible digital archive for maintaining the various assessment reports and results that can be used for comparisons over time, and that will provide historical perspective for decisions at all levels.

Team Determination on Criterion Four:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The University’s program review process has moved the institution forward in many ways. It makes use of external review and gives meaningful feedback that is used for improvements. Specialized accreditation, another external source of quality check, is maintained whenever it is a necessity or an added value for students. Assessment practices have been greatly improved through investments in infrastructure such as Digital Measures, LiveText, the Student Success Collaborative, and staffing in the Office of Assessment. Faculty involvement in assessment has increased and is evidenced by participation in several Assessment fellowships and councils, including the HLC Academy for Assessment of Student Learning. Student persistence and completion is an academic, financial, and mission-driven focus that is relying on conscientious use of student data for decision-making. The University recognizes it still can make significant improvements through these

practices and has identified specific actions to ensure that student success continues to improve. The growing importance of the graduate program sector has led the Graduate School to employ market analysis and data collection from existing students and program graduates in order to meet the needs of a changing market and to enhance its role as an evidence-based practitioner in graduate education.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- According to an in-depth review of the self-study and accompanying materials in the resource room, including the Annual Update Fiscal Indicator Report and additional fiscal information compiled by the CFO, the Team found the Total Composite Indicator Score (CFI) of 2.0 for FY 2012, 2.1 for FY 2013, and a projected 1.42 for FY 2014 to be "in zone" as a measure of fiscal health for public institutions. The decrease in FY 2014 was actually planned and anticipated and will have continual monitoring. The Team commended UNC for implementing a centralized resource allocation process, known as the revenue river. It was instrumental in acquiring the necessary reserves being used now for strategic investments. The Team considered this strategy wise and impactful.
- UNC has developed and deployed a plan of multi-year deficit spending to strategically invest in initiatives as the pathway to long-term fiscal stability. The University has set for itself five critical targets for enrollment, cost containment, and student success. The University administrators and staff, the Board of Trustees, and the visiting Team confirmed the goals are aggressive, robust, and important. Consistent evaluation of each

target was considered paramount among all parties because the institution's future resource base relies on the achievement of these goals. The five critical targets are outlined below:

- Grow enrollment to over 15,000 students by fall 2018.
 - Increase the proportion of graduate students in total enrollment from 20% to 25% by fall 2018.
 - Increase the average year-to-year undergraduate persistence rate by 2%, to 83% by FY 2018.
 - Identify at least \$2.4 million in new sustainable cost savings by the end of FY 2018.
 - Pursue funding to break ground for the Campus Commons in the summer of 2016 and complete the second of two construction phases by the end of 2018.
- A review of the information and a meeting with Extended Campus staff verified that off-campus and distance education enrollment was growing at a steady pace of approximately 5% per year, with 46% of UNC's graduate enrollments now off-campus or online further strengthening the resource base of UNC. The Extended Campus wisely employs a full-time market researcher to regularly scan the environment and identify emerging educational needs. The executive director shared future plans for new program delivery showing the continually evolving nature of this segment of UNC.
 - A review of plans for the Campus Commons resulted in Team agreement that this bold new space will allow UNC to re-imagine and deliver a more integrated student support system which could contribute to increased undergraduate, on-campus student degree completion. Campus Commons can be a distinctive space that can serve as a gateway to the campus. The Team also agreed the campus community needed greater clarity about the plans for the Campus Commons, which will be a physical resource designed to strengthen UNC. UNC executive leadership was advised to address campus community concerns about the Commons and to move forward.
 - Based on conversations with students and knowledge gained during the visit about the residential facilities, the Team commended UNC on its variety and quality of student residential facilities. Residential living supports the University's educational programs in robust and significant ways; the intentional and strategic connections to learning were noted.
 - As evidenced by conversations with the Board of Trustees, administrators, faculty, and staff, the Team noted that fundraising is and will continue to be an important factor to ensure UNC can meet its mission and continues to prosper in the future.
 - According to comments expressed by faculty and staff during the onsite Team visit and based on a review of HR policies, the Team found that UNC provides noteworthy benefits for its faculty and staff. UNC remains one of the few state colleges in Colorado that offers free tuition to employees and their dependents. Many staff enjoyed this benefit, which also serves as a strong source of professional development.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Based on conversations the Team had with the Board of Trustees, the Team confirmed the governing Board is knowledgeable about the institution and engaged and that the Board provides oversight of the University’s financial and academic policies and practices and that it is meeting its legal and fiduciary responsibilities. The Board members expressed their support of UNC’s planning and enrollment and retention goals. They concurred that UNC’s ability to achieve its goals is critical to its future and Board members shared that their Audit and Finance Committee regularly reviews and will continue to regularly review the University’s progress.
- The Board reported that UNC has a good history of controlling expenses. This past fall, the Board held a retreat where UNC’s Nine Core Plans and Five Support Goals to achieve fiscal stability were shared and approved. While philanthropy has not always been a priority as a state university, the Board confirmed that gains in fundraising will be among the strategies to achieve fiscal stability. Also, critical to the University’s success and stability will be improving student persistence and graduation rates. In short, UNC must keep more and enroll more students! In summary, the Board of Trustees reported that University initiatives are moving in a good direction, but they will need close and continual monitoring at both University and Board levels.
- The Team’s review of UNC’s organizational structures confirmed that administrative structures exist to promote effective leadership and support. The Team commended UNC for ensuring that University activities center on student learning and the academic purpose of the organization. However, the Team advised UNC to review the number of direct reports to the Provost and Senior Vice President and explore a supervisory structure which would preserve the academic centrality while segueing direct supervision of enrollment management and student services to another leader. Considering the critical nature of achieving its robust enrollment goals, more supervisory time for enrollment management will be needed. Administrators at the executive levels expressed agreement that their professional development efforts among senior and rising staff members are designed to spread these responsibilities more equitably without separating “student services” from academic centrality.

- Shared governance was found to be an important institutional value among all constituents and when each party identified the number of committees and councils to which they were elected or appointed to serve, the Team confirmed that UNC provides numerous opportunities for shared governance. UNC has long-standing representative bodies for its internal constituents, some of which include Faculty Senate, the Student Senate, the Classified Staff Council, and the Professional Administrative Staff Council. The Faculty Senate has specific responsibilities outlined in Board policy and the Faculty regularly exercises its responsibilities as evidenced by the Senate actions each year.
- The students also participate in the shared governance of the University. The Student Senate is an elected representative body of students with authority over the allocation and management of student fees as well as resolutions pertaining to student concerns. The Team confirmed that there is a process in place for collecting student input on matters and on communicating results.
- Based on a review of the self-study and information acquired during the onsite Team visit, the Team found many examples of campus communication and collaboration, some of which included the development of the Academic Plan, the branding campaign, conversations surrounding the Campus Commons, budget development, and enrollment management, the Initiatives at UNC, the Nine Core Plans, and provost presentations.
- The Team found the structure UNC uses for distance education prudent and working well, in short, it is an integrated model whereby the office of extended studies manages administrative responsibilities and the various colleges retain responsibilities for academic matters such as the hiring and evaluation of faculty, student advisement, and program quality.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The Team confirmed that UNC clearly understands and embraces the changing nature of higher education and that planning that is centralized, organic, and systemic is beneficial to the University. Planning at UNC does actively engage the campus community and planning has been and will continue to be an ongoing process of continuous improvement. The Team found that a culture of planning was emerging and not yet firmly rooted in every department or unit. Questions arose from some university constituents about whether UNC's complex planning framework would yield budget priorities and enhanced student learning on a broad scale. Despite the questions and concerns expressed during the visit, the Team was confident that the University's executive leadership team and the Board of Trustees understood the importance of regularly reviewing UNC's planning performance and results and that systems were in place to do so.
- The Team found links between program review, planning and budgeting. Examples included lab space enhancement for the Anthropology department, the addition of 1 FTE faculty in the Recreation, Tourism, and Hospitality program, and the development of the Campus Commons proposal in response to needs expressed by dining services, Dietetics, and Theatre Arts.
- The Team confirmed that UNC responded effectively to the financial downturn by developing new pricing and discounting strategies, implementing cost-saving measures, and investing in institutional priorities. UNC's approach was and continues to be innovative, setting it apart by establishing points of pride and areas of distinction. The president and administrators, faculty, and staff are to be commended for their achievements.
- While pre-planned deficit spending over several years is in play, the five year fiscal sustainability plan is a road map for how UNC can turn the corner to fiscal sustainability. The Team found that UNC has established annual targets to assess its performance in this regard. The Team concurred that these plans were aggressive and robust.
- A review of UNC's planning efforts and goals confirmed that growth in distance and graduate education plays a critical role in UNC's future. The role of the Extended Campus office and its fulfillment of its specialized administrative responsibilities will continue to be significant and important. The Team advised that UNC require all online undergraduate and graduate courses be developed through the Extended Campus office using the quality assurance structures established.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: _X_ Core Component is met
 __ Core Component is met with concerns

__ Core Component is not met

Evidence:

- Based on a review of the materials presented and from feedback gleaned through the Team visit, the Team confirmed that UNC has worked systematically to improve its performance since its last re-accreditation efforts. The Team agreed with the summary of their major accomplishments shared by administrators, faculty, staff, and students. UNC has become much better at assessment in all areas, they have a strong sense of their future and they have a clear understanding that funds will continue to be limited and that they must all work together. UNC made it through the great recession without great turmoil which speaks to the strength of their leadership and their faculty, staff, and students. They were able to come together for the common good. One of the University's developed strengths over the last ten years is that it has become much more systematic and integrated. Constituents and the Team agreed that learning how to operate in this environment also continues to be a challenge.
- The Team confirmed that the University's adoption of the Banner system greatly improved its sophistication and capacity for documenting and monitoring performance in a wide range of areas. Reports are regularly used for program reviews and to monitor enrollment, persistence, and graduation. Moreover, financial reporting allows managers to track and monitor expenditures, analyze trends, and develop annual budget proposals.
- While considerable improvements in documenting evidence have been made, the Team concurred with the self-study recommendation that better communication to all constituents of the data and analysis results would be beneficial to UNC. (Cf. 4C, above.)
- UNC operated in a decentralized fashion in the past. This was described by faculty and staff during the onsite visit as the traditional "silo" approach. The change to a centralized, integrated approach was touted as a key example of how the institution learns from its experience and changes for the greater good.
- The Team concurred with UNC's noted general strengths and found them to be evidence that UNC is growing, evolving, and working systematically to improve its performance. The Team summarized UNC's strengths below:
 - The University understands, anticipates, and responds to a changing environment.
 - UNC's planning is reflective of its mission and goals.
 - UNC invests in its employees as evidenced by its attention to faculty and staff compensation.
 - UNC uses data to budget and assess performance.
 - UNC has in place an organizational structure that puts the student and student learning at the heart of all it does.
 - UNC engages numerous stakeholders and the University's impact is significant in the community and throughout the greater region.
 - The Team also concurred with UNC's noted future actions, as summarized below:
 - Communication and information dissemination needs to be strengthened.

- Continue to promote opportunities for community-wide participation and shared governance.
- Oversight will continue to be needed on the complex planning process that has been created.

Team Determination on Criterion Five:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

The University understands, anticipates, and responds to changing environmental conditions with a focus on financial sustainability in support of its core mission. Planning and budget processes are guided by its educational purposes. The University forecasts operating results for all revenues, expenses, and transfers quarterly and is able to make changes accordingly. It has developed appropriate structures to support participation and collaboration by all stakeholders. Financial and operating risks are managed properly through regular checkpoints and centralized policies. The University recognizes that its complex planning process requires more detailed and widespread communication and involvement of all constituencies, and that it must be managed closely and carefully. As part of the need to include all stakeholders more closely in planning and improvements, the University invests significantly in development opportunities for its faculty, administration and management staff, students, and governing board.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. **Recommendation:** The team recommends reaffirmation of accreditation for The University of Northern Colorado.
2. **Timing for Next Reaffirmation Evaluation: 2024-25**
3. **Rationale:** The University meets all the requirements and criteria for accreditation and continues to measure its own effectiveness and to make continuous and appropriate improvements.
4. **Criterion-related Monitoring Required (report, focused visit):**
 Monitoring: None
 Rationale: None
5. **Federal Compliance Monitoring Required (report, focused visit):**
 Monitoring: None
 Rationale: None

B. Commission Sanction or Adverse Action

None

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- Yes No Legal Status
- Yes No Degree Level
- Yes No Program Change
- Yes No Distance or Correspondence Education
- Yes No Contractual or Consortial Arrangements
- Yes No Mission or Student Body
- Yes No Clock or Credit Hour
- Yes No Additional Locations or Campuses
- Yes No Access to Notification
- Yes No Access to Expedited Desk Review
- Yes No Teach-out Arrangement
- Yes No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

None

Appendix A

Interactions with Constituencies

The HLC Visiting Team met with many groups and individuals, both in pre-arranged meetings and informal contacts around the campus. The following list is extensive but might not include some individuals who were interviewed informally in chance encounters around the campus.

Groups

1. Board of Trustees (4 of 7)
2. Executive Staff, HLC Self-Study Coordinator, Faculty and Student Senate Leaders
3. HLC Steering Committee
4. Classified Staff Council Officers
5. Academic Support and Advising
6. Student Senate Officers
7. Assessment Council
8. Academic Freedom and Ethical Conduct
9. Athletics
10. Criterion 1 Committee
11. Criterion 2 Committee
12. Criterion 3 Committee
13. Criterion 4 Committee
14. Criterion 5 Committee
15. Federal Compliance Committee
16. Off-Campus Programs
17. Legal and Compliance Issues
18. Student Support Services
19. Distance Education
20. Finance and Budget
21. Library and Technology
22. Classified Staff Open Forum
23. Facilities Planning
24. Deans of Colleges with Accredited Programs
25. Math TLC Consortial Program
26. Internal and External Communication
27. Research Conduct
28. Liberal Arts Council
29. Institutional Research
30. Faculty Senate Executive Committee
31. Housing, Dining, and Recreation
32. Faculty Open Forum
33. Student Open Forum
34. Cultural and International Centers

Individuals by Title

University President
Acting Assistant Vice President for Research
Acting Dean, Monfort College of Business

Acting Vice President, Development
Administrative Assistant III, Event Planning and Scheduling
Administrative Assistant III, Graduate School
Administrative Assistant III, Monfort College of Business
Administrative Assistant III, School of Theatre Arts and Dance
Administrative Specialist, College of Humanities and Social Sciences
Admissions Recruitment Specialist, Graduate School
Assistant Vice President for Finance
Assistant Dean of Student Life
Assistant Dean of Students, Director of Community Standards and Conflict Resolution
Assistant Dean, University College
Assistant Director of Human Resources
Assistant Director, Assessment, Research Associate, Mathematics and Science Teaching
Institute
Assistant Professor of Higher Education and Student Affairs Administration
Assistant Professor of Music
Assistant Professor of Theatre Arts
Assistant Professor, University Libraries
Assistant Registrar
Assistant to the President
Assistant Vice President for Finance
Assistant Vice President, Facilities
Assistant Vice President, Information Management and Technology
Assistant Vice President, Student Engagement, Dean of Students
Associate Dean, College of Education and Behavioral Sciences
Associate Dean, University Libraries
Associate Professor of Applied Sciences and Research Methods
Associate Professor of Counselor Education, Coordinator, Professional Counseling
Programs
Associate Professor of Earth and Atmospheric Sciences
Associate Professor of Economics
Associate Professor of Finance
Associate Professor of History
Associate Professor of Nursing
Associate Professor of Nursing, Secretary, Faculty Senate, Chair, Elections Committee
Associate Professor of Special Education
Associate Professor of Sport and Exercise Science, Chair, Institutional Animal Care and
Use Committee
Associate Professor of Theatre Arts
Associate Professor, Economics, Acting Associate Dean, College of Humanities and Social
Sciences
Associate Professor, Human Services
Associate Professor, Music
Associate Professor, University Libraries
Associate Provost
Associate Provost and Dean of University College
Associate Provost, Dean of Graduate School
Associate Provost, Dean of University College
Associate Registrar
Chair, Faculty Senate
Chief Financial Officer and Senior Vice President

Data Scientist/IR Analyst
Dean, College of Education and Behavioral Sciences
Dean, College of Natural and Health Sciences
Dean, College of Performing and Visual Arts
Dean, University Libraries
Director of Athletics
Director of Compliance and Operations, Animal Research Facility
Director of Compliance, UNC Athletics
Director of Engagement, Associate Professor of Hispanic Studies
Director, Academic Advising
Director, Admissions
Director, Asian/Pacific American Student Services, Interim Director, Marcus Garvey Cultural Center
Director, Assessment
Director, Campus Recreation
Director, Career Services
Director, Center for Human Enrichment
Director, Center for International Education
Director, Center for the Enhancement of Teaching and Learning
Director, Counseling Center
Director, Dining Services
Director, Disability Support Services
Director, Financial Aid
Director, First Year Curriculum and Instruction
Director, Housing Services
Director, Institutional Reporting and Analysis Services
Director, Intensive English Program
Director, Marcus Garvey Cultural Center
Director, Native American Student Services
Director, Orientation
Director, Residential Education
Director, School of Communication
Director, School of Mathematical Sciences
Director, School of Special Education
Director, School of Teacher Education, Associate Dean, College of Education and Behavioral Sciences
Director, Special Education
Director, Student Athlete Academic Success
Director, Tutoring
Director, University Relations
Electronic Research Specialist and IRB Administrator
Equipment Mechanic I
Executive Director, Education Innovation Institute
Executive Director, Enrollment Management and Student Access
Executive Director, Extended Campus
General Counsel
General Labor II, Housing and Residence Life
Graduate students
Interim Director, School of Nursing
Internal Auditor
Lecturer/Senior ETT, Natural Science, University of Wyoming

Licensed Staff Psychologist
Licensure Officer, School of Teacher Education
PhD Student, Educational Psychology
President, Student Body
Professor and Chair of Anthropology
Professor and Chair of History
Professor and Chair of Political Science and International Affairs, Chair Salary Equity Committee
Professor and Chair, Physics and Astronomy
Professor of Audiology and Speech Language Sciences
Professor of Chemistry
Professor of Criminal Justice
Professor of English
Professor of Finance
Professor of Management
Professor of Marketing, Faculty Trustee
Professor of Mathematical Sciences
Professor of Philosophy
Professor of Philosophy, Chair, Faculty Senate
Professor of Physics, Chair, Codification Committee
Professor of Theatre
Professor, Community Health
Professor, Computer Information Systems, Associate Dean, Monfort College of Business
Professor, Counseling Psychology
Professor, Music
Professor, Sport and Exercise Science, Co-Chair, Institutional Review Board
Professor, Teacher Education
Provost and Senior Vice President
Registrar
Research Analyst
Senior Women's Administrator, UNC Athletics
Special Assistant to the Provost
Student (MA), History
Student (PhD student), Higher Education and Student Affairs Administration
Student Guides (18)
Student Senate Director of Finance
Student Senate Director of Student Affairs
Student Senate Student Rights Advocate
Student Trustee
Survey Specialist
Vice President, University Relations

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

The visiting Team had access to, and made use of www.unco.edu complete website and all the many resource links that are included and embedded in the Self Study Report (“RE 903”), plus the following additional resources and documents.

Team members had “lurking only” access to several online courses, granted with the consent of the instructors:

- HIST 100 – 970 American History Beginning to 1877
- SCED 561 - 900 Controversial Issues and the Teaching of Science
- NURS 702 - 900 Advanced Concepts of Vulnerable Underserved Populations
- SOC 235 – 900 Social Change
- EDSE 679 - 900 Interventions for Students with Cultural and Linguistic Differences

Additional documents requested and obtained during the visit:

1. 2013-2014 HERI Faculty Survey—UNC Specific Questions Regarding Liberal Arts Core
2. Office of Development and Alumni Relations FY2014 Outcomes and FY2015 First Quarter Update
3. UNC Complete Organizational Chart, 2014-2015.
4. Audit Number 2015-1: Conference Services Review, October 17, 2014
5. Audit Number 2015-2: Athletics Camps Review, October 17, 2014
6. Information Management & Technology Disaster Recovery Plan, August 20, 2014
7. GR Level Faculty by Rank and Load, Fall '12 through Fall '14
8. Memo: Financial Indicators, Final
9. Second Quarter Results (Fiscal Year 2014-15 2nd quarter financial report summarized)
10. Blackboard Instructor Logins Spring 2015

Appendix C Federal Compliance Worksheet

Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2015

Evaluation of Federal Compliance Components

Institution under review: University of Northern Colorado (1042)

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

- ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

There is a regular process for taking student complaints. It is easily available via the institution’s website. Once logged, a middle level or senior administrator is tasked with leading a response. The institution has set a goal of review, analysis, and response within 30 days.

Additional monitoring, if any

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution’s transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The evidence revealed that there is a process in place for undergraduate and graduate transfer credits that are published on the university website and that adhere to the statewide “Articulation and Institutional Transfer Guide” for the state of Colorado.

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy. **Yes**
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam). **Yes**
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The University of Northern Colorado has demonstrated adequate verification of student identity through a strict adherence to IT policy. Courses offered by Distance Education require secure sign-on procedures.

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
 - **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
 - **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
 - **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
 - **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
 3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
 4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
 5. Check the appropriate response that reflects the team's conclusions:
 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The evidence revealed that all subsections of Title IV have been addressed satisfactorily.

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The University of Northern Colorado has demonstrated a strength in placing policies and requirements on the website where it can be read by students, faculty, and the community.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The institution provides public information as required.

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Data on graduation rates and employment of graduates are kept and disseminated online.

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized

or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The University of Northern Colorado has numerous programs with specialized accreditation and this information is published online.

Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

- ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:

<http://www.unco.edu/>
<http://www.unco.edu/admissions/>
<http://www.unco.edu/admissions/admitted/transfer/make-plan/>
<http://www.unco.edu/admissions/living/>
<http://www.unco.edu/admissions/studentssupport/?safety>
<http://www.unco.edu/admissions/studentssupport/?help>
<http://www.unco.edu/admissions/studentssupport/?career>
<http://www.unco.edu/admissions/living/?communities>
 1042 2015 Continued Accreditation Self Study Catalog.pdf
 1042 2015 Continued Accreditation Self Study Catalog2.pdf
<http://www.unco.edu/generalcounsel/privacy.htm>
<http://www.unco.edu/universitydistrict/>
<http://www.unco.edu/safety/> [where to file report, no report of existing conditions]
<http://www.unco.edu/cybersecurity/>
<https://www.colorado.gov/archives> [data retention policy]
<http://www.unco.edu/studentengagement/>
<http://www.unco.edu/dos/Conduct/academicIntegrity.html>
<http://www.unco.edu/dos/complaints.html> [how to file complaint, not a report]
 1042 2015 Continued Accreditation Self Study AUDIT.pdf
<http://www.unco.edu/hlc/Third%20Party%20Comment%20Information.pdf>
<http://www.unco.edu/hlc/> [and Tables we needed, RE4500-467 etc, were not to be found. They are password protected on an internal UNC website]
<http://www.unco.edu/assessment/SurveyResearch/pdf/2012-2013%20Undergraduate%20Alumni%20Survey%20Highlight%20Report.pdf>
 1042 2015 Continued Accreditation-Federal Compliance.pdf
 1042 2015 Continued Accreditation Self Study Audit 2.pdf

Files were provided for the Panel analysis of contact hours and clock hours. These files included:

Miscellaneous, Miscellaneous-2 and documents linked to the Federal Compliance document

1. Self- Study
2. Student Handbook
3. Miscellaneous
4. Miscellaneous-2
5. Faculty Staff –Handbook

6. Catalog
7. Catalogue-2
8. Audit
9. Audit-2
10. Federal Compliance

Syllabi (n= 85) samples

1. UNC- FTF-8-BA-SES128
2. UNC- FTF-8-BA-SES403
3. UNC-FTF-15-BA-ART271
4. UNC-FTF-15-BA-HIST 280
5. UNC-FTF-15-BA-PSY265
6. UNC-FTF-15-BA-SOSC350
7. UNC-FTF-15-BA-ASLS160
8. UNC-FTF-15-BA-BAFN370
9. UNC-FTF-ACC-BA-ART184
10. UNC-FTF-8-BA-EDSE380
11. UNC-Hybrid-15-BA-COMM331
12. UNC-Hybrid-15-BS-BACS101
13. UNC-Distance-8-BA-COMM491
14. UNC-Distance-8-BA-MUS296
15. UNC-Distance-8-BA-PSY255
16. UNC-Distance-15-BA-ANT395
17. UNC-Distance-15-BA-ART190
18. UNC-Distance-15-BA-FND210
19. UNC-Distance-15-BA-PHIL150
20. UNC-Distance-15-BA-BACS101
21. UNC-Distance-15-BA-THEA225
22. UNC-Distance-ACC-BA-CR1404
23. UNC-Distance-ACC-BA-GEOG333
24. UNC-Distance-ACC-BA-MUS140
25. UNC-Distance-ACC-BA-PSY330
26. UNC-Distance-ACC-BA-BACS101
27. UNC-Distance-BA-PSY350
28. UNC-Distance-ACC-BA-PSY120
29. UNC-DS-15-BA-ART422
30. UNC-DS-15-BA-CRJ422
31. UNC-DS-15-BA-PSY493
32. UNC-DS-15-BS-BAAC422
33. UNC-DS-15-BS-GEOL422
34. UNC-DS-ACC-BA-ART422
35. UNC-IP-8-BS-ACCCIS
36. UNC-IP-8-BS-BIO492
37. UNC-IP-15-BA-ART445
38. UNC-IP-15-BA-EDSE444

39. UNC-IP-15-BA-SOC491
40. UNC-IP-15-BS-BIO492
41. UNC-IP-15-BS-CHEM422
42. UNC- FTF-8-GR-EDSE618
43. UNC- FTF-8-GR-EDSE702
44. UNC-FTF-8-GR-MBA610
45. UNC-FTF-15-GR-EDSE744
46. UNC-FTF-15-GR-ALSL657
47. UNC-FTF-15-GR-EDSE616
48. UNC-FTF-15-GR-MUS533
49. UNC-FTF-15-GR-MUS700
50. UNC-FTF-15-GR-SOC660
51. UNC-FTF-ACC-GR-EDSE701
52. UNC-FTF-ACC-GR-SES614
53. UNC-FTF-ACC-GR-SRM670
54. UNC-IP-8-GR-APCE612
55. UNC-IP-8-GR-EDSE730
56. UNC-IP-15-GR-EDSE697
57. UNC-IP-15-GR-EDSE730
58. UNC-IP-15-GR-SOC691
59. UNC-Hybrid-8-GR-CH635
60. UNC-Hybrid-15-GR-EDSE732
61. UNC-Hybrid-15-GR-MUS600
62. UNC-Hybrid-GR-CH533
63. UNC-Distance-8-GR-APCE757
64. UNC-Distance-8-GR-ELPS665
65. UNC-Distance-8-GR-HRS585
66. UNC-Distance-15-GR-APCE644
67. UNC-Distance-15-GR-CRJ580
68. UNC-Distance-15-GR-EDSE685
69. UNC-Distance-15-GR-EDSE744
70. UNC-Distance-15-GR-GERO625
71. UNC-Distance-15-GR-THED670
72. UNC-Distance-ACC-GR-HRS605
73. UNC-Distance-ACC-GR-PSY540
74. UNC-Distance-15-GR-CRJ532
75. UNC-DS-8-GR-ELPS799
76. UNC-DS-8-GR-PSY693
77. UNC-DS-15-GR-ART622
78. UNC-DS-15-GR-BAAC622
79. UNC-DS-15-GR-EDSE622
80. UNC-DS-15-GR-HIST622
81. UNC-DS-15-GR-HIST699
82. UNC-DS-15-GR-MUS622
83. UNC-DS-15-GR-SRM622
84. UNC-DS-ACC-GR-ART622

85. UNC-DS-ACC-GR-EDF622

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

In addition to the materials seen by the Panel, the Team had the following.

The Team had access to every link that was included in the Self Study Report, every link related to Federal Compliance, and to all of the few additional items that were requested during the on-site visit.

Review of UNC internal system for taking in, processing, and resolving student complaints.

<http://www.unco.edu/studentconsumerinfo/>
<http://www.unco.edu/costs/ExtendedCampus.html>
<http://www.unco.edu/costs/otherfees.html>
<http://www.unco.edu/costs/academicfees.html>

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: University of Northern Colorado (1042)

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes

No

Rationale: The University of Northern Colorado complies with all requirements for program length and tuition practices.

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
 - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted

practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The policy meets the regulatory requirements of the Colorado Department of Higher Education (CDHE).

2) Application of Policies

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

___ Yes

___ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

___ Yes

___ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

___ Yes

___ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

___ Yes

___ No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: University of Northern Colorado CO

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 03/09/2015 - 03/11/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Bachelors, Doctors, Masters, Specialist, Certificate

RECOMMENDATION: no change.

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Out of state offerings are limited to courses offered in contiguous states.

RECOMMENDATION: no change.

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: no change.

APPROVAL OF DISTANCE EDUCATION DEGREES:

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

The Commission's policies and definitions for distance and correspondence education recently underwent significant change. Some institutions are currently under review to ensure conformity with the revised policies. This entry will be updated in the coming months following completion of that review.

RECOMMENDATION: no change.

ACCREDITATION ACTIVITIES:

RECOMMENDATION: no change.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2004 - 2005

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2014 - 2015

RECOMMENDATION: 2024-2025



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1042 University of Northern Colorado CO

TYPE OF REVIEW: PEAQ: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	46
 Programs leading to Graduate	
Doctors	18
Masters	36
Specialist	2
 Certificate programs	
Certificate	14

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations:

- Cherry Creek SARC - Centennial, CO
- UNC Colorado Spring Center at Oracle - Colorado Springs, CO
- UNC Denver Center at Lowry - Denver, CO
- Greeley School District 6 - Greeley, CO
- UNC Loveland Center at Centerra - Loveland, CO

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Master 43.0104 Criminal Justice/Safety Studies Criminal Justice Internet

Bachelor 16.1603 Sign Language Interpretation and Translation BA American Sign Language - English Interpretation Internet

Certificate 16.1603 Sign Language Interpretation and Translation Certificate in Leadership & Supervision (ASL) Internet

Certificate 16.1603 Sign Language Interpretation and Translation Legal Interpreter Training Program Internet

Certificate 16.1603 Sign Language Interpretation and Translation Diagnostic Assessment & Skills Training Internet

Certificate 16.1603 Sign Language Interpretation and Translation Certificate in Educational Interpreting Internet

Master 13.0101 Education, General Natural Science K-12 Teaching Internet

Master 13.1202 Elementary Education and Teaching Elementary Education Internet

Bachelor 51.3101 Dietetics/Dietitian BA Dietetics Internet

Master 51.0203 Speech-Language Pathology/Pathologist MA Speech Language Pathology Internet

Master 13.0401 Educational Leadership and Administration, General MA Educational Leadership & Special Education (Interdisc) Internet

Master 13.1001 Special Education and Teaching, General Deaf and Hard of Hearing Internet

Certificate 51.3808 Nursing Science Certificate - Nursing Education Internet

Bachelor 51.3801 Registered Nursing/Registered Nurse Nursing (RN, ASN, BSN, MSN) (BS Nursing) Internet

Master 13.1001 Special Education and Teaching, General Special Education: Early Childhood Internet

ORGANIZATIONAL PROFILE WORKSHEET

Master 13.0401 Educational Leadership and Administration, General Educational Leadership Internet

Doctor 13.1202 Elementary Education and Teaching Educational Studies (Ed.D.) Internet

Master 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other Master of Nursing Internet

Certificate 19.0702 Adult Development and Aging Gerontology Graduate Certificate Program Internet

Master 50.0702 Fine/Studio Arts, General Arts and Design Internet

Master 50.0501 Drama and Dramatics/Theatre Arts, General MA Theatre Education Internet

Master 13.1001 Special Education and Teaching, General Generalist Internet

Master 13.1001 Special Education and Teaching, General Special Education MA: Gifted & Talented Education Emphasis or Gifted & Talented Endorsement Internet

Master 13.1001 Special Education and Teaching, General Special Education MA: Visual Impairment Emphasis Internet

Master 13.0101 Education, General Education MAT Curriculum Studies Emphasis Internet

Doctor 51.3805 Family Practice Nurse/Nursing Doctor of Nursing Practice (DNP) Internet

Doctor 51.3808 Nursing Science Nursing Education Internet

Master 42.2806 Educational Psychology Educational Psychology MA: Teaching Applications Emphasis Internet

Master 31.0505 Kinesiology and Exercise Science Sports Coaching MA Internet

Specialist 13.0401 Educational Leadership and Administration, General Educational Leadership Internet

Master 13.0101 Education, General Education MAT: Culturally & Linguistically Diverse Education Emphasis Internet

Master 13.1099 Special Education and Teaching, Other Special Education MA: Intervention Specialist Emphasis Internet

Bachelor 45.1101 Sociology Sociology Internet

Certificate 45.0701 Geography Geography Education Graduate Certificate Program Internet

Certificate 13.1013 Education/Teaching of Individuals with Autism Teaching Students with Autism (TSA) Graduate Certificate Program Internet

Recommended Change:

ORGANIZATIONAL PROFILE WORKSHEET

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

Present Offerings:

Master 27.0101 Mathematics, General Master - 27.0101 Mathematics, General (Mathematics M.A. - Teaching Emphasis)

Recommended Change:
