

A photograph of a modern university building at dusk. The building features a prominent central glass-enclosed tower with a brick facade. The sky is a deep blue, and the building's interior lights are visible through the glass. The overall scene is illuminated by the warm glow of the building's lights and the cool tones of the twilight sky.

UNIVERSITY *of* NORTHERN COLORADO

University of Northern Colorado Self-Study Report

Presented January 2015 to the
Higher Learning Commission
of the North Central Association
of Colleges and Schools

UNC

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LETTER FROM THE PRESIDENT



Dear Reader:

Thank you for reading this report on UNC's self-study to prepare for its upcoming visit by a review team from the Higher Learning Commission. Maintaining UNC's accreditation by the Higher Learning Commission was a critical motivation for the self-study, but we also used this process to advance our ongoing planning efforts, which are intended to identify fundamental and enduring improvements in how we provide transformative educational experiences for students.

I am grateful to the many members of our UNC community who invested tremendous effort in this self-study. It was designed to be a thorough, candid and inclusive process not only about looking back, but also about looking forward. As a result, in addition to assessing UNC's strengths, we have identified some important areas for future action as we advance UNC's distinctive role among Colorado's public research universities.

As a campus community, we can be proud of how far we have come, and how much we have overcome, in the past ten years. We are celebrating UNC's 125th birthday this year, and without question, change and challenge have been constants throughout our history. But resilience, optimism and innovation are part of our university community's DNA. We see and understand the ways in which our world has changed over the past decade, and we are responding. The challenges we have taken on and the lessons we have learned position UNC well for the next century.

Best,

A handwritten signature in black ink that reads "Kay Norton". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kay Norton
President

READERS' NOTES

Throughout the self-study, we have provided links to documents, artifacts, and websites that provide evidentiary support. These appear in the text as parenthetical citations and serve as links to materials we have placed in the electronic resource room. Each link has been assigned a resource exhibit number (RE#). Hyperlinked materials in the electronic resource room are housed on a secure SharePoint site that requires login credentials to access. Where a website is cited as evidence, a pdf version of the site is provided in the electronic evidence room, along with a link to the site as it currently exists. At the end of each chapter, a list of materials cited, along with the resource exhibit number, is provided.

List of acronyms or abbreviations

We have attempted to provide full names throughout the report, but you will find some abbreviations or acronyms. A list of these is provided for your reference.

Acronym or Abbreviation

AAEO	Affirmative Action Equal Opportunity
ADA	Americans with Disabilities Act
ALI	Assessment Leadership Institute
AP	Advanced Placement
APPIC	Association of Psychology Post-doctoral and Internship Centers
ASAP	Assault Survivor's Advocacy Program
ASATS	Annual Scholarly Activity Travel Support
ASRM	Applied Statistics and Research Methods
Board	Board of Trustees
Board Policy	Board of Trustees Policy Manual
CAO	Chief Academic Officer
CAPP	Curriculum Advising and Planning Platform
CAS	Council for the Advancement of Standards
CCE	Community and Civic Engagement
CCHE	Colorado Commission on Higher Education
CEBS	College of Education and Behavioral Sciences
CETL	Center for the Enhancement of Teaching and Learning
CFI	Composite Financial Index
CHE	Center for Human Enrichment
CIE	Center for International Education
CIRP	Cooperative Institutional Research Program
CITI	Collaborative Institutional Training Initiative
CLEP	College Level Examination Program

COF	Colorado Opportunity Fund
CORAC	Colorado Regional Assessment Council
CPI	Consumer Price Index
CRLA	College Reading and Learning Association
CSC	Classified Staff Council
CUPA	College and University Professional Association
EAB	Education Advisory Board
EBI	Educational Benchmarking, Inc.
ETS	Educational Testing Service
FRPB	Faculty Research and Publications Board
GLBTA	Gay, Lesbian, Bisexual, Transgender, and Allies
GPA	Grade Point Average
GSPD	Graduate Student Professional Development Program
gtPathways	Guaranteed Transfer General Education Curriculum
HEOA	Higher Education Opportunity Act
HERI	Higher Education Research Institute
HLC Academy	HLC Academy for Assessment of Student Learning
HSI	Hispanic Serving Institution
I@UNC	Innovation@UNC
IACUC	Institutional Animal Care and Use Committee
IB	International Baccalaureate
IDD	Instructional Design and Development
IEP	Intensive English Program
IMT	Information Management and Technology
IPEDS	Integrated Postsecondary Education Data System
IRAS	Institutional Reports and Analysis Services
IRB	Institutional Review Board
KPI	Key Performance Indicator
LAC	Liberal Arts Core (UNC's general education program)
MCB	Monfort College of Business
NASPA	Student Affairs Professionals in Higher Education
NCAA	National Collegiate Athletic Association
NHS	College of Natural and Health Sciences
NPP	New Project Program
OSP	Office of Sponsored Programs
OUR	Office of Undergraduate Research
PASC	Professional Administrative Staff Council
PDQ	Position Description Questionnaire
PERA	Public Employees' Retirement Association
QM	Quality Matters
RCR	Responsible Conduct of Research
Research Plan	Research, Scholarship, and Creative Works Plan

RFP	Request for Proposals
RSCW	Research, Scholarship, and Creative Works
SLO	Student Learning Outcome
SSAI	Student Services Assessment Institute
SSAI-PR	Student Services Assessment Institute for Program Review
SSC	Student Success Collaborative
STEM	Science, Technology, Engineering, and Mathematics
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TOEFL	Test of English as a Foreign Language
UG	Undergraduate
UNC	University of Northern Colorado
WICHE	Western Interstate Commission for Higher Education
WUE	Western Undergraduate Exchange Program

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Introduction: About UNC

Who We Are

The University of Northern Colorado (UNC) is a public doctoral research university of approximately 12,000 students. We are large enough to offer students, faculty, and staff meaningful opportunities in a doctoral research university environment and yet small enough to engage campus community members as individuals. Our faculty of strong teacher scholars is the bedrock for UNC's quality. As a campus community, we are deeply invested in the growth and success of our students. We cultivate the unique potential of each student, providing opportunities to learn from accomplished teacher scholars, collaborate with renowned researchers, and design and complete field work that prepares students for whatever path they choose. The undergraduate experience at UNC is grounded in a liberal arts tradition that supports students in exploring broadly, making connections, thinking critically, and engaging in studies that maximize their creative potential. The graduate student experience is characterized by close personal interaction with faculty mentors and a high degree of expert guidance in attaining professional competency. UNC is uniquely positioned among Colorado's public research universities and distinguished by the combination of:

- the individualized nature of the transformative educational experiences we offer students;
- our outreach to and support of underserved students;
- the world-changing research, scholarship, and creative works our faculty and students do together; and
- our commitment to working together as a community through a culture of inclusive collaboration.

History

In 1889, the State Normal School was established in Greeley, Colorado, to train teachers for the state's public schools. Local citizens raised the money to erect the first building on campus, and the cornerstone was laid on June 13, 1890. In October of that year, the school enrolled 96 students, who were taught by a staff of four instructors. Students who completed the two-year course of study were awarded certificates. Two decades later, the State Normal School became Colorado State Teachers College, which began offering Bachelor of Arts degrees in 1911 and developing a graduate program in 1913. In 1935, the college was renamed the Colorado State College of Education to reflect its fully developed graduate program. It became Colorado State College in 1957, and in 1970, it became the University of Northern Colorado in recognition of the growth in degree offerings and graduate programs, particularly in the fields of education, health, performing arts, and human sciences.

Location

UNC is located in Greeley, Colorado, the county seat of Weld County. Situated along the Front Range Urban Corridor, Greeley is approximately one hour north of Denver and one hour east of Rocky Mountain National Park. With a population of nearly 100,000 residents, Greeley is among the largest cities in the state. Historically agriculture has been the primary industry sector in the county, but recent years have brought growth in other sectors, including energy production, manufacturing, health and wellness, and business. One of the fastest growing counties in the nation, Weld County experienced a rapid increase in job growth between 2013 and 2014, with *Forbes* magazine rating the Greeley Metropolitan Area in the top five best cities for jobs in 2014 ([RE570](#), [RE571](#)).

One hundred twenty-five years ago, the citizens of Greeley recognized the value increased access to education would bring to the community, and their investment has been well-justified in the ensuing years. An economic impact study completed in 2007 documented the significant contributions UNC has made and continues to make to the city, region, and state ([RE572](#)). With nearly 1,700 full- and part-time employees, UNC is one of the largest employers in the city. In 2009, UNC launched a partnership with the City of Greeley to establish a University District. The partnership is revitalizing the neighborhoods and businesses surrounding the UNC campus ([RE433](#)). UNC also joined with the city and the Downtown Development Authority to attain recognition as a Certified Creative District in the Colorado Creative Industries Creative District Program, one of only 11 areas to achieve the certification ([RE573](#)). With its proximity to the natural beauty and recreational opportunities that abound in Northern Colorado, regional economic growth, and educational and cultural offerings, UNC is ideally situated to provide to its students a rich environment for learning and personal development.

UNC's campus in Greeley is located on 260 acres of land in the southeast section of the city. The campus consists of 76 classroom, residence, and service buildings. The physical beauty of the campus is frequently cited as a major asset in surveys of students, alumni, employees, and the larger community ([RE3](#), [RE4](#), [RE6](#)). In addition to its campus in Greeley, UNC has educational centers in Loveland, Denver, and Colorado Springs that support the university's mission and statutory designation for graduate preparation of education professionals.

Student Profile

In the fall of 2013, UNC's enrollment was 12,710; 78% of students were undergraduates and 22% were graduate students ([RE25](#)). The majority of students attend UNC's campus in Greeley, although a growing number of graduate students are enrolled through UNC's Extended Campus.

UNDERGRADUATE STUDENTS

In Fall 2013, 94% of UNC's 9,947 undergraduates attended classes at the Greeley campus, 88% attended full time, and 86% were Colorado residents ([RE32](#)). Thirty-five percent of undergraduates identified as first-generation, 32% were Pell-eligible, 25% identified as students of color, 13% were age 25 or older, and 2% were international students. Almost one-third of all undergraduates were in the College of Natural and Health Sciences, and one-fifth were in the College of Humanities and Social Sciences. Incoming freshmen had an average GPA of 3.29, and 71% were in the top half of their graduating class ([RE25](#)).

UNC is the first choice college for 71% of our incoming first-year students and the second choice for 23% of the students ([RE48](#)). They have ambitious goals for the future, with 69% planning to go on to complete some type of advanced degree. They are motivated to pursue their degrees by both pragmatic and intellectual interests. For example, 85% of incoming students report their reason for enrolling in college is to help them get a better job, and 84% are motivated by a desire to learn more about things that interest them.

In 2013-14, UNC undergraduates received \$99.8 million in financial aid, with 78% receiving some form of aid ([RE813](#), [RE814](#)). The average undergraduate tuition was \$6,032.80 for residents and \$17,556.80 for nonresidents, and the average cost for room and board was \$10,691.50. For undergraduates, the average grants and scholarships award was \$6,395 (n=6,316), average student loan was \$7076 (n=5,750), average parent loan was \$10,774 (n=1,490), and average work study was \$2,182 (n=640).

GRADUATE STUDENTS

In Fall 2013, 73% of UNC's 2,763 graduate students were Colorado residents, 53% attended classes at our main campus, 36% attended full time, 13% identified as students of color, and 7% were international students ([RE32](#)). Just over half of graduate students were pursuing master's degrees, and almost one-quarter were pursuing doctorates. The College of Education and Behavioral Sciences enrolled just over half of graduate students, and just over one-fifth were in the College of Natural and Health Sciences.

Almost half of the students who earn a master's, specialist, or doctoral degree at UNC do so in order to enter their chosen career; 15% earn a graduate degree to change careers. A significant number of graduate students are employed while they attend UNC, and about 25% continue in the same job after graduation ([RE158](#)).

In 2013-14, UNC graduate students received \$28 million in financial aid and \$5.0 million in teaching, research, and administrative assistantship stipends (i.e. salaries) ([RE813](#)). Graduate tuition ranged from \$7,974 to \$10,440 for residents and from \$17,910 to \$21,114 for nonresidents. The average grants and scholarships award for graduate students was \$6,503 (n=1,266), the average student loan was \$14,087 (n=1,246), and the average parent loan was \$7,070 (n=233).

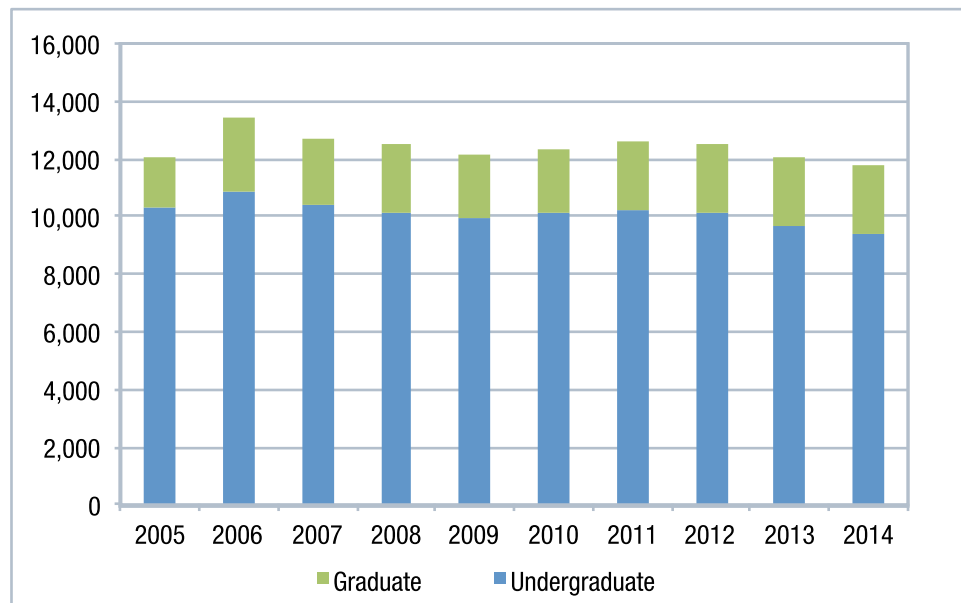
UNC is the first choice college for 71% of our incoming first-year students.

Over half of UNC's graduate students are enrolled in the College of Education and Behavioral Sciences.

STUDENT TRENDS

UNC's total enrollment ranged from 11,784 to 13,418 from 2005 to 2014 (Figure 1.1), with an average enrollment of 12,416 students. We reached record high enrollment of 13,418 in 2006 (10,831 undergraduates and 2,587 graduate students), declined to 12,702 in 2007, and generally trended flat until 2012. Enrollment growth, both undergraduate and graduate, is a focal point of UNC's Five-year Fiscal Sustainability Plan, which will be discussed shortly and in Criterion 5. Enrollment is also addressed in Criterion 4.

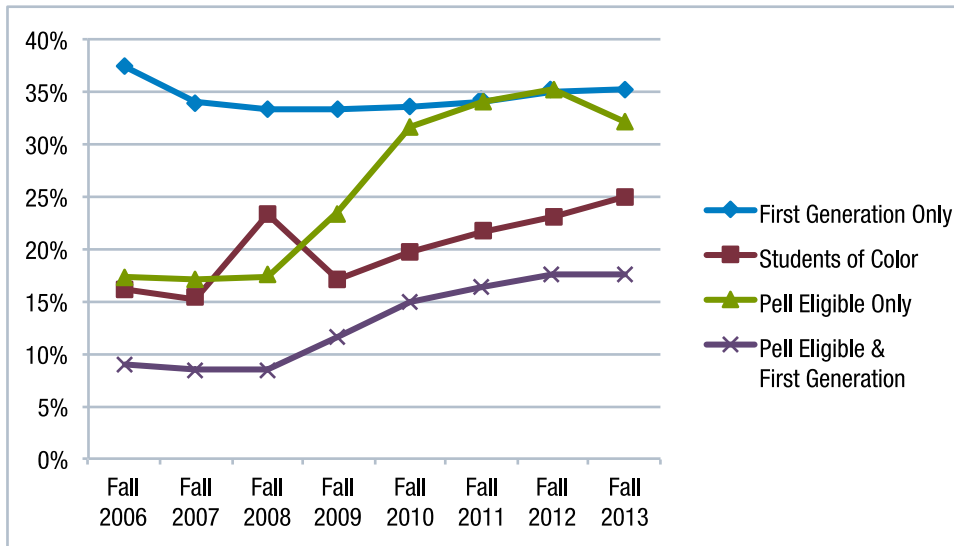
Figure 1.1. Fall census undergraduate and graduate enrollment (2004-2014)



UNC has along history of serving undergraduates who are first-generation, identify as students of color, or meet federal low-income definitions.

UNC has a long history of serving undergraduates who are first-generation, identify themselves as students of color, or meet federal low-income definitions. First-generation students have typically comprised approximately one-third of our student body (Figure 1.2). Over the past several years, UNC's enrollment of undergraduate students of color steadily increased from 1,750 in 2006 to 2,494 in 2013 (Figure 1.2). In addition, the percent of Pell-eligible students increased significantly from 17% of undergraduates in 2006 to 32% in 2013 (Figure 1.2).

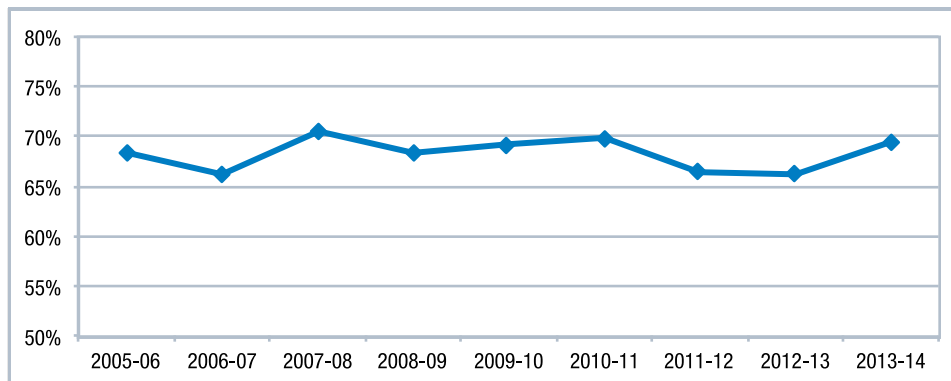
Figure 1.2 Demographic characteristic of UNC underserved undergraduate students (2006-2013)



Source: Institutional Reports and Analysis Services

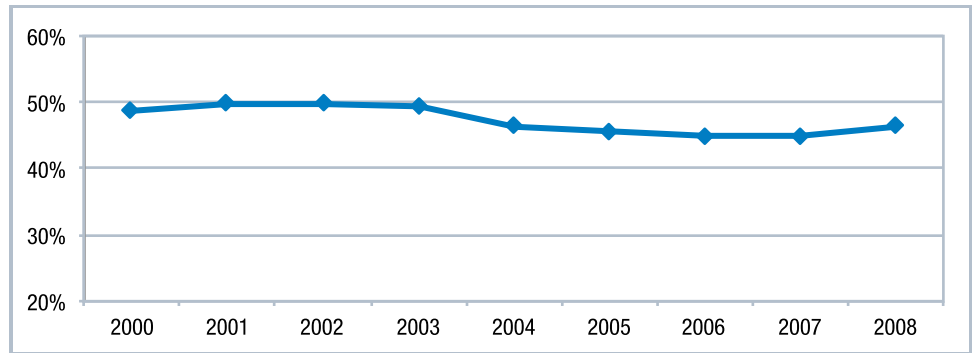
Figures 1.3 and 1.4 show our fall-to-fall retention and six-year graduation rates over time. Our fall-to-fall retention rates have consistently been between 65% and 70% over the past 10 years. In Fall 2014, the rate returned to 70% after two years at 66%. Similarly, our six-year graduation rate has been fairly steady over the past eight years, ranging from 45% to 50%.

Figure 1.3. Fall-to-fall retention (academic years 2006 to 2014)



Source: Institutional Reports and Analysis Services

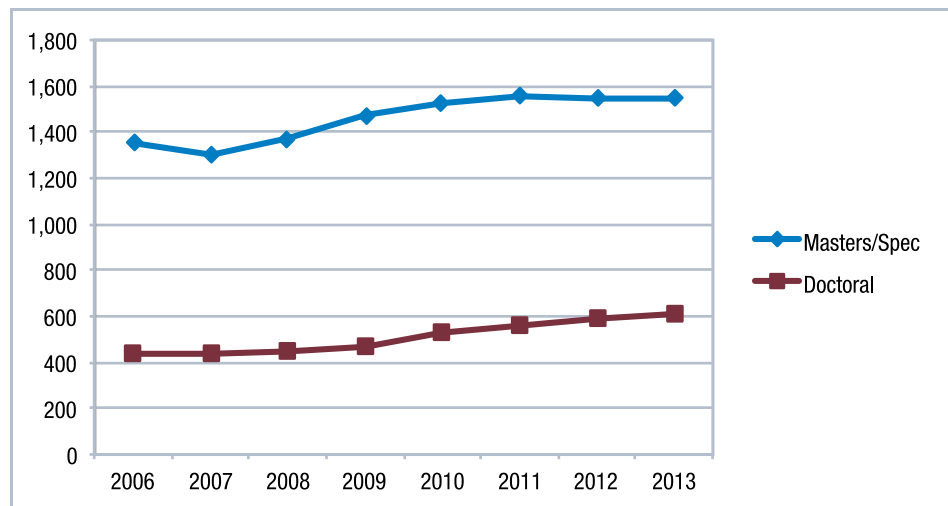
Figure 1.4. 6-year graduation rate (2000 to 2008 cohorts)



Source: Institutional Reports and Analysis Services

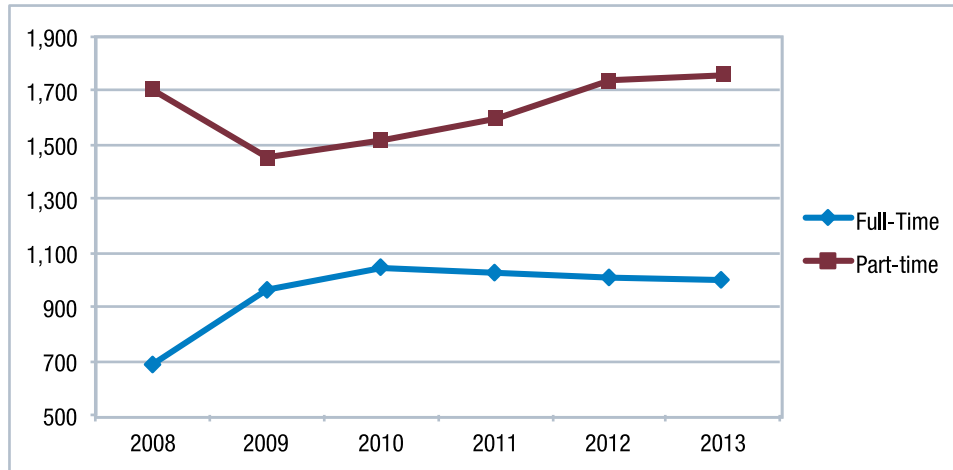
Master’s and doctoral enrollments have steadily increased by 198 and 171 students, respectively, since 2006 (Figure 1.5). As mentioned above, the majority of our graduate students attend part-time; however, we have also seen an increase in the number of graduate students who attend full-time (Figure 1.6). The increase in part-time enrollment corresponds with the increase in our graduate program offerings through Extended Campus, as the majority of our Extended Campus students are enrolled part-time. As shown in Figure 1.7, our graduate enrollment through our Extended Campus programs has increased by 265 students over the last four years.

Figure 1.5. Master’s and doctoral enrollment (2006 to 2013)



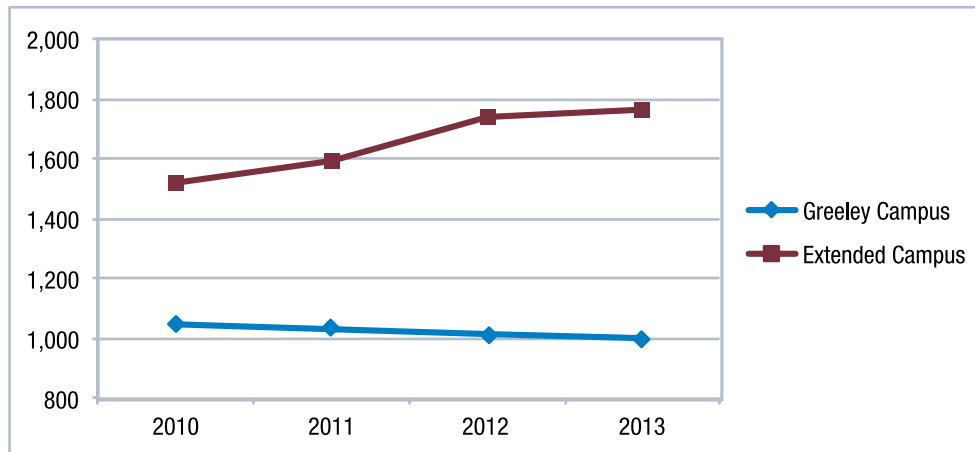
Source: Institutional Reports and Analysis Services, Fall Final Enrollment

Figure 1.6. Full- and part-time graduate enrollment (2008 to 2013)



Source: Institutional Reports and Analysis Services

Figure 1.7. Greeley and Extended Campus graduate student enrollment (2010 to 2013)



Source: Institutional Reports and Analysis Services

UNC views research/scholarship and teaching as mutually sustaining endeavors.

Students work with faculty on research, scholarship, and creative works that have immediate and genuine impact on society.

Faculty Profile

UNC employs 490 full-time and 280 part-time faculty. A point of pride for UNC is the opportunity for students to work closely with faculty, forming mentoring relationships that promote educational, personal, and professional growth and development. Surveys of current and former students show that they value these relationships and see them as one of the primary benefits of attending UNC ([RE6](#)). A representative comment from a 2013 survey of students supports this: “The professors that I have had have made all the difference. They care about me as a person and want me to do well, but also to challenge me.”

Consistent with the teacher scholar model reflected in UNC’s mission, UNC faculty are productive scholars whose work contributes directly to local, national, and international communities. We view research/scholarship and teaching as mutually sustaining endeavors and seek to actively manage a balance or integration between research and teaching to ensure the best quality educational experience for our undergraduate and graduate students ([RE27](#), [RE810](#)). Twenty-one centers and institutes devoted to research and community engagement provide rich learning opportunities for students, with many receiving national recognition and awards. In fiscal year 2014, UNC faculty were awarded nearly \$6 million in external funding, including research grants from the National Institutes of Health, the National Science Foundation, and the US Departments of Agriculture, Education, Health and Human Services, and the Interior ([RE574](#)). For the first quarter of fiscal year 2015, UNC faculty have been awarded \$2.5 million in external grants.

Academic Profile

UNC is distinguished by the individualized nature of transformative education we provide students, our outreach to underserved students, the research our students and faculty engage in together, and our commitment to community. We provide students opportunities to explore connections among academic disciplines, to understand the relationship between knowledge and research, and to use what they learn in the broader community. Students work with faculty on research, scholarship, and creative works that have immediate and genuine impact on society. Together, they do basic research in the laboratory and the field, create new works onstage or in the studio, and then they step outside the academic realm to translate their results into action. This translational approach to research not only enriches the experiences of our students and faculty, but also has an immediate and positive impact on our community.

The university’s academic programs are housed in six colleges: Education and Behavioral Sciences, Humanities and Social Sciences, Monfort College of Business, Natural and Health Sciences, Performing and Visual Arts, and University College. Undergraduate students can choose from over 100 majors and emphasis areas, with approximately one quarter of these in the field of education ([RE12](#), p. 92). The uni-

versity offers over 100 master's and doctoral degrees that are delivered at the campus in Greeley, at one of the university's Extended Campus centers, or online ([RE576](#)). Through our Extended Campus, students have access to more than 50 undergraduate and graduate programs offered via online or face-to-face instruction. Most of the courses offered through Extended Campus are delivered by faculty who also teach at the campus in Greeley. In recent years, UNC's online graduate education programs have been ranked among the top ten programs in the nation by *US News and World Report* ([RE435](#)).

UNC's academic portfolio continues to evolve in response to the changing needs and interests of the communities we serve. Since 2006, we have added or revamped 25 undergraduate and graduate degrees and certificates. UNC's ratio of full- to part-time faculty is below the national average, and the academic experience is characterized by small classes (47% have fewer than 30 students) taught by full-time faculty. Regardless of major or discipline, UNC's academic programs share a common emphasis on providing engaged learning through research and creative work, civic engagement, global experiences, leadership, and professional preparation.

UNC is well-known for the quality of its undergraduate and graduate programs in education, business, health sciences, and performing arts ([RE3](#), [RE4](#), [RE6](#)). Table 1.1 shows undergraduate and graduate degrees awarded by college. The Colleges of Natural and Health Sciences and Humanities and Social Sciences award the most undergraduate degrees. Our elementary education program, which was authorized by the State of Colorado as an interdisciplinary program, has been housed in University College and represents a significant number of graduates as shown in Table 1.2. Other top undergraduate majors include business administration, nursing, psychology, sport and exercise science, criminal justice, communication studies, dietetics, sociology, and history (Table 1.2). At the graduate level, the Colleges of Education and Behavioral Sciences and Natural and Health Sciences award the greatest number of degrees (Table 1.1). The top graduate majors are those in education, sport and exercise science, clinical counseling, music, and speech-language pathology (Table 1.3).

UNC is well-known for the quality of its undergraduate and graduate programs in education, business, health sciences, and performing arts.

Table 1.1. Degrees awarded by college (2010-11 to 2013-14)

	College	2010-11	2011-12	2012-13	2013-14
Undergraduate	Education and Behavioral Sciences	227	229	254	258
	Humanities and Social Sciences	588	588	579	616
	Monfort College of Business	236	236	190	179
	Natural and Health Sciences	533	523	631	680
	Performing and Visual Arts	170	163	154	159
	University College (includes teacher prep students)	165	199	252	256

Graduate	Education and Behavioral Sciences	401	381	470	472
	Humanities and Social Sciences	36	40	39	42
	Monfort College of Business		7	16	11
	Natural and Health Sciences	185	185	206	211
	Performing and Visual Arts	49	44	63	51

Table 1.2. Top ten undergraduate majors (2010-2014)

2010-11		2011-12		2012-13		2013-14	
Major	#	Major	#	Major	#	Major	#
Interdisciplinary Studies	272	Interdisciplinary Studies	257	Interdisciplinary Studies	304	Interdisciplinary Studies	280
Business Administration	236	Business Administration	235	Business Administration	190	Business Administration	179
Nursing	122	Psychology	142	Psychology	148	Nursing	157
Sport and Exercise Science	103	Nursing	134	Nursing	146	Psychology	149
Psychology	101	Sports & Exercise Science	98	Sports & Exercise Science	117	Sports & Exercise Science	129
Communication Studies	90	Communication Studies	94	Communication Studies	86	Criminal Justice	112
Dietetics	85	English	78	Criminal Justice	82	Communication Studies	101
English	83	History	71	History	67	Dietetics	80
Criminal Justice	77	Criminal Justice	70	English	63	Sociology	61
Journalism	58	Biological Sciences	64	Journalism	63	History	60

Note: Interdisciplinary Studies includes teacher candidates.

Table 1.3. Top ten graduate majors (2010-2014)

2010-11		2011-12		2012-13		2013-14	
Major	#	Major	#	Major	#	Major	#
Special Education	83	Special Education	114	Education	165	Education	113
Educational Leadership	68	Sports & Exercise Science	66	Special Education	86	Special Education	104
Sport and Exercise Science	56	Clinical Counseling	65	Sports & Exercise Science	71	Ed. Leadership	63
Clinical Counseling	49	Ed. Leadership	46	Clinical Counseling	51	Sports & Exercise Science	60
Education	48	Education	44	Speech-Language Path	48	Clinical Counseling	44
Speech-Language Path	39	Music	32	Music	39	Educational Psychology	33
Music	34	Nursing	23	Ed. Leadership	38	Educational Technology	30
Educational Technology	23	Speech-Language Path	22	School Counseling	27	Music	27
Reading	22	School Counseling	19	Educational Psychology	20	Speech-Language Path	21
School Psychology	21	Educational Psychology	15	Nursing	17	Mathematics	17

University Governance

The university is governed by a nine-member Board of Trustees, with seven members appointed by the Governor of Colorado. The Board also includes two non-voting members: one faculty member elected by the faculty and one junior or senior student elected by the student body. The seven trustees appointed by the Governor serve four-year appointments, while the faculty and student trustees are elected for one-year terms. Trustees take an Oath of Office prescribed by the Colorado Constitution and maintained on file by the Secretary of State ([RE295](#)). Shared governance processes are discussed in detail in Criteria 1 and 5.

Significant Developments at UNC in the Past Decade

Since UNC's last reaccreditation in 2004, the context in which we pursue our mission has changed rapidly and profoundly. The stewards of that mission—faculty, staff, and students—have responded to a changing world collaboratively and creatively. In retrospect, we can identify six institutional and contextual changes that have significantly altered the way we work. First, we have moved from a culture of reacting to change to a forward-thinking strategic planning culture. Second, we have accepted,

and adapted to, the ongoing reality of volatile and ever-diminishing state financial support. Third, we have significantly enhanced our ability to collect and analyze the data needed for effective planning. Fourth, we have reinvented our resource allocation model in order to focus resources on the highest institutional priorities. Fifth, we have moved our thinking, resources, and actions from a model stressing access to one that equally values access and student success. And last, we have renewed and invigorated our commitment to teaching, learning, and research that is engaged with our larger local and global community.

Strategic Planning Culture

We recognized a decade ago that serious change was on the horizon for higher education, both in terms of public funding and student demographics. In 2003, we launched a planning process called Charting the Future, which was intended to position UNC to succeed in the changing landscape ([RE235](#)). Charting the Future did not produce the intended results, but what we learned from that process prepared us for the successful development of UNC's Academic Plan (2007), Strategic Framework (2009), and Planning Map (2012), which are the foundation for ongoing planning and resource allocation ([RE49](#), [RE5](#)).

Over the past decade, we have developed a systemic, organic, and integrated planning process that (1) actively engages the campus community; (2) is an ongoing process of plan development, implementation, and evaluation; and (3) shapes our annual budgets and ongoing fiscal sustainability. In the past, even when plans were developed centrally, implementation was so decentralized that it was difficult to discern the extent or impact of a plan's execution. We have addressed this problem by establishing an iterative cycle of planning, implementing, assessing, and adjusting, a process which is systemic, centralized, and non-hierarchical. Inherent in this new approach to planning is a leadership culture that seeks broad campus engagement, facilitates collaboration, and values shared governance.

Planning is discussed in detail in Criterion 5, but a brief description of the major components is provided here for context.

ACADEMIC PLAN

Building on UNC's mission as a public doctoral research university, the Academic Plan articulates UNC's desire to be an exemplary teaching and learning community, a vision that includes:

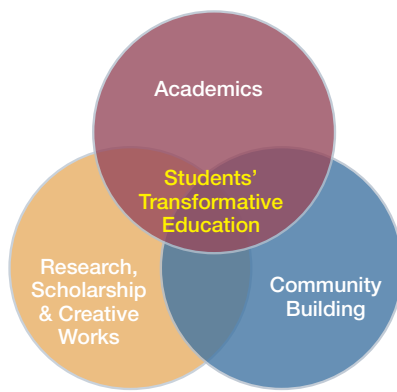
- making UNC a model for transformational learning that integrates all aspects of our students' experience;
- engaging the greater community as partners in teaching and learning; and
- building a superior faculty of teacher-scholars and a community of employees dedicated to the teaching and learning community.

The Academic Plan articulates UNC's desire to be an exemplary teaching and learning community.

STRATEGIC FRAMEWORK

The Strategic Framework (Figure 1.8) gives further definition to the Academic Plan's vision for an exemplary teaching and learning community by specifying that UNC will provide students with opportunities for transformative education by focusing on the intersections among academics, research, and community. Specifically, we will: serve students and build exemplary academic programs to fulfill UNC's mission in sustainable ways; enhance UNC's research focus to engage students and faculty and the public we serve; and create a respectful and inclusive campus community that connects with the area around UNC and the global community.

Figure 1.8. UNC Strategic Framework



KEY SYSTEM ELEMENTS

To facilitate systems thinking and to ensure that plans are grounded in the realities of fiscal and human resources, we identified eight interdependent Key System Elements to be considered in all planning. They are: UNC mission and identity, external funding, cost of attendance, cost-saving innovations, employee compensation, capital, other operating costs, and reserves strategy. The mission and identity element is paramount. The importance of the other elements varies, as does the extent to which we can control them, yet all have some bearing on our ability to deliver on UNC's mission.

PLANNING MAP

The Planning Map connects numerous efforts to operationalize the Strategic Framework. The Planning Map includes nine Core Plans and five Support Plans. The nine Core Plans articulate aspirations and action steps for nine areas comprising the core mission and function of UNC, the areas crucial to creating transformative learning experiences for students. The five Support Plans address major university-wide support functions that are necessary to implement the Core Plans. We operationalize these multiyear plans one year at a time through annual budgets and action steps.

The Strategic Framework depicts transformative education at the intersection of academics, research, and community.

The Key System Elements ensure planning is systemic and grounded in reality.

The Planning Map shows connections among numerous planning efforts.

State Funding Volatility

Like most public institutions, UNC has experienced dramatic volatility in state funding in recent years (Figure 1.9). Colorado holds the dubious distinction of leading the nation in the pace of disinvestment in higher education, with a near reversal in the portion of costs passed on to students between 2000 and 2011 (Figure 1.10, [RE600](#)). At UNC in fiscal year 2014-2015, tuition, fees, and room and board charges will account for approximately 67% of net operating revenue, with state support contributing 21% ([RE79](#)).

In 2012, UNC's state funding allocation was less than it was in 1996. While the state has demonstrated a good-faith effort to invest in higher education when revenues permit, there is no indication that higher education funding can be restored to previous levels in the foreseeable future. Colorado is under ever-increasing pressure to fund many competing needs, particularly in K-12 education, Medicaid, and corrections.

Figure 1.9. UNC state funding in millions (2002-2015)

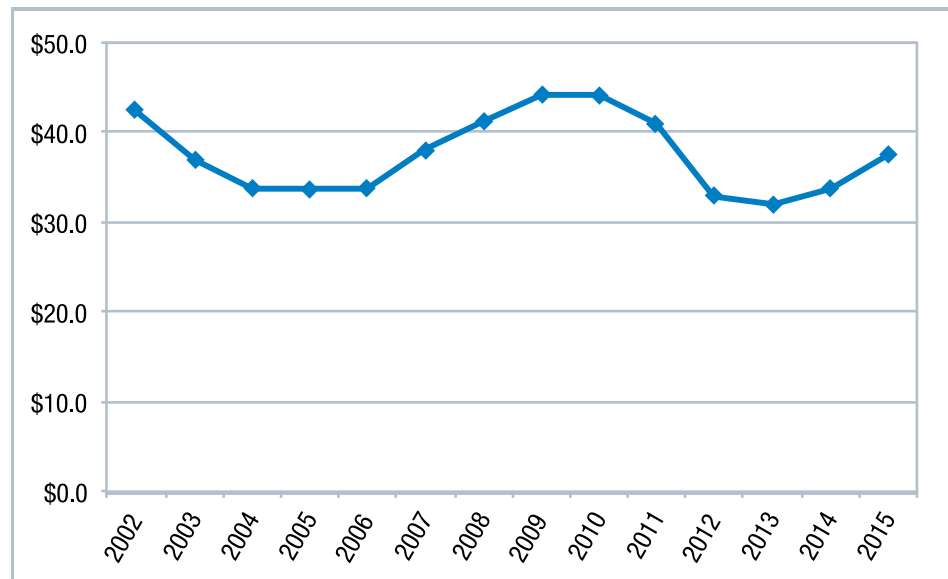
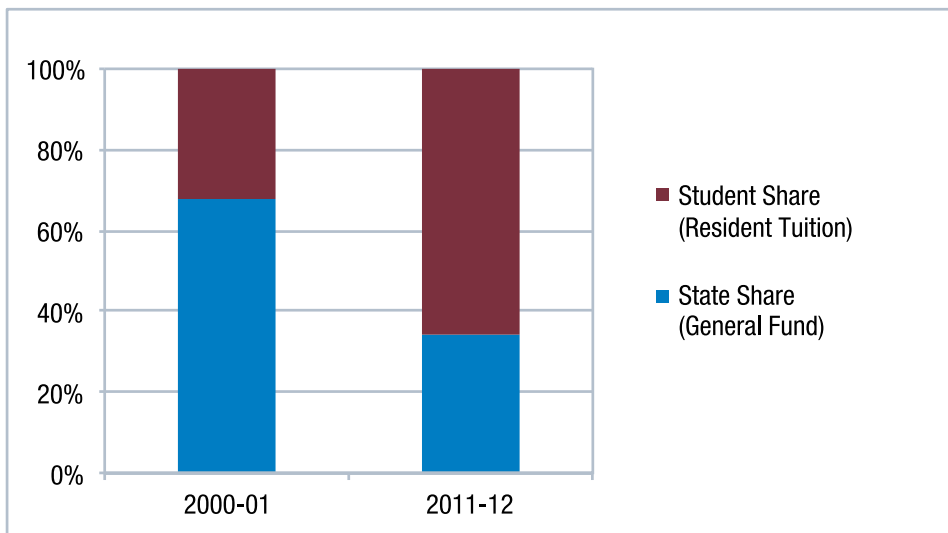


Figure 1.10. Colorado higher education funding: student vs. state



Capacity to Collect, Analyze, and Use Data

We have significantly improved UNC's capacity to collect, analyze, and use data through the implementation of the Banner Enterprise Resource Planning system, which began in 2005. Before the Banner implementation, UNC relied on a number of separate databases. The move to Banner allowed us to develop a common, integrated database with a consistent set of definitions, provide users access to real-time information, and produce regulatory compliance and operating updates from a single source.

UNC set an expedited Banner implementation schedule to address immediate needs for an unsupported payroll system and to avoid the cost of needed mainframe hardware upgrades. Financial services, payroll, human resources, admissions, registrar, financial aid, and course registration functions transitioned to the system in the first phase of implementation, from mid-2005 to Fall 2007. A second implementation phase, which included automated workflow, electronic document imaging, and the development of an operational data store and enterprise data warehouse, was completed by 2009.

The transition was not easy, but we have begun to reap the benefits of the accuracy and consistency of an integrated system. For example, online reporting tools using Banner data allow users to download real-time and longitudinal reports used for program review, enrollment planning, budgeting, and external reporting. Without an

The implementation of Banner significantly improved UNC's capacity to collect, analyze, and use data.

integrated system, our fiscal sustainability planning simply would not have been possible, nor would our participation in the Student Success Collaborative, a web-based platform that analyzes UNC-specific longitudinal data to provide information for student advising and to identify trends that inform broader student support practices.

Resource Allocation Philosophy

UNC has historically taken a decentralized approach to planning and budgeting that allowed units to focus primarily on supporting their own needs and priorities. Our current context of less state funding, greater dependency on tuition and fees, and increased competition requires more strategic allocation of resources. We have made significant progress in this direction over the past five years by redesigning the budget process and linking it to our strategic planning.

The first step in this journey was to bring all operations, regardless of revenue source, into the university's budget process. In the past, the process focused only on state-funded operations, leaving budget decisions for auxiliary operations (e.g., parking, housing, dining) to those units. We also moved from thinking about the budget one year at a time to a multi-year perspective.

Then, in 2009, as we began to develop our nine Core Plans, we connected budgeting to multiyear planning. The direction, goals, and priorities that emerge from UNC's Planning Map are now the basis for financial planning and resource allocation. As a result, we have addressed critical needs in compensation, invested in research, scholarship, and creative works, and built student academic support infrastructure, investments that likely would not have been priorities in a less systemic budget process.

In addition, the introduction of the university "revenue river" concept has significantly changed how we view and manage resources. We consolidated all of our cash balances and reserves into a centralized university revenue river and eliminated the long-standing practice of allowing units to retain roll-forward dollars. This practice leverages the power of hundreds of individual funding "rivulets" by directing them into the revenue river, which we use to invest in the priorities identified in the Planning Map. Even when funds are allocated to priorities, if they are not fully expended, they are returned to the revenue river so they can be redirected to other priorities.

Dual Focus on Student Access and Success

UNC has long identified access to underserved students as an important part of fulfilling its mission. Over the past several years, we have broadened this thinking to place equal emphasis on both access and success. The nature of UNC's undergraduate student body reflects our mission as a public university. We seek out not only high-achieving students, but also students with potential who might not find opportunities at other research universities. Our goal is to "bend the success curve" for

The university's "revenue river" concept consolidates unspent funds so they can be redirected to priorities.

these students, to help them achieve greater success than traditional indicators predict. However, we strive to find balance between creating opportunities for less-prepared students and realistically evaluating their chances for success at UNC given the resources we can provide them. We believe it is important to admit only students whom we can adequately support, both academically and financially.

Our dual focus on access and success is apparent in our enrollment planning, investment in student academic support infrastructure, and financial aid strategy. In addition to traditional targets for new students, our enrollment plan includes targets for student persistence, percentage of freshman credit hours earned vs. attempted, and success rates in introductory math and English courses. Examples of investments in student support include the 2009 creation of University College to unite academic support and academic enrichment functions within a single integrated unit, the move in Academic Support and Advising from a peer-advising model to professional advising in 2008, and the 2014 pilot launch of the Student Success Collaborative, a web-based platform that analyzes UNC-specific longitudinal data to provide information for student advising and to identify trends that inform broader student support practices.

Over the past several years, we have adjusted our financial aid strategy to better support student persistence. We continue to invest in grants, scholarships, tuition waivers, and other direct forms of financial assistance to ensure that new students from diverse backgrounds have access to UNC. However, we no longer use the common practice of frontloading grants so that students receive significantly more aid the first year than in subsequent years. This required gradually shifting some of our institutional aid from new students to continuing students. For example, in Fall 2012 we funded need-based aid for proportionately fewer incoming students and increased our investment in aid for continuing Pell and Level 1 students. The following year, we adjusted our merit-based aid strategy to better support persistence of middle-income students.

Intentional Focus on Engaged Learning

UNC has a long history of community engagement. A commitment to education in the public interest lies at the heart of our mission and identity, and our connections to community date back to UNC's origins, when citizens lobbied for the creation of the State Normal School and helped fund its first building. However, we have not historically articulated an intentional university-level focus on engagement, nor undertaken any systemic effort to coordinate these activities. We have taken several steps during the past decade to change this, and these efforts have resulted in the Carnegie Foundation selecting UNC to receive the 2015 Community Engagement Classification ([RE738](#)).

Our enrollment planning, investment in student academic support infrastructure, and financial aid strategy reflect a dual focus on access and success.

UNC was selected to receive the 2015 Community Engagement Classification from the Carnegie Foundation.

A critical milestone in this work was the 2007 redesign of our Center for Honors, Scholars and Leadership, which was established in 2005 to provide a broad spectrum of academic enrichment opportunities. The new vision made engaged learning an integral part of the center's programming. Over the past two years, the center developed new partnerships with off-campus community-based organizations that facilitate co-curricular civic engagement experiences for students and provide substantial experiential education opportunities that positively contribute to UNC's role in the region while creating rich real-world learning opportunities for our students.

In 2012, as part of our work to develop the nine Core Plans and to build on efforts of the Center for Honors, Scholars and Leadership, we convened a Community and Civic Engagement Committee to develop a plan outlining strategic directions for public engagement at UNC ([RE26](#)). The plan outlines a comprehensive and systematic approach to embed engagement throughout the university, particularly in regard to enriching and improving opportunities for engaged teaching, learning, scholarship, and creative works. To facilitate these efforts, we appointed a UNC faculty member as Director of Engagement in 2013, and implementation of the plan is under way.

How We Are Preparing for the Future

As we continue to address the institutional and contextual changes discussed above, we have begun three major initiatives that will shape the future of UNC. First, we developed and are in the first year of implementing a Five-year Fiscal Sustainability Plan, which considers the limitations on state funding. Second, we have designed and are working to fund a new student-focused building at the heart of our campus. Third, the Innovation@UNC initiative is working to bring more innovative thinking into our day-to-day operations.

Fiscal Sustainability

While UNC continues to advocate for state support, we also recognize the severe constraints on state higher education funding for the foreseeable future. In response, we developed a roadmap for achieving long-term fiscal sustainability with limited state support. This plan, referred to throughout the self-study as the Five-year Fiscal Sustainability Plan, focuses on three actions: (1) growing enrollment by recruiting a broader mix of students, which includes expanding programs to serve these students when necessary and appropriate; (2) growing enrollment by improving student persistence to graduation; and (3) creating sustainable cost savings by refining operational practices to be more effective and more efficient. The plan is discussed in detail in Criterion 5, but an overview is provided here for context.

The Five-year Fiscal Sustainability Plan is a roadmap for achieving long-term fiscal sustainability with limited state support.

The Five-year Fiscal Sustainability Plan shows how activities that emerge from UNC's Planning Map come together in the context of fiscal sustainability. It includes five major targets:

1. Grow enrollment to over 15,000 students by Fall 2018.
2. Increase the proportion of graduate students in our total enrollment from 20% to 25% by Fall 2018.
3. Increase the average year-to-year undergraduate persistence rate by 2 percentage points (to 83%) by Fall 2018.
4. Identify at least \$2.4 million in new sustainable cost savings by the end of fiscal year 2018.
5. Pursue funding to break ground on the Campus Commons in the summer of 2016, and complete the second of two construction phases by the end of 2018.

Broadly speaking, to meet the targets for new enrollment we are (1) responding to the increasing demand for graduate programs, particularly by serving the needs of growing populations such as working adults and degree completers and (2) working to cement UNC's position in the undergraduate market by better communicating what differentiates us among the growing array of education providers. Our work to fully integrate UNC's student support functions addresses the persistence target. Identifying sustainable cost savings is part of our ongoing efforts related to the "revenue river" discussed earlier. The target for building the Campus Commons is included because the Commons is integral both to our effort to differentiate UNC and to supporting student success.

The strategic use of university reserves is an important component of the Five-year Fiscal Sustainability Plan. In the past, when state funding was relatively stable, it was not our practice to hold significant reserves; however, we began a concerted effort to accumulate reserves in 2009 as part of our response to the fiscal crisis. We are now using reserves to invest in strategic improvements that position UNC for future success. We are building capacity to generate future revenue by investing in innovation, academic quality, student support, faculty and staff, and externally-focused functions such as marketing and fundraising. Spending down reserves is a transition strategy; the plan is to re-balance revenues and expenditures before reserves are depleted.

Campus Commons

The Campus Commons will be a multi-use, student-focused facility at the heart of the campus. It is designed to radically change students' experience at UNC, beginning the moment they arrive on campus. Our goals for the Commons are to:

We are building capacity to generate future revenue by investing in innovation.

The Campus Commons is directly linked to goals in five of the nine Core Plans.

- increase the number of students who enroll at UNC;
- increase the number of students who succeed to graduation;
- address basic curricular needs of students in performing and visual arts, business, nutrition, and hospitality programs of study; and
- create a central connecting point for UNC and the broader community.

The Commons brings together student support functions, performance space that addresses curricular needs of performing arts students, and space for welcoming visitors and fostering university-community connections. The integration of functions through shared space is a hallmark of the building; the collective impact of integrating the functions housed in the Campus Commons will be greater than the sum of the individual functions. The project is directly linked to achieving goals articulated in five of our nine Core Plans: the Integrated Student Success Plan, Community and Civic Engagement Plan, Enrollment Plan, Academic Portfolio, and International Plan.

Through the Campus Commons, we will connect students with personalized academic opportunities, helping them map out a personal path to graduation when they arrive at UNC. The facility will be home to a redesigned core of student support services, creating a central hub for a range of programs and services that are now dispersed across campus. With a single conversation, students will be able to access a full range of opportunities, including assistance with academic advising, working through financial aid choices, solving registration problems, finding meaningful ways to connect with the community, planning their careers, and identifying co-curricular learning experiences. The redesigned student support operations at the Commons will benefit all UNC students, whether they access the services on campus or online.

The Commons will be located south of our University Center and is designed to work in concert with the University Center. The 114,000-square-foot, \$73.6-million project will be funded through a combination of state funding (\$40 million), donor gifts (\$10 million), and a student-fee supported bond (\$24 million) ([RE94](#)).

Focus on Innovation

In 2013, we launched a two-year, \$1-million initiative called Innovation@UNC (I@UNC) to jumpstart innovative thinking on campus. The ultimate goal of this project is to embed innovative thinking throughout UNC's practices and processes; however, we felt it was necessary to start with a distinct initiative to create a clear path for people to bring forward innovative ideas.

I@UNC is a competitive request for collaborative proposals to pilot innovative ideas for launching new academic programs, reaching new student populations, developing and testing new pedagogies, and improving how we support students. It is about tapping into the imagination and inspiration of our faculty, staff, and administrators to respond to the most significant and complex external challenges we have ever faced as a university.

The campus community was invited to submit game-changing ideas in the following categories:

- **New Programs: Respond to Emerging Needs**—Propose new graduate and undergraduate degree programs, certificates, endorsements, professional development opportunities, or other types of programs to serve traditional learners or new populations of students, which respond to current and emerging social, cultural, and economic contexts.
- **New Learners: Reach Beyond Boundaries**—Propose ways to reach new populations of learners with new program structures/models and/or delivery modes.
- **New Pedagogies: Re-imagine Teaching and Learning**—Propose projects that transform student learning experiences using innovative pedagogies and/or technologies.
- **Student Success: Educate to Graduate**—Propose projects to enhance student persistence, retention, and degree completion through effective orientation, advising, supplemental instruction, and career development.

Seventy-four teams submitted concept papers in Fall 2013. Fifteen of the teams were invited to develop their concept into a full proposal; ten of the full proposals were funded and are in various stages of implementation. The second year of the initiative is now under way.

Innovation@UNC pilots innovative ideas for launching new academic programs, reaching new student populations, developing new pedagogies, and improving student support.

UNC has been accredited by the Higher Learning Commission since 1916.

UNC Accreditation

The University of Northern Colorado has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1916. It was first accredited as a teacher's college with a four-year baccalaureate and master of arts. Since that time and throughout UNC's transformation from the Colorado State Teacher's College to its current structure, UNC's accreditation has been reaffirmed at each ten year review, most recently in Fall 2004.

Accreditation History

During UNC's most recent accreditation visit, the review team found that the university met all criteria for accreditation; however, a progress report on state funding to UNC was required for submission in October 2007. While the review team found that UNC met the criteria related to allocation of resources, evaluation, and planning, it expressed concerns about the impact of substantial declines in state funding for higher education. Specific concerns cited by the team included a 25% reduction in state support, a significant increase in cost of attendance for resident undergraduate students, a decrease in state-funded faculty FTE, and an increase in class size. These factors were identified as threats to the academic quality of the university. UNC's progress report was submitted to the HLC in Fall 2007 ([RE811](#)). The report responded to the concerns raised by the review team as follows:

- State Funding – In November 2005, Colorado voters approved a referendum that resulted in increased fiscal support from the State, specifically, a 4.7% increase in 2006, followed by 7.9% and 8.5% increases in the following two years.
- Tuition as Source of Revenue – The portion of the budget funded from tuition revenue continued to increase. By fiscal year 2008, 55% of the university's \$96.5 million budget came from student tuition. Nonetheless, even with increased tuition and fees, the cost of attendance at UNC was still only 70% of the average charged by peer institutions.
- Student Access and Support – The university continued to prioritize student access in budgetary decisions. Institutionally-funded scholarships doubled between 2002 and 2007, and UNC increased need-based financial aid by setting aside 20% of revenue generated by tuition.
- Academic Quality – Faculty salaries increased on average by 7.3% in fiscal year 2008. Between Fall 2004 and Fall 2006, the percentage of undergraduate courses with fewer than 20 students increased by 9 points, from 23% to 32%. Other examples of academic quality cited in the progress report included information about prestigious awards to faculty and national recognition of degree programs such as the 2007 Christa McAuliffe Award for Excellence in Teacher Education from the American Association of State Colleges and Universities and the Baldrige National Quality Award presented to the Monfort College of Business.

Commission staff recommended no further action ([RE812](#)).

2011-2014 Self-Study

UNC's self-study was a campus-wide effort, with direct contributions from over 100 faculty, staff, and students throughout the process. The university began initial planning for the self-study in spring 2011 with the appointment of the HLC Self-Study Coordinators, Michelle Behr, Acting Dean of the College of Humanities and Social Sciences, and Kim Black, Director of Assessment. To prepare for the self-study, a committee was appointed to develop a process and structure for collecting documentary evidence for the self-study ([RE586](#)). Its work was completed in early spring 2012, when the document collection process was initiated across campus. Training for evidence collection coordinators was provided, and an electronic repository was created using Microsoft SharePoint for uploading and indexing materials submitted by individual units ([RE587](#)). Approximately 30 staff and administrators from across campus led the document collection process, submitting over 3,000 documents and other sources of evidence to be used by the self-study committee.

While this work was being completed, the self-study coordinators created an HLC website to begin informing the campus and other stakeholders about regional accreditation and UNC's accreditation visit in 2014-2015 ([RE503](#)). The coordinators also worked with academic leadership to develop a multi-year budget for the self-study and hired a self-study archivist to assist with document coordination and creation of the electronic evidence room ([RE589](#)).

On February 23, 2012, President Norton convened the HLC Self-Study Steering Committee ([RE590](#)). Her charge to the committee is presented below.

CHARGE TO THE HLC STEERING COMMITTEE

1. To conduct a thorough and candid self-study of the University of Northern Colorado in relation to the criteria set forth by the Higher Learning Commission.
2. To conduct the self-study in a manner that is inclusive of multiple perspectives and provides opportunity for broad input from internal and external constituents.
3. To use what we learn in the self-study process to identify ways in which we will continue to embrace, advance, and cultivate UNC's distinctive role among Colorado's public doctoral research universities.

The HLC criteria provide the framework for approaching the first two goals for the self-study. To assist the steering committee in addressing the third goal, President Norton posed additional institutional questions:

1. How does UNC's distinctive role among Colorado's public doctoral universities position the University to meet future challenges in an evolving higher education landscape?
2. How does UNC create, nurture and use institutional processes and strategies in support of the University's distinctive role? What are we doing to evaluate the effectiveness and the importance of these processes and strategies, given our current environment? What promising things are we doing, and how do we build on them as we leverage UNC's distinctive role to meet future challenges? Where do we have opportunities for improvement, and what have we learned in the self-study process that will help us build our capacity to fulfill UNC's distinctive role?

The Steering Committee designed a self-study process to meet President Norton's charge. The committee developed a design plan that addressed sub-committee structures, roles, and responsibilities, a timeline, and a preliminary outline for the final report ([RE591](#)). Key elements of the design included the formation of various committees charged with the following responsibilities:

- Criterion Committees – five committees consisting of faculty, staff, and students were convened in Fall 2012. Each committee was co-chaired by one faculty and one staff member or administrator. Committees were assigned to each of the five Criteria for Accreditation. An orientation session for co-chairs was provided, and several follow-up meetings were conducted to address questions and concerns and to ensure that the committees were on task to complete their assignments ([RE592](#)). The Criterion Committee reports were submitted to the Steering Committee at the end of December 2013.
- Communications Committee – this committee included faculty and staff charged with developing and disseminating web-based, print, and other communication materials about accreditation, the self-study process, and results to internal and external constituents. One faculty member involved students enrolled in her public relations class in designing a campaign directed at other students. Elements of the campaign developed by the students were incorporated into the larger campus plan, particularly the slogan “It's Your Degree, Know about HLC” ([RE593](#)). To generate interest and excitement about our accreditation visit among students, the committee created a mascot, HLC Man. They also developed informational items for the campus, a website directed towards students, a social media campaign to involve students, and a traveling art display ([RE594](#), [RE504](#)). Committee leaders will present on the communications campaign at the 2015 HLC Annual Meeting.
- Federal Compliance Committee – this committee originally consisted of the self-study coordinators, registrar, financial aid director, controller, executive director of Extended Campus, and director of Institutional Reports and Analy-



sis Services. Based on the complexities related to understanding and managing federal compliance and other regulatory requirements, the university decided to make this a standing committee, chaired by the Special Assistant to the Provost ([RE595](#), [RE596](#)).

- Writing Team –a small team consisting of senior leadership and staff from the university’s Creative Services department was assigned to write, edit, and design the final report.
- Electronic Resource Room Team – this team was led by the self-study archivist with support from Information Management Technology. The team was responsible for designing and maintaining the electronic resource room. The university chose to create this in Microsoft SharePoint.

In July 2014, Michelle Behr accepted a position as Provost of Birmingham Southern University. Dr. Black continued in her role as self-study coordinator. While some aspects of the original plan were modified as the self-study progressed, the overall structure of the plan was useful in helping the university complete the self-study in accordance with President Norton’s charge.

The Criterion Committees were charged with evaluating how and to what extent UNC meets the HLC Criteria for Accreditation. A report template was provided to each committee, and members of the committees reviewed documents in the evidence repository, conducted interviews, and reviewed additional documents as needed to complete their review ([RE597](#)). Each committee issued a report of its findings, and these reports were shared with the campus for feedback and input in Spring 2014. The self-study coordinator used these reports as the basis for preparing chapter drafts for each of the criteria, adding and updating information and evidence as appropriate. These chapter drafts were distributed to the campus in Fall 2014 for additional feedback and corrections. The writing team edited the chapter drafts, incorporating campus feedback into the final document. Throughout this process, we were also mindful of the institutional questions posed in President Norton’s charge; answers are addressed in the self-study conclusion.

Concurrent to the writing process, the Federal Compliance Committee worked on assembling the information needed to complete the federal compliance packet. Public notice of the HLC accreditation visit was broadly disseminated to stakeholders beginning in October 2014, with an invitation to submit third-party comment to the Higher Learning Commission. Also a small team began designing and developing the electronic resource room in SharePoint, ensuring that all evidence cited in the final report was included in the resource room. The Communications Committee and the self-study coordinator continued to educate and prepare the campus for the Spring 2015 visit from the HLC review team through a social media campaign for students,

sponsoring information booths and contests at campus events, and presentations to faculty and staff ([RE598](#), [RE599](#)). The Steering Committee continued meeting to monitor progress and ensure that the President's charge was addressed. Additional presentations and campus activities are planned for Spring 2015 prior to the HLC review team's visit to campus March 9-11.

HLC Committees

(Includes all individuals who served at any point during the self-study process.)

SELF-STUDY STEERING COMMITTEE

Michelle Behr (self-study coordinator), Acting Dean, College of Humanities and Social Sciences
Kim Black (self-study coordinator), Director, Assessment
Jessica Behunin, Security Analyst
Linda Black, Associate Provost and Dean of the Graduate School
Pat Book, Assistant Vice President, Continuing Education and Academic Outreach
Anita Fleming-Rife, Special Assistant to the President for Equity and Diversity
Ellen Gregg, Dean of the College of Natural and Health Sciences
Don Gudmundson, Professor of Management
Katee Keen, PhD Student, Higher Education and Student Affairs Leadership
Kirk Leichliter, Assistant Vice President, Facilities Management
Chuck Leonhardt, Senior Director, University Relations
Steve Luttmann, Head of Music Library
Teresa McDevitt, Associate Provost for Academic Affairs
Michelle Quinn, Senior Vice President, Finance and Administration and Chief Financial Officer
Helen Reed, Dean, University Libraries
Gloria Reynolds, Special Assistant to the President
Patti Richen, MA Student, Teaching with Elementary Licensure
Lori Riley, Administrative Assistant II, Faculty Senate
Katrina Rodriguez, Assistant Vice President, Office of Student Engagement and Dean of Students
Linda Schmid, Staff Counselor, Counseling Center
Mary Schuttler, Professor, Theatre Arts
Tom Smith, Associate Provost and Dean of University College
Michael Stadler, Vehicle Fleet Coordinator
Robbyn Wacker, Provost and Senior Vice President for Academic Affairs
Dan Weaver, Vice President of External and University Relations
Jeanette VanGalder, Assistant Vice President, Information Management Technology
Jeanie York, Executive Director, Extended Campus

CRITERION COMMITTEE 1: MISSION

Elizabeth Gilbert (co-chair), Director, School of Human Sciences
 Kathy LaSala (co-chair), Director, School of Nursing
 Jack Temkin (co-chair), Professor of Philosophy
 George Bielinski, Classified Staff Benefits Coordinator/Leave Coordinator,
 Human Resources
 Jill Bursleson Burgett, Assistant Professor of Music, Director of Choral Studies
 Erin Datteri, Director, New Student Orientation
 Aubreena DeForest, Graduate Student Engagement and International Admissions
 Thomas Endres, Director, School of Communications
 Jenna Finley, Executive Director, Enrollment Management and Student Access
 Nancy Gray, Assistant Director, Financial Aid
 Michelle Hillin, MA Student, History
 Amy Reitz, Assistant Professor of Journalism and Mass Communications
 Elaine Steneck, Intensive English Program Coordinator, Center for International
 Education
 Karla Perez Velez, PhD Student, Higher Education and Student Affairs Administration

CRITERION COMMITTEE 2: INTEGRITY

Joan Clinefelter (co-chair), Professor and Chair of History
 Jana Schwartz (co-chair), Director, Center for Human Enrichment
 Julie Tacker (co-chair), Assistant Director, Human Resources
 Kelly Christman, Associate Registrar
 Annie Epperson, Head of Reference Services and Associate Professor,
 University Libraries
 Angela Rockwell, Scheduler, Maintenance and Trades
 Mark Smith, Associate Professor of Sport and Exercise Science
 Vicky Stromberger, Licensure Officer, School of Teaching

**CRITERION COMMITTEE 3: TEACHING AND LEARNING: QUALITY, RESOURCES,
AND SUPPORT**

David Pringle (co-chair), Professor of Chemistry
 Deborah Romero (co-chair), Director of Engagement and Associate Professor
 of Hispanic Studies
 Montez Butts, Director of Residential Education, Housing and Residential Education
 Stephanie Fanselow, EdD Student, Educational Studies
 Aaron Haberman, Assistant Professor of History
 Gregory Heald, Coordinator of Library Technology and Assessment
 Whitney Newman, Assistant Director of Academic Programs, Housing and Residen-
 tial Education
 Carol Roehrs, Associate Professor of Nursing
 Kevin Shephard, PhD Student, Sport and Exercise Science

Nancy Sileo, Assistant Dean, College of Education and Behavioral Sciences
Janie Voris, Administrative Assistant and Scheduling Coordinator,
Monfort College of Business
Kim Wilcox, Director, Counseling Center

CRITERION COMMITTEE 4: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

Nancy Glen (co-chair), Assistant Professor of Music
Jessica Massoletti (co-chair), Administrative Specialist, College of Humanities and Social Sciences
Stephanie Torrez (co-chair), Assistant Dean of Academic Support, University College
Bill Blubaugh, Professor of Mathematical Sciences
Alyse Campbell, Senior Disability Coordinator, Disability Support Services
Sharon Clinebell, Professor of Management
Kristy Dykema, PhD Student, Educational Psychology
Cyrus Fernandez, MA Student, History
Trent LaLonde, Assistant Professor of Applied Statistics and Research Methods
Michele Schwietz, Director, Office of Sponsored Programs

CRITERION COMMITTEE 5: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

Kristen Klopfenstein (co-chair), Executive Director, Education Innovation Institute
Jay Lightfoot (co-chair), Professor, Computer Information Systems
Lori Brown, Professional Development Coordinator, Teaching with Primary Sources
Robert Houser, Acting Assistant Vice President for Research
Debbie Lewis, Administrative Specialist, College of Humanities and Social Sciences
Sally McBeth, Professor and Chair of Anthropology
Gabriel Serna, Assistant Professor of Higher Education & Student Affairs Administration
Stacy Sharp, Assistant Registrar
Altaf Siddiqui, PhD Student, Educational Technology
Susan Simmers, Assistant Vice President for Finance

COMMUNICATIONS COMMITTEE

Gary Dutmers (chair 2012-2013), Campus Writer/Editor, Public Relations
Sonja Rizzolo (chair 2013-2015), Assistant to the Dean for Assessment & Customer Relations, Graduate School
Jaqueline Auker, Marketing & Community Relations Manager, Enrollment Management & Student Access
Stephanie Burchett, Marketing Specialist, Graduate School
Dondi Gesick, Marketing Specialist, Extended Campus
Shane Mares, Marketing Manager, Extended Campus
Deborah Moors, Marketing Communications Specialist, Creative Services

Lee Anne Peck, Associate Professor of Journalism and Mass Communications
Lori Riley, Administrative Assistant II, Faculty Senate
Sarah Vaughn, Manager of Access Services, University Libraries
Evan Welch, Assistant Dean of Student Life and Director of Student Activities
Susan Wheeler, Transfer Evaluation Program Assistant, Registrar's Office

ASSUMED PRACTICES COMMITTEE

Ann Bentz, Special Assistant to the Provost
Tobias Guzmán, Assistant Vice President, Enrollment Management and Student Access
James Keaten, Professor of Communications

FEDERAL COMPLIANCE COMMITTEE

Ann Bentz (chair), Special Assistant to the Provost
Kim Black, Director of Assessment
Linda Black, Associate Provost and Dean of the Graduate School
Sean Broghammer, Director of Admissions
Charlie Couch, Registrar
Joy Landeira, Professor and Chair of Hispanic Studies, Chair of Academic Policies Committee
Katrina Rodriguez, Assistant Vice President, Office of Student Engagement and Dean of Students
Paul Sharp, Director, Institutional Reports and Analysis Services
Marty Somero, Director, Financial Aid
Jeanie York, Executive Director, Extended Campus

WRITING TEAM

Kim Black, Director of Assessment
Linda Black, Associate Provost and Dean of the Graduate School
Ellen Gregg, Dean, College of Natural and Health Sciences
Chuck Leonhardt, Senior Director, University Relations
Teresa McDevitt, Associate Provost for Academic Affairs
Woody Myers, Senior Graphic Designer, Creative Services
Gloria Reynolds, Special Assistant to the President
Eugene Sheehan, Dean, College of Education and Behavioral Sciences
Tom Smith, Associate Provost and Dean of University College
Rob Trubia, Director, Creative Services
Robbyn Wacker, Provost and Senior Vice President for Academic Affairs

ELECTRONIC EVIDENCE ROOM TEAM

Kim Black, Director of Assessment
Lisa Blankenship, HLC Archivist
Steven Sanchez, Desktop Support Team Manager

DOCUMENT REPOSITORY COMMITTEE

Michelle Behr, Acting Dean, College of Humanities and Social Sciences
Kim Black, Director of Assessment
Joan Lamborn, Associate Dean, University Libraries
Helen Reed, Dean, University Libraries
Ryan Rose, Information Management Technology

EVIDENCE COLLECTION COORDINATORS

Vergie Amendola, Assistant Dean, College of Performing and Visual Arts
Michelle Behr, Acting Dean, College of Humanities and Social Sciences
Lisa Blankenship, HLC Self-Study Archivist
Debbie Borelli, Administrative Specialist, College of Humanities and Social Sciences
Monica Coverdale, Dean's Administrative Aide, College of Performing and Visual Arts
Frances Braafhart, Assistant to the Dean of the Graduate School
Trish Escobar, Director, César Chávez Cultural Center
Jenna Finley, Executive Director, Enrollment Management and Student Access
Jaime Ingrisano, College Scheduler and Linked Course Specialist, University College
David Kendrick, Director, Center for the Enhancement of Teaching and Learning
Joan Lamborn, Associate Dean, University Libraries
Kirk Leichliter, Assistant Vice President, Facilities Management
Kalen May, Administrative Assistant III, University Libraries
Teresa McDevitt, Associate Provost for Academic Affairs
Berniece Mitchell, Administrative Assistant III, Center for the Enhancement
of Teaching and Learning
Kim Paxton, Administrative Specialist, College of Natural and Health Sciences
Elaine Reinert, Office Manager, Student Engagement and Dean of Students
Lori Riley, Administrative Assistant II, Faculty Senate
Sonja Rizzolo, Assistant to the Dean for Assessment & Customer Relations,
Graduate School
Michele Schwietz, Director, Office of Sponsored Programs
Eugene Sheehan, Dean, College of Education and Behavioral Sciences
Jennifer Stokes, Assistant to the AVP of Enrollment Management and Student Access
Cody Stone, Business Manager, Information Management and Technology
Barbara Taylor, Business Manager, Facilities Management
Stephanie Torrez, Assistant Dean for Academic Support, University College
Jeanette Van Galder, Assistant Vice President, Information Management Technology
and CIO
Janie Voris, Administrative Assistant and Scheduling Coordinator, Monfort College
of Business
Marsha Woodruff, Administrative Assistant, Academic Affairs

Introduction Resource Exhibits

RE#	Document (as titled in the Electronic Evidence Room)
RE3	2009 Image Survey Summary
RE4	2011 Image Survey Summary
RE5	2012 UNC Planning Summary
RE6	2013 Image Survey Summary
RE12	2014-15 Undergrad Catalog
RE25	Common Data Set 2012-2013
RE26	Community and Civic Engagement Plan
RE27	Fall 2013 Final Summary Report
RE32	Fall 2012 Final Summary Report
RE48	The Freshman Survey 2012
RE49	UNC_Academic_Plan
RE79	CCHE Tuition and Fees Report
RE94	Five-year Fiscal Sustainability Plan
RE158	GraduateStudentExitSurvey2012-2013
RE235	Charting the Future
RE295	Board of Trustees website
RE433	University District website
RE435	US News and Reports Online Program Rankings webpage
RE503	UNC HLC website
RE504	Student HLC website
RE570	Greeley Tribune 5-21-2014
RE571	Forbes 2014
RE572	UNC Economic Analysis
RE573	Greeley Creative District Website
RE574	FY14AwardNarrative
RE576	Graduate Degrees
RE586	HLC DRC Agenda 2-17-11
RE587	HLC Evidence Collection
RE588	HLC Evidence Coordinators
RE589	HLC Budget
RE590	HLCSC Minutes 2-23-12
RE591	UNC Self-Study Design Plan
RE592	Criterion Committee Orientation Meeting
RE593	Self-Study Marketing Plan

RE594	HLC Infographic
RE595	Academic Legislative Oversight Charge and Composition
RE596	Federal Compliance website
RE597	Writing Template
RE598	HLC Presentation
RE599	HLC Campus Presentations
RE600	Colorado Department of Higher Education JBC Hearing
RE738	2015_CEC_Letter
RE810	ACLS-Teagle_Teacher_Scholar_White_Paper
RE811	HLCProgressReport
RE812	HLC_Memo_1-8-2008
RE813	1314FinAidCompendium
RE814	PricingEnrollmentDiscussion020113

Mission Documents

Mission Statement

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of educational personnel.

Vision Statement

The University of Northern Colorado strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the Liberal Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.

DESCRIPTION

The University of Northern Colorado is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The University offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences and education. The array and quality of UNC programs provide a unique resource to Colorado. All students are required to study in the liberal arts tradition, which prepares them to think and act responsibly in a dynamic, diverse and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' competencies in critical thinking, communication, and problem solving, leadership, and technological applications.

As a Carnegie Research Intensive Institution, the University of Northern Colorado's graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University's mission and purposes and a select number of doctoral programs that emphasize scholarship and research, clinical practice, pedagogy, or performance. The University provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library provide information resources through sophisticated technology and established collections.

Values, Purposes and Goals

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

VALUES

The University of Northern Colorado believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility. For this reason, the University is committed to promoting an environment in which:

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

PURPOSES AND GOALS:

The University of Northern Colorado is committed to the following purposes and goals. To prepare a well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advance, diverse society.

To prepare undergraduate students

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

6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
7. Students will master methods of inquiry to acquire deeper understanding of their discipline.
8. Students will demonstrate knowledge of professional standards and practice.

To prepare graduate students in specialized fields of study

1. Students will acquire an appreciation for and ability to work in an increasingly diverse population.
2. Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.
3. Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.
4. Students will develop a commitment to scholarship and life-long learning.
5. Students will develop those competencies essential to assuming leadership positions in their professional fields.

UNC

MISSION

1
CRITERION

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

The University of Northern Colorado (UNC) is a public doctoral research institution committed to transforming the lives of students with an academically challenging education. UNC strives to be a strong, respectful, and inclusive community that personalizes educational experiences for students. It offers opportunities for students to contribute to world-changing research, scholarship, and creative works, original efforts that seek to improve and enrich society. Serving students from underserved populations is a source of pride for faculty and staff, and students from diverse backgrounds enhance the institution with their individual talents, interests, and aspirations.

The traditions, accomplishments, and central values that characterize UNC are consistent with its mission. UNC's mission is clear, distinct, publically available, broadly endorsed, and sufficiently prescriptive in that it directs planning and financial investments, yet flexible enough to allow for new opportunities. Congruent with the mission, the university offers a comprehensive array of undergraduate majors within the context of a strong liberal arts tradition. The heritage field of education is a central strength at the master's and doctoral levels, with other professional and academic fields enhancing the academic profile. The values within our mission stress exemplary educational standards, an inclusive orientation to individuals from diverse backgrounds, and knowledge discovery and application. Faculty embrace the teacher-scholar model and share with students, staff, and other campus constituents a disposition to serve the public good.

UNC's mission, defined in Colorado Revised Statutes 23-40-101, states:

(1) There is hereby established a university at Greeley, to be known as the University of Northern Colorado. The university shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards.

(2) The University of Northern Colorado shall be the primary institution for undergraduate and graduate degree programs for educational personnel preparation in the state of Colorado. The university shall offer master's and doctoral programs primarily in the field of education. The university has the responsibility to offer on a statewide basis, utilizing where possible and appropriate the faculty and facilities of other educational institutions, those graduate-level programs needed by professional educators and education administrators. The Colorado commission on higher education shall include in its funding recommendations an appropriate level of general fund support for those programs.

This statutory mission is amplified in Board Policy with specifications of a vision, values, purposes, and goals. This elaborated mission refers to UNC's commitment to the liberal arts tradition, affirmation of diversity, multicultural competence, and skills in critical thinking, communication, problem solving, leadership, and technology (see Mission Documents). Embodied within the mission is recognition of the importance of serving underrepresented student populations, preparing students to work within a multicultural and global society and attending to the public role of the university in preparing students to be engaged citizens.

The entire mission statement, inclusive of vision, values, purposes, and goals, represents the essential character and aspirations of the university. Given the intertwined commitments in the Mission Statement; Vision Statement; and Values, Purposes, and Goals, this criterion chapter uses the term "Mission" to refer to the triad of defining institutional statements. You can see a visual image of prevalent words from the inclusive mission statements in a word cloud (see Figure 2.1). The word cloud reveals a clear focus on *students* and their learning, engagement, and educational programs.

Figure 2.1. Word cloud of UNC mission



Note. Word cloud is of 120 most frequent words in UNC's mission, vision, values, purposes, and goals as identified in wordle.com algorithms.

To guide the activities of an institution, a mission must not only be clear but also accessible. At UNC, the mission is included in public documents (e.g., university catalogs, homepage for the university, Board Policy Manual, homepage for Office of the President) and referenced routinely in planning reports ([RE465](#), [RE425](#), [RE20](#), [RE426](#)).

Core Component 1.A.

The institution's mission is broadly understood within the institution and guides its operations.

In 2009, UNC convened an Integrated Marketing Group charged with articulating UNC's identity and raising awareness of the university's distinctive role within the state. One of the guiding objectives for the campaign was to uncover the distinctive elements that define UNC to itself and to the public. Based on feedback from hundreds of stakeholders within and outside of the university, we discovered and affirmed that UNC's mission, values, and goals are firmly engrained in our consciousness and that they infuse the perceptions of what the university is. Common themes that emerged included the personal attention students receive from faculty and staff, the excellence of UNC's programs and support services, and the academic and personal growth experienced by students. Drawing from what the consultants heard from students, alumni, faculty, staff, and members of the larger community, the committee crafted an identity statement that captures the essence of the university's mission (see Figure 2.2).

Figure 2.2. UNC's identity based on comments by stakeholders

Our culture is *inclusive, caring, and genuine*. We offer an inspirational and supportive environment where people from all walks of life can be true to themselves and their journeys. We believe that the best education is *transformative*, delivered with humanity, and obtained when students and faculty *connect, explore, and learn* together. Our broad academic offerings and far-reaching influence share a common theme of *advancing human understanding and contributing on a global scale*. We build on the classroom experience and venture beyond to more fully discover the world and gain invaluable *preparation* for rewarding careers and lives. We are dedicated to making a *positive impact* in our communities and in the lives of those around us.

Each person within the UNC community understands the mission in individual terms that have to do with roles and responsibilities. For example, a faculty member teaching primarily undergraduate courses might emphasize the learning goals for students related to critical thinking, knowledge of the discipline, and methodical problem solving skills derived in the Liberal Arts Core, whereas a faculty member teaching graduate courses might focus instead on advanced concepts in the discipline and methodological skills in conducting original research. Yet at a deep level within undergraduate, master's and doctoral education, faculty endorse the value of the teacher-scholar model, which characterizes their multi-faceted work through which insights from research, scholarship, and creative works are

UNC's teacher scholars share disciplinary and trans-disciplinary insights with students and enlist their participation in scientific and creative discoveries.

integrated into instruction and inspire students to process disciplinary information deeply, critically, and creatively. Teacher scholars share disciplinary and trans-disciplinary insights with students and enlist students' active participation in scientific and creative discoveries. Similarly, faculty members invariably appreciate the value of cultivating critical thinking in students and encouraging students from a wide range of backgrounds to see personal relevance in academic concepts. On balance, healthy variations in individual commitments enrich the fundamental pledges toward being a student-centered institution, striving for academic excellence, respecting diversity in its many manifestations, and serving the common good.

Sub-Component 1.A.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.

The mission of the university has undergone a series of changes since the university's initial founding as a teacher's college in 1889, most notably becoming a comprehensive undergraduate institution and later a doctoral research institution. In recent decades, the mission has been examined for its strategic relevance to operations. In 2000, the Board of Trustees charged the campus with reviewing our mission, values, and goals. Responding to the Board's charge, UNC embarked on a two-year process marked by extensive input and collaboration between UNC's faculty, students, staff, and administrators that culminated in the Board's adoption of a revised mission in May 2002 ([RE21](#), [RE723](#)).

The breadth of collaboration across the university in examining the implications of the mission characterizes UNC's approach to interpreting the relevance of mission in planning ([RE5](#)). The planning process, which began in 2006, was a university-wide effort directed by the Academic Planning Steering Committee, comprised of faculty, staff, and administrators. Participants considered the results of planning efforts of late, including UNC's 2004 Self-Study Report to the Higher Learning Commission and the work of groups focused on University Experience, compensation, diversity and student services, faculty and staff professional development, graduate education, and student success. The Academic Planning Steering Committee collected extensive campus input on UNC's existing and future academic directions. In Fall 2006, the committee hosted 29 campus conversations to engage the university community in the planning effort. The initial conversations, as explained in the committee's invitation to campus, were intended "to identify the things we do best at UNC, to pinpoint the most crucial elements of recent planning efforts, to solicit new ideas, and to begin building consensus about our future direction as an academic institution." Subsequent conversations focused on collecting feedback on draft themes that would be the basis for goals. In Fall 2007, the committee shared a draft of the Academic Plan with campus, hosted an

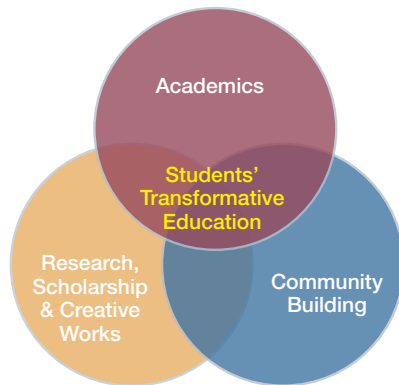
additional 16 campus conversations to discuss the draft, and invited comments through an online form and email. The mission was reviewed and determined to offer useful guidance, without need for revision. The Board of Trustees was kept apprised of progress throughout this process. In 2007, the Academic Plan, which articulated goals, relevant objectives, and potential strategies to implement the mission and vision of the university, was adopted. Table 2.1 includes the broad goals of the Academic Plan.

Table 2.1. Goals of the Academic Plan (2007)

1. Create an exemplary teaching and learning community.
2. Build a superior faculty of teacher-scholars.
3. Be a model for transformational learning that integrates all aspects of students' UNC experience.
4. Build a staff that is dedicated to the teaching and learning community.
5. Engage the greater community as partners in teaching and learning.

An initiative in 2009 was similarly inclusive and mission-grounded. At this point, it had become apparent that UNC needed to prepare systematically for reductions in state funding, reductions in federal financial aid, and other fiscal realities. Moreover, the desirability of connecting separate initiatives related to the Academic Plan to maximize academic benefits for students was recognized. The resulting Strategic Framework identifies the intersections of work in academics, research, and community engagement that together fostered a transformative education in students (see Figure 2.3).

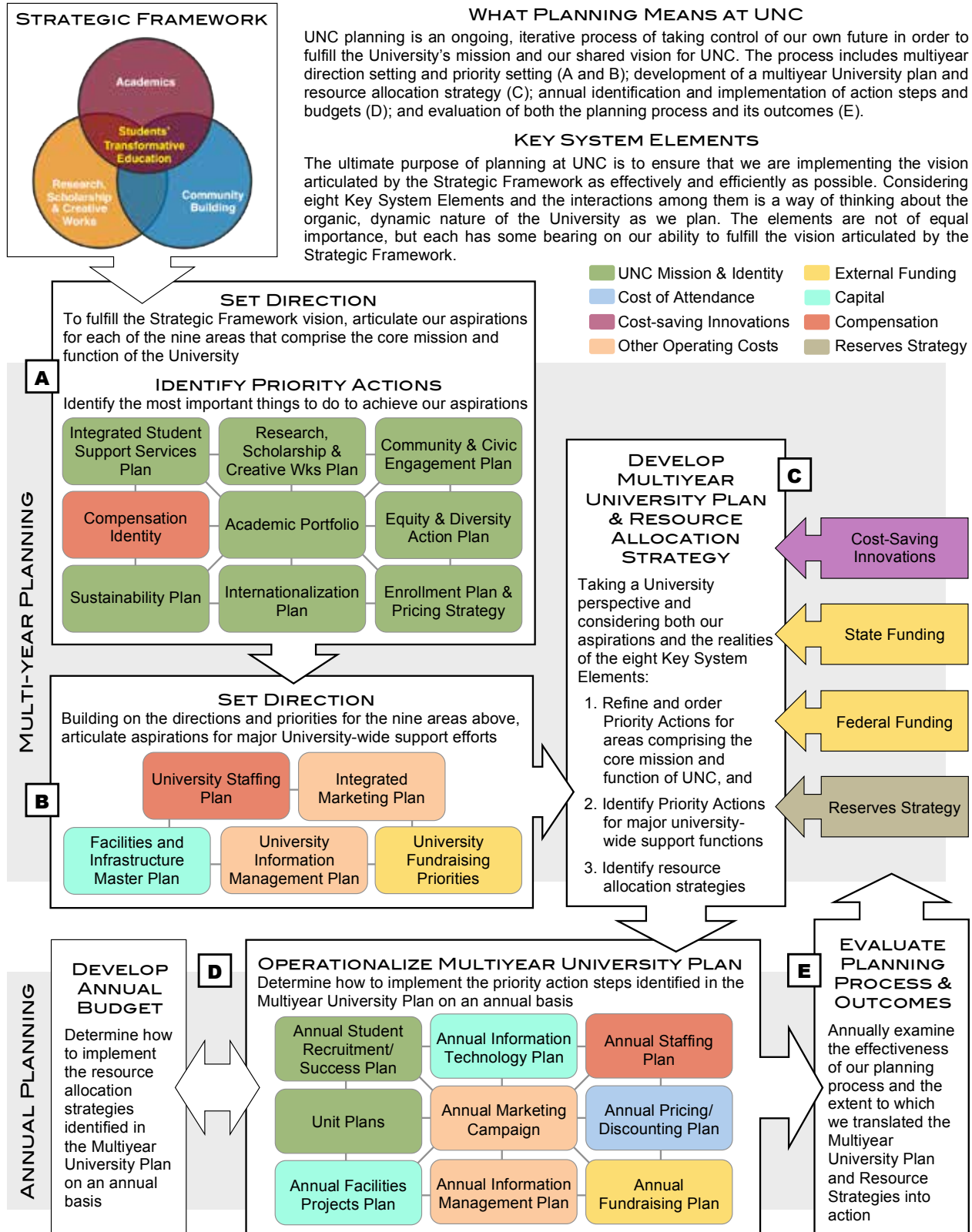
Figure 2.3. The UNC Strategic Framework



As planning progressed, UNC leaders, faculty, staff, and other constituents realized that efforts to operationalize the Strategic Framework needed to be systemic and connected. The Planning Map demonstrates how this works. Nine Core Plans, which are shown in Figure 2.4, have been or are being developed by teams of faculty and staff. Drafts of completed plans are shared with the university community, including the Provost's Leadership Team and the President's Executive Staff, for comment prior to final adoption. The finalized plans are shared with the Board of Trustees. These nine Core Plans articulate aspirations for fulfilling the Strategic Framework, identify priority actions and investments for moving forward, and determine how we measure success. The first plan to be completed was the UNC Research Plan 2012-2015 ([RE54](#)). As is expected for each plan, the Research Plan has undergone its first annual review to document progress on goals and areas for continued focus ([RE15](#)).

Figure 2.4

UNIVERSITY OF NORTHERN COLORADO PLANNING MAP



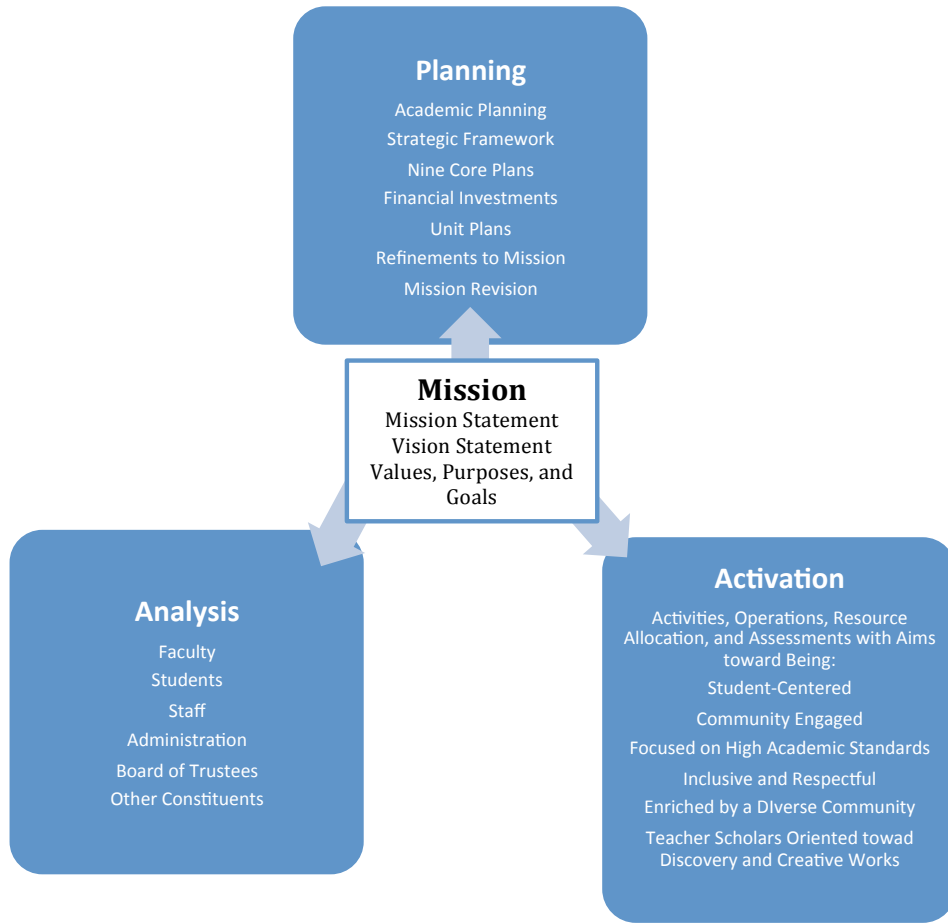
Recent planning initiatives have included extensive opportunities for campus involvement through iterative cycles of campus forums, document reviews, and committee analyses to ensure that the results—in the form of daily activities and mid-course re-alignments to strategic directions—were consistent with UNC’s mission, values, purposes, and goals (RE5). Periodically, the same types of reviews were undertaken to examine the mission itself and determine if any adjustments were necessary. Mission-related revisions and campus-wide planning efforts over the last two decades are summarized in Table 2.2.

Table 2.2. Mission changes and strategic applications over the past two decades

1996. Refine Mission	
<ul style="list-style-type: none"> • Give priority to student learning • Identify student learning outcomes • Place value on equal opportunity • Focus on assessment and planning 	
2002. Refine Mission	
<ul style="list-style-type: none"> • Refer to Carnegie Research Intensive classification • Omit goals not directly related to student learning • List values defining honorable conduct • Note change as comprehensive baccalaureate university • Add reference to educational personnel preparation in addition to teachers 	
2006-2007. Create Academic Plan Based on Assessment of Mission and Aspirations by Constituents	
<ul style="list-style-type: none"> • Use mission systematically in campus wide-planning process • Mission reviewed and found to remain relevant • Articulate shared institutional goals • Develop Academic Plan 	
2009-2012. Express UNC’s Foremost Identity in a Strategic Planning Framework Based on Analysis of Mission-Derived Opportunities for a Changing Higher Education Environment	
<ul style="list-style-type: none"> • Condense mission goals into strategic planning framework that identifies the heart of university-wide efforts • Explicate transformative education that UNC students receive 	
2012-Present. Develop Planning Map and Investments That Embody Mission, Academic Plan, and Strategic Framework	
<ul style="list-style-type: none"> • Integrate planning efforts into a cohesive document that builds on the Mission and Academic Plan while articulating needed investments • Charge faculty and staff with preparing 9 core plans in Mission-significant areas: <ul style="list-style-type: none"> • Integrated Student Support • Compensation Identity • Sustainability • Research, Scholarship, and Creative Works • Academic Portfolio • Internationalization • Community and Civic Engagement • Equity and Diversity • Enrollment Plan and Pricing Strategy 	

Table 2.2 conveys a close connection between the mission and planning efforts. The cycle of mission activation, analysis, and planning is also represented in Figure 2.5.

Figure 2.5. Cycles of UNC mission planning, activation, and analysis



Sub-Component 1.A.2.

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

ACADEMIC PROFILE

Consistent with UNC’s mission, the university provides a comprehensive array of 107 baccalaureate, 64 master’s, 3 educational specialist, and 24 doctoral degrees, with a distinct focus on graduate programs related to the preparation of education professionals (RE11, RE12). Approximately 25% of UNC’s undergraduate programs focus on teacher preparation, and 68% of our graduate programs are related to the field of education. Of the 18 Colorado institutions with state-approved education programs, UNC enrolls on average 41% of all undergraduate education majors in the state (RE24). Table 2.3 shows that slightly more than one-fifth of all undergraduate degrees awarded are in education-related majors, and Table 2.4 shows that more than half of all graduate degrees are in education-related fields.

Table 2.3. Undergraduate degrees awarded that are accompanied by education licensure (2008-09 to 2012-13)

Academic Year	Total UG Degrees Awarded	UG Degrees Awarded Accompanied by Education Licenses	% of Total Accompanied by Education Licensure
2008-2009	1956	416	21.27%
2009-2010	1998	448	22.42%
2010-2011	1864	437	23.44%
2011-2012	1897	399	21.03%
2012-2013	2018	460	22.79%

Source: Institutional Reports and Analysis Services
 Note: Numbers based on Summer, Fall, and Spring totals.

Table 2.4. Education-related graduate degree programs

Degree Level	Education-Related Degree Programs	Total Degree Programs	% Education-Related Degree Programs
Master’s	17	32	53%
Specialist	2	2	100%
Doctoral	14	19	74%

Surveys of students, alumni, employees, and community members consistently suggest UNC is widely recognized for the quality of its education programs ([RE3](#), [RE4](#), [RE6](#)). This recognition extends to UNC's rankings in national publications and awards for excellence. For example, in 2014, *U.S. News and World Report* ranked UNC's online graduate programs in education number 8 of 166 universities across the nation, and in 2007, UNC's College of Education and Behavioral Sciences was awarded the prestigious Christa McAuliffe Award for innovation in the assessment of elementary and secondary teacher education programs ([RE308](#), [RE435](#)) .

In addition to its focus on teaching and other education-related fields, UNC is well-known for programs in nursing, audiology, speech language pathology, the sciences, behavioral health fields, business, and the performing and visual arts. UNC plays an important role within the state, region, and nation in the preparation of STEM and nursing educators through its graduate degree programs in chemistry, biology, and mathematics education; nursing; and grant-funded initiatives, workshops and other initiatives of the Mathematics and Science Teaching Institute, and the National Institute for Nursing Education and Scholarship ([RE374](#), [RE384](#)). For instance, in 2008 UNC was awarded a \$5 million National Science Foundation grant to fund a center for mathematics teaching and mathematics teacher professional development ([RE375](#)). UNC's Jazz Studies program has received more than 100 *Downbeat Magazine* Student Music Awards, and the Monfort College of Business was the first college of business to receive the Malcolm Baldrige National Quality Award ([RE277](#)). Concentration on these fields is consistent with UNC's mission in that students achieve high academic standards and critical thinking skills while preparing to serve the public interest with needed professional skills.

UNC has established processes with multiple steps and feedback loops for ensuring that academic programs are consistent with the university's mission. Proposals for new degrees must provide support that the degree aligns with UNC's Mission and the goals of the Academic Plan ([RE43](#)). For existing academic programs, UNC maintains a regular cycle of program review, complemented by external specialized accreditation review. As part of these reviews, programs must describe how they continue to support the mission. The program review process includes evaluation by external reviewers, who provide additional confirmation of program alignment with university mission ([RE265](#)).

STUDENT SUPPORT SERVICES

Student services programs are consistent with UNC's mission to be a leading student-centered doctoral research university and its goal of providing transformational learning that integrates all aspects of students' university experience ([RE49](#)). In particular, UNC provides student services that promote access, academic support, and health and wellness, important components of UNC's mission.

U.S. News and World Report ranked UNC's online graduate programs in education number 8 of 166 universities in 2014.

The program review process includes evaluation by external reviewers, who confirm that programs align with UNC's mission.

To demonstrate the depth and breadth of student support services, brief descriptions of exemplar programs are provided below. Additional explanation of student services, including career services and educational programs that foster career placement and professional success, can be found in Criterion 3.

ACCESS

UNC has several programs that promote college access through outreach and educational opportunity. The primary focus of these programs is to introduce middle and high school students to the benefits of a college education and provide them with experiences that facilitate their interest in college and, in some cases, specific fields of study. While some participants eventually enroll at UNC, the primary intention is not on recruiting new students to UNC but rather exposing young students and their families to the benefits of a college education and providing them support and encouragement for enrolling in college. Three examples of pre-college programs are Upward Bound, Frontiers of Science, and the Latina Youth Leadership Conference.

Upward Bound is a federally funded TRIO pre-college program that serves high school students from low-income and first-generation families ([RE434](#)). Upward Bound has a long history at UNC, with various iterations in place since the 1970s. UNC's current Upward Bound project started in 2007 and is funded through May 2017. The program serves 60 high school students per year through a six-week summer session and ongoing instructional and tutorial services during the academic year. UNC has allocated \$262,000 in matching funds to support the current grant.

Frontiers of Science began at UNC in 1959 in response to the launch of Sputnik ([RE349](#)). Originally focused on high school students from rural communities, in recent years the program has sought to balance rural/urban participants, promote gender equity in the sciences, and recruit adolescents from underserved populations. Funded by corporate and private sponsors and housed within the Mathematics and Science Teaching Institute, Frontiers of Science is a six-week summer program that encourages scientific exploration and science career aspirations among high school students. Although the program does not specifically recruit students to UNC, program participants are eligible for a special scholarship if they later choose to attend UNC. Since 2008, 40 UNC scholarships have been awarded to students who completed the program.

In Spring 2014, UNC sponsored the 17th annual Latina Youth Leadership Conference. The conference is planned and organized by the Lambda Theta Nu Sorority and the César Chávez Cultural Center. Each year, the event brings 300 eighth grade girls from the local community to campus to promote their interest in higher education and leadership development. Students are assigned mentors for the

event and participate in workshop sessions on topics such as education, self-esteem, and leadership ([RE40](#)).

ACADEMIC SUPPORT

UNC provides a broad range of academic support services for undergraduate and graduate students. Faculty provide academic advising for students with declared majors, whereas professional staff in UNC's Office of Academic Support and Advising advise students who are exploring academic majors. Based on an assessment of undeclared student advising, UNC transitioned from a student peer-advising model to a staff of professional advisors in 2008 ([RE16](#)). Since that time, UNC has established satellite advising services in the residence halls, the four cultural centers (César Chávez Cultural Center, Marcus Garvey Cultural Center, Asian/Pacific American Student Services, and Native American Student Services), athletics, and Veterans Services to improve access to advising for undeclared students ([RE724](#), [RE725](#), [RE726](#), [RE727](#), [RE728](#)). More recently, UNC joined the Education Advisory Board's Student Success Collaborative (SSC), a network of institutions using predictive modeling and data analytics to promote more effective advising ([RE417](#)). The SSC uses a software platform to identify risk factors for individual students and provide faculty advisors with desktop resources to improve advising of these students.

Tutoring is provided at UNC through the Tutoring Center, which offers individual and small group sessions and also manages the university's supplemental instruction services. Tutoring is offered at no charge by appointment and via drop-in sessions. On average, approximately 9% of undergraduate students are served each year ([RE8](#)). Students can also receive academic assistance from the university's Writing Center, which provides support to undergraduate and graduate students via face-to-face appointments or online tutoring ([RE439](#)). In 2012, a doctoral-level graduate assistantship was added to the Writing Lab to further assist and support the unique needs of master's and doctoral students. Students needing assistance in mathematics can find support from both the Tutoring Center and the Math Tutoring Lab, the latter of which offers drop-in tutoring by faculty and students ([RE376](#)).

To assist first year students in making the transition from high school to college, UNC offers a freshman seminar, University 101 ([RE430](#)). The three-credit course is aimed at developing and strengthening college-level reading, writing, critical thinking, and communication skills and counts as a general education elective. Ongoing assessment of the course shows that it contributes significantly to student persistence and academic achievement ([RE431](#)). To further support students' transition to college, UNC's Housing and Residential Education offers sixteen residential learning communities, half of which are based on academic majors and interests ([RE36](#), [RE405](#)). In addition, UNC has established a Faculty in Residence

Data show that UNC's freshman seminar, University 101, contributes significantly to student persistence and academic achievement.

Program, whose goals are to create meaningful student-faculty connections, provide academic role models for students, increase student-faculty interactions, and demonstrate faculty engagement, with eight faculty members living in the residence halls ([RE343](#)). Master's and educational specialist students consult their program advisor who provides guidance on course selection and career pathways as well as opportunities for research. Doctoral students' program of study, research, and professional induction are guided by their research advisor and doctoral research committee. All doctoral research advisors hold the Doctoral Research Endorsement, a status recommended by the Graduate Council and confirmed by the Graduate Dean, which indicates the advisor's readiness to supervise doctoral research ([RE729](#)). Graduate student satisfaction regarding advising is reflected in the qualitative comments provided in the 2013-2014 Graduate Exit Survey ([RE226](#)):

- “The strength of this program was the quality of relationships that I built with my professors.”
- “Many of my teachers were willing to talk outside of class time about subjects related to professional development and course topics. I appreciated that.”
- “Both of my advisors were supportive and at each step I received critical and constructive feedback.”

The Graduate Student Professional Development Program (GSPD) and the Research Consulting Lab are valuable resources for master's and doctoral students. The GSPD program, directed by the Graduate School, designs, delivers, and coordinates professional development programming for graduate students ([RE730](#)). Topics range from balancing school, work, and life commitments to a dissertation boot camp. The Research Consulting Lab, directed by the Applied Statistics and Research Methods (ASRM) faculty and staffed with ASRM graduate students, provides free consultation on quantitative and qualitative research methods, design, and statistical procedures ([RE403](#)). Graduate students are the primary users of the resource, but it is available to other members of the university engaged in research, including faculty, staff, and undergraduate students.

HEALTH AND WELLNESS

In order to achieve our desire to deliver a full range of student support services and be a leading student-centered institution, UNC promotes healthy lifestyles for students with educational, cultural, social, and recreational programs. The campus offers a variety of student services health and wellness programs designed to accomplish this goal. The Student Health Center is a walk-in clinic available to all UNC students. It provides a variety of health services including the treatment and diagnosis of minor infections, injuries, personal health, and many more needs ([RE416](#)). UNC provides mental health services through an accredited Counseling

Center, serving approximately 18% of students each year. In addition to individual appointments, the Counseling Center offers couples and group therapy and psychiatric services ([RE731](#)). The Counseling Center also provides outreach and consultation across campus and arranges doctoral-level internship training as a member of the Association of Psychology Post-doctoral and Internship Centers (APPIC).

Two UNC academic departments sponsor clinics that are open to UNC students and members of the general community. The Department of Applied Psychology and Counselor Education staffs the Psychological Services Clinic. Doctoral- and master's-level student clinicians staff the clinic and are supervised by licensed mental health professionals ([RE396](#)). The Audiology and Speech Language Sciences Program manages the Speech-Language Pathology and Audiology Clinic ([RE413](#)). Services provided by the clinic include the diagnosis and treatment of speech, language, hearing, and balance issues.

In addition to physical and mental health services, UNC provides support to survivors of sexual assault through the Assault Survivors Advocacy Program (ASAP), which has been in place at UNC since 1993 ([RE289](#)). ASAP provides round-the-clock confidential advocacy and support to sexual assault survivors and victims of intimate partner violence and stalking. The program also offers training, consultation, internship, and volunteer opportunities for students. A related program that promotes health and wellness is UNC's Prevention Education and Advocacy Services ([RE394](#)). This program provides education about health issues ranging from substance abuse to sexual health and healthy relationships. In addition, the UNC Care Team, which includes representatives from the Dean of Students Office (chair), UNC Police Department, Housing and Residence Life, UNC Counseling Center, Assault Survivors Advocacy Program/ASAP, and Human Resources, examines referrals from students and others about concerning actions and states, such as alcohol or drug dependence, patterns of unusual behavior, and intentional injuries to self or others, and determines follow-up actions that are warranted ([RE704](#)).

UNC's Campus Recreation Center serves the recreational and fitness interests of students by providing facilities, activities, and services that promote healthy and active lifestyles ([RE298](#)). Along with running a well-equipped fitness center, Campus Recreation offers personal training, group fitness sessions, massage therapy, and nutrition services. Campus Recreation also manages UNC's club and intramural programs, offering students additional opportunities to play organized sports. UNC recently added an Outdoor Pursuits program, which provides outdoor recreational gear such as bicycles, camping equipment, canoes, and snowboards ([RE391](#)). Students can check out equipment to take advantage of the plentiful recreational opportunities in the region or sign up for a variety of adventure trips and classes ([RE392](#)).

UNC provides mental health services through an accredited Counseling Center, serving approximately 18% of students each year.

Promoting healthy lifestyles is a key component of UNC's Dining Services mission ([RE325](#)). In addition to providing a variety of healthy and nutritious menu items in the university's dining halls, Dining Services maintains a registered dietician on staff to assist students with specific dietary needs. The Dash is a special section in the dining halls that offers healthy items at each meal to accommodate students with unique dietary needs or food allergies. In the 2014-2015 academic year, Dining Services will launch a new tool to provide nutritional labels for all recipes served in the dining halls ([RE323](#)).

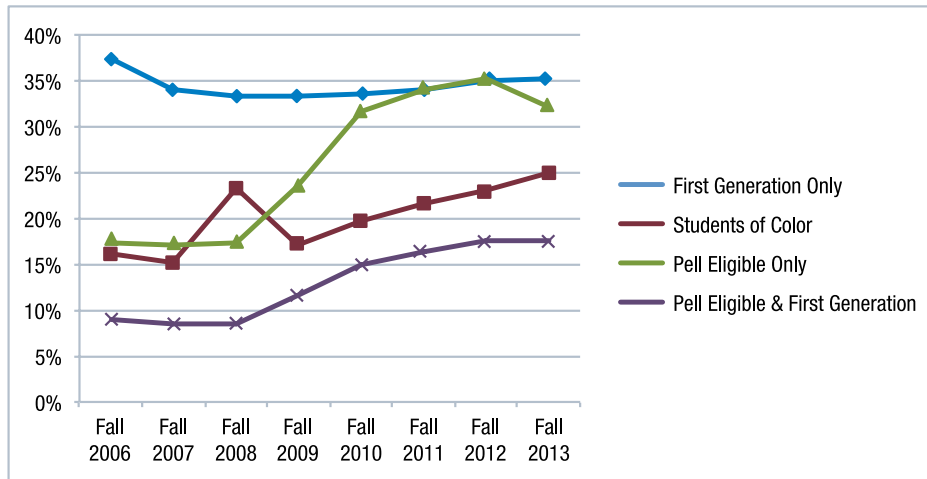
STUDENT PROFILE

UNC's student profile is consistent with our core identity as a public comprehensive baccalaureate institution with specialized graduate programs. In Fall 2014, approximately 86% of current UNC undergraduates and graduate students are Colorado residents, and this proportion has remained relatively stable over time. Our mission defines UNC as having selective admission standards. The Colorado Commission on Higher Education (CCHE) established admissions standards for higher education institutions that include requirements for high school course completion and an admissions index based on students' high school GPA and performance on a standardized test (ACT or SAT). A minimum index score of 94 is required for admission to UNC; however, the CCHE allows a window for admitting up to 20% of students who do not meet the minimum admissions criteria ([RE12](#)). Historically, more than 80% of students admitted to UNC met or exceeded the minimum index score. For Fall 2013, 88% of admitted students met the admissions criteria. Students who do not meet the admissions score must provide additional information about non-cognitive abilities and experiences to be considered for admission ([RE284](#)). Applicants to graduate degree programs apply and must be admitted to both the Graduate School and their specific program. Graduate students meet or exceed the minimum Graduate School admissions requirements, which include a baccalaureate degree from an accredited institution, a minimum 3.0 GPA on the most recent 60 credit hours completed, and, where required, additional program requirements such as a discipline-specific standardized assessment (MCAT, GMAT, or PCAT) ([RE732](#)). Applicants to doctoral programs must complete and meet the UNC minimum standards for the Graduate Record Examination .

One of UNC's distinguishing characteristics is the opportunity we afford to students from underserved populations (underrepresented students of color, first-generation, and low-income students) ([RE55](#)). This commitment is reflected in enrollment patterns and the intentional strategies, programs, and services we offer. For example, approximately one-third of UNC undergraduates are the first in their family to attend college. Approximately half of undergraduate students are first generation, low-income, or both (the actual proportion may be slightly higher due to absence of

reporting family background in certain cases) (RE200). Since 2006, the percent of students of color enrolled at UNC has steadily increased (details on particular ethnic groups are included later in this chapter). Figure 2.6 shows the demographic characteristics of UNC underserved undergraduate students over time.

Figure 2.6. Demographic characteristics of UNC underserved undergraduate students (2006-2013)



Source: Institutional Reports and Analysis Services

The graduate student enrollment profile has shifted and reflects national trends. In Fall 2013, 73% of graduate students were female, 73% were from Colorado, 13% identified as students of color, and 7% were international students. Close to half were enrolled in programs in the College of Education and Behavioral Sciences.

The fiscal year 2014-15 budget includes an \$18.9 million investment in undergraduate financial aid and housing discounting. Discounting is targeted at low and middle-income students. The total undergraduate institutional financial aid of \$16.3 million is equivalent to 24.5% of our undergraduate tuition, and total graduate institutional financial aid is approximately \$4.8 million or 26.5% of graduate tuition revenue (RE35).

Recruitment and financial aid reinforce efforts to maintain a diverse student population. For example, goals for enrollment and financial aid include supporting a student body that is diverse in race and ethnicity, geographic origins, socioeconomic status, and sufficient academic preparation to persist through graduation. Likewise, advising and other services are geared to the needs of a diverse student body, as explained in more detail in the Provost’s 2014 report, *Extending Our Reach, Preserving Our Heritage* (RE577).

Recruitment and financial aid reinforce efforts to maintain a diverse student population.

Sub-Component 1.A.3.

The institution's planning and budgeting priorities align with and support the mission.

As explained earlier in this chapter, UNC's mission, as interpreted by constituents through the lens of present needs, prospects, and constraints, is the basis for planning and budgeting priorities. As an illustration, the university's annual budget for fiscal year 2015 contains multiple references to the core elements of UNC's Planning Map ([RE35](#)). The budget document shows how UNC's mission guides planning and budgeting priorities, with ties to strategic plans related to compensation; enrollment; the academic portfolio; research, scholarship and creative works; community and civic engagement; internationalization; and integrated student support.

The Academic Plan, Strategic Framework, and Planning Map which build on the UNC mission, serve as the basis for more specific planning and budgeting processes. To illustrate, our mission defines UNC faculty as teacher scholars whose work combines excellence in instruction, scholarship, and service. The Academic Plan promotes this role with two of its goals: (1) creating an exemplary teaching and learning community; and (2) building a superior faculty of teacher scholars. The Planning Map includes a multi-year plan for developing a compensation identity that will enhance recruitment and retention of eminent faculty and staff. The Compensation Identity Plan is designed to increase faculty and other employee salaries to 90% of the average of our peer institutions ([RE57](#)). The plan was implemented beginning in fiscal year 2013, and in the first year, parity with peer institutions increased by 3.7% ([RE47](#)).

As another example, the Academic Plan includes an objective to invest in support for research, scholarship, and creative works, which has been operationalized through the UNC Research Plan, one of the university's nine Core Plans ([RE54](#)). Examples of how the plan influences budget priorities include new resources for 30 faculty members to receive reassigned time for research, scholarship, and creative works, reduced instructional loads for select early-career faculty, and inclusion of start-up funds to support new faculty members' research ([RE15](#)). Additional discussion of how UNC plans and prioritizes resources can be found in Criterion 5.

Core Component 1.B.

The mission is articulated publicly.

As we have previously stated, UNC communicates our mission publicly through formal documents that are widely available on the university's website and in key

documents. The university has established procedures for regularly reviewing the mission and ensuring that mission documents are current and that they reflect important institutional priorities. The nature and scope of our educational programs are clearly communicated through print and electronic formats, and evidence collected periodically through program reviews, external evaluations, and surveys of internal and external constituents confirms that the university's methods of communicating its mission are effective.

Sub-Component 1.B.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.

UNC's mission is publicly articulated through documents and webpages. As mentioned previously, it is prominently placed on the university home page (*About UNC*), which is also accessible from the President's webpage ([RE425](#), [RE427](#)). The values and goals associated with UNC's mission are directly and indirectly infused into documents across the university such as college and departmental websites; policy, procedure, and planning documents; handbooks and publications; and institutional reports ([RE362](#), [RE292](#), [RE52](#), [RE335](#), [RE41](#), [RE42](#)).

Sub-Component 1.B.2.

The mission document or documents are current and explain the extent of the institution's emphasis on 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.

The Board of Trustees and President's Executive Staff review the collection of mission statements (i.e., the mission *in toto*) periodically for currency ([RE46](#)). The documents explicate UNC's public role in serving the citizens of Colorado and emphasize UNC's aspirations to prepare students "to live and contribute effectively in a rapidly changing, technologically advanced society" (UNC Vision). UNC's ongoing and iterative planning processes are guided by the values and priorities described in the mission by articulating our commitment to:

- Working as a community (discussed in sub-component 1.A.1);
- Emphasizing the individualized nature of the transformative educational experiences we offer students (described in this section);
- Providing outreach, access, and support to underserved students (discussed in sub-components 1.A.2, 1.C.1, and 1.C.2); and
- Engaging in world-changing research, scholarship and creative works our faculty and students do together (described in this section) ([RE55](#)).

UNC's mission emphasizes our public role in serving the citizens of Colorado.

PERSONALIZED LEARNING EXPERIENCES

UNC's mission and related documents emphasize UNC's commitment to personalized learning experiences. Scheduling small classes taught by full-time faculty has been a major tactic for achieving an educational experience in which students receive individualized attention and are given opportunities to choose among course-relevant topics for essays, analyses, reports, collaborative projects, and creative works. Although the percent of undergraduate classes with fewer than 30 students has decreased over the last several years as UNC has worked to increase efficiencies, class sizes remain fairly small, with most classes enrolling fewer than 40 students.

The overall size of the university also contributes to students' sense of being known by faculty and contributing to one or more communities. UNC's size consistently ranks among the top advantages cited by students and alumni (RE6). Indeed, surveys of entering freshman indicate that the size of the university is statistically more important to students who enroll at UNC (82%) compared to those attending college elsewhere (67%) (RE48). Similarly high on the list of positive qualities is the personal attention students receive from faculty.

At UNC, 64% of the faculty is full-time. The ratio of full- to part-time faculty at UNC exceeds the national average of 50% and contributes positively to the student experience. Although UNC strives to meet its commitment to small classes taught by full-time faculty, like many institutions, it relies heavily on adjunct faculty to teach first-year general education courses. In Fall 2013, adjunct instructors taught 60% of Liberal Arts Core (LAC) courses. Since 2006, the percent of LAC courses delivered by adjunct instructors has increased by 13%. UNC is currently participating in the HLC Academy for Assessment of Student Learning, and ensuring that the quality of general education instruction remains high regardless of instructor rank is among the priorities for the Academy project.

Of course, part-time instructors and full-time adjuncts are capable of exemplary instruction, and UNC promotes the quality of their instruction by several measures, including providing an adjunct faculty handbook with advice on how to prepare a student-centered syllabus and opportunities to take advantage of professional development through the Center for the Enhancement of Teaching and Learning (RE272). Similarly, teaching assistants are oriented to their professional responsibilities by the Graduate School and through online resources and workshops (RE273). Department chairs and school directors also play an important role, and within academic programs, many early career faculty and other beginning instructors are assigned a faculty mentor or given other guidance in first teaching assignments.

RESEARCH, SCHOLARSHIP, AND CREATIVE WORKS

UNC's Research Plan, developed by the Research Advisory Council, articulates the distinctive characteristics of research, scholarship, and creative works at the institution: (1) through forms of engaged and applied research that address societal problems and the needs of individuals; and (2) interaction with students as “vital partners” in research at the undergraduate and graduate levels ([RE54](#)). Examples of how faculty research exemplifies these characteristics can be found in the publication, *Discoveries in the Public Interest: Research, Scholarship, and Creative Works at the University of Northern Colorado* and in student research profiles on the research website ([RE27](#), [RE733](#)).

Goals for the Research, Scholarship, and Creative Works Plan are included in Table 2.5. The Research Plan calls for investments in research, scholarship, and creative works (RSCW) that are inclusive (supporting the full range of areas examined by its scholars) and strategic (tactically fostering areas that visibly extend the heritage of the institution and overlap with academic instruction, community building, and students' learning). The commitment to an inclusive philosophy is infused in the majority of goals, which collectively enhance research, scholarship, and creative works through such far-reaching initiatives as addressing workload of faculty and clarifying rewards and expectations related to research, scholarship, and creative works. The strategic perspective is evident in a goal related to identifying signature areas and supporting centers and institutes.

Table 2.5. Goals in the Research Plan

-
- Adjust faculty workload to allow for time to make meaningful progress in scholarly endeavors.
 - Offer early-career faculty members with significant RSCW commitments a reduced instructional load.
 - Examine the faculty evaluation system for its support of RSCW and grant writing.
 - Inventory current programs that support the RSCW of faculty, staff, and students so as to optimize investments.
 - Support faculty members in developing the professional accomplishments, publication records, and skills necessary for obtaining external funds.
 - Inventory start-up funds for new faculty members to permit effective resource allocation.
 - Disseminate accomplishments of faculty, students, and staff in RSCW.
 - Develop an online data collection and formatting system for aggregating the accomplishments of faculty in RSCW.
 - Identify learning goals for students in RSCW, and develop appropriate goals and strategies for supporting the acquisition of skills and dispositions related to RSCW.

UNC's Research Plan emphasizes engaged and applied research that addresses societal problems and needs.

- Identify signature areas as focused domains of outstanding achievement in RSCW and grant activity.
- Develop and implement a plan for increasing effective support and for addressing impediments related to seeking and implementing externally funded projects.
- Augment outreach efforts to faculty and staff members in obtaining grants and fellowships.
- Evaluate the need for changes in priorities from year to year and assess the implementation of initiatives, including repercussions of changes in one domain for other operations.

Internally, the university annually allocates resources to support the following activities administered by the Faculty Research and Publications Board (FRPB): investigations in topics that are new for the investigator or artist; research, dissemination, and faculty development; and awards for travel. The FRPB alone awarded \$273,856 in 2012-2013 ([RE34](#)). These funds are administered through the Office of Sponsored Programs (housed in the Office of Research) and overseen by a representative body of faculty members, who review proposals and approve awards. The Office of Research supports faculty scholarship with several programs, including the Faculty Reassignment Program for Research, Scholarship, and Creative Works; the Summer Support Initiative; and the UNC Sponsored Research Fellows program ([RE734](#)).

As a public doctoral research university, UNC's graduate programs emphasize scholarship, research, and creative works. Graduate students' research and creative works are advanced and supported through active engagement with program faculty, professional development activities sponsored by the Graduate School and departments, numerous grant and institutionally funded assistantships, and Graduate Student Association Research grants. Graduate student feedback documents the value of these efforts as evidenced in the 2013-2014 Exit Survey ([RE226](#)).

The commitment to research, scholarship, and creative works is further demonstrated through the opportunities for students to participate. For example, UNC has sponsored an annual research day every spring since 1989 featuring poster and oral presentations from undergraduate and graduate students. The most recent event included nearly 300 presentations ([RE9](#)). Additionally, each fall and spring term, approximately 75-100 graduate students participate in Research Evening, an event originated in 2002 in the Applied Statistics and Research Methods department, which was expanded to the campus in 2011. The percent of UNC faculty who work with undergraduates on research projects has increased dramatically since 2007, from 52% in 2007 to 63% in 2013 ([RE263](#)). This increase may be attributed to the priority UNC has placed on providing undergraduates access

UNC sponsors Research Evenings each fall and spring, where 75 to 100 graduate students present their research.

to faculty-led research activities. UNC has also devoted considerable resources to supporting undergraduate student research through its long-standing Honors Program and McNair Scholars Program and the more recent addition of the Office of Undergraduate Student Research. Undergraduate students have the opportunity to publish their research in the *Undergraduate Research Journal* at the University of Northern Colorado ([RE429](#)).

Sub-Component 1.B.3.

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

UNC’s mission documents clearly identify the nature, scope, and intended constituents UNC serves by describing the public undertakings of the university and its commitments to constituents and external communities. The mission statement identifies UNC as a public doctoral research institution with comprehensive baccalaureate degree programs and specialized graduate programs. Ancillary documents such as the Research Plan explain how the focus of our faculty and students’ research benefits society and individuals. The values, purposes, and goals of the university characterize UNC as a community of scholars committed to equal learning opportunities, intellectual freedom, diversity of thought and culture, and service to society. Policies, procedures, and reward systems are derived from the mission, reinforcing the distinctive characteristics of the institution. These values are best expressed through the first goal of the Academic Plan: “Create an exemplary teaching and learning community.”

UNC’s relationship and commitment to external communities is articulated in our mission of preparing students to be contributing members of society. The Academic Plan emphasizes engaging the greater community as partners in teaching and learning, and this goal is operationalized in the Community and Civic Engagement Plan ([RE26](#)). This multiyear plan is intended to “advance the infusion of engagement into teaching and learning; research, scholarship, and creative works; and service activities, occurring on campus, online and in communities both locally and globally” (p. 1).

Core Component 1.C.

The institution understands the relationship between its mission and the diversity of society.

UNC demonstrates an understanding of the relationship between mission aspirations and the diversity of society through attention to preparing students to live and work in a diverse, global society; efforts to promote access and success for students from underserved populations; shared values; and policies and procedures that reinforce and emphasize this commitment. The Equity and Diversity Plan es-

63% of UNC faculty work with undergraduates on research projects.

The Equity and Diversity Plan establishes goals for fostering an inclusive, supportive, and respectful climate.

establishes goals for fostering an inclusive, supportive, and respectful climate, which can be found in Table 2.6.

Table 2.6. Goals in the Equity and Diversity Plan

-
- Foster a welcoming and inclusive campus climate.
 - Recruit diverse students and faculty.
 - Retain underrepresented students, faculty, and staff.
 - Integrate diversity into the curriculum
 - Create mutually beneficial partnerships with the Greeley and surrounding community.
 - Increase professional development opportunities to enhance teaching and learning through diversity and enhance campus climate.
 - Continually assess the outcome of diversity efforts and the needs of the campus community.
 - Coordinate efforts and resources to enhance diversity.
-

Sub-Component 1.C.1.

The institution addresses its role in a multicultural society.

PREPARING STUDENTS FOR A DIVERSE, GLOBAL SOCIETY

UNC strives to provide an educational environment where diversity of thought and culture is respected. The role of UNC is to educate students to think and act responsibly in a dynamic, diverse, global society and advocate for cultural appreciation and competence through on-campus programming, alternative spring break programs, and study abroad opportunities. UNC explicitly commits to preparing undergraduate and graduate students to be contributing members of a diverse society through our learning goals:

Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs. (Undergraduate Goal 3)

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

These goals are supported through educational programs and institutional planning and priorities that emphasize preparing students to work effectively with diverse populations, the global nature of modern society, community engagement, and cultural competence ([RE49](#), [RE38](#), [RE26](#), [RE28](#)). Multicultural content and interdisciplinary programs enrich academic experiences and reinforce the values articulated in the mission. Examples of UNC programs that address cultural diversity and cultural competences include:

Multicultural content and interdisciplinary programs enrich academic experiences and reinforce the values articulated in the mission.

- The UNC Cultural Centers, which foster cultural understanding through social, cultural and educational events open to everyone in the UNC community;
- The Center for International Education, which provides academic, cultural, and educational support for international and American students; and,
- The GLBTA Resource Office, which supports the access and involvement of students who identify as Queer and/or Trans through quality education, advocacy, and programming.

Annual survey results from graduating seniors suggest UNC is meeting its goals for students in the areas of diversity and cultural competence. Table 2.7 shows data from the three most recent administrations of the Cooperative Institutional Research Program’s (CIRP) College Senior Survey.

Table 2.7. Student perceptions of diversity-related outcomes (2012-2014)

Item	2012	2013	2014 ^a
Ability to see the world from someone else’s perspective	81%	79%	79%
Tolerance of others with different beliefs	79%	82%	81%
Ability to work cooperatively with diverse people	84%	84%	83%

Note: Percent of students who rated themselves above average or in the highest 10% compared to other people their age.

^aThe survey is typically administered to Fall and Spring graduates. In 2013/2014, due to delays in CIRP’s release of the survey, data were collected only from Spring graduates.

UNC’s students report developing strengths in these important abilities; however, they also appear to have fewer interactions with people from different racial/ethnic groups than students from similar institutions. For example, students from other institutions are more likely to report frequently sharing a meal, studying, or socializing with someone from a different racial/ethnic group (RE263). Although UNC students’ self-described ability to interact with people from different backgrounds is similar to students from other institutions, providing and encouraging more opportunities for formal and informal interactions with people from diverse backgrounds represents a potential area for improvement at UNC.

As part of the annual Graduate Exit Survey, graduates were asked to indicate the degree they felt respected by UNC staff, faculty, and students as well as the Greeley community (RE226). Most graduates, who either agreed or strongly agreed, reported feeling respected by staff (89%), faculty (84%), other students (88%), and the Greeley community (50%). Further, 83% of graduate student respondents acknowledged being satisfied at some level with the degree to which faculty promoted inclusiveness in the classroom with respect to diverse ideas and perspectives, and 84% felt their peers demonstrated inclusiveness and provided diverse

ideas. In contrast, only 50% of respondents were satisfied with the programs for students with their interests on campus, and 46% agreed that they felt comfortable participating in campus-wide programs, events, or activities, indicating opportunities for education and advancement in these areas.

FOCUS ON ACCESS AND SUCCESS

UNC's Enrollment Plan outlines principles for helping UNC fulfill its public mission by recruiting and enrolling students who reflect the diverse demographics of Colorado and the West ([RE10](#)). These goals extend a long history of commitment to access and success for underserved students ([RE1](#)). One example of how UNC has responded to the changing demographics of Colorado is the addition of a Spanish language version of its admissions page in 2009 ([RE411](#)).

Students of color and those who are first in their families to attend college are cherished populations at UNC. More than one in four students comes from an ethnic minority background, and more than one in three is a first-generation student. In 2012 and 2013, the Enrollment Planning Team explored the possibility of pursuing designation as a Hispanic Serving Institution (HSI) to foster engagement of diverse students at UNC. To this end, the Enrollment Planning Team completed an in-depth analysis of whether an initiative to pursue this designation would assist the university in achieving its goal of serving students who reflect the diversity of the world around us, how the university might recruit and support diverse students, and whether the HSI designation would positively impact Latino student enrollment. After collecting and analyzing multi-layered data, the group determined that it was not appropriate to seek HSI designation at that time. Instead, the university will focus on improving our efforts to recruit and support a diverse student body. The results of this work and the insights gained from it were shared with the Board of Trustees on March 8, 2013 ([RE735](#)).

Efforts by UNC to reach out to prospective students of color have yielded a significant increase in enrollment by these individuals, as you can see in Table 2.8. A similar increase has been obtained in graduate students.

Table 2.8. Fall enrollment of underserved undergraduate students (2006-2014)

	Students of Color	First-Generation	Gender		Pell Eligible
			Female	Male	
2006	16%	37%	61%	39%	17%
2007	15%	34%	61%	39%	17%
2008	23%	33%	61%	39%	17%
2009	17%	33%	61%	39%	23%
2010	20%	33%	62%	38%	32%
2011	22%	34%	62%	38%	34%
2012	23%	35%	62%	38%	35%
2013	25%	35%	63%	37%	32%
2014*	26%	35%	63%	37%	30%

Source: Institutional Reports and Analysis Services
 *Fall Census, not final

Table 2.9. Fall enrollment of underserved graduate students (2006-2014)

	Students of Color	Gender	
		Female	Male
2006	9%	74%	26%
2007	9%	75%	25%
2008	9%	75%	25%
2009	9%	75%	25%
2010	12%	73%	27%
2011	12%	75%	25%
2012	13%	75%	25%
2013	13%	72%	28%
2014*	14%	72%	28%

Source: institutional Reports and Analysis Services *Fall Census

Students’ success after their matriculation is a significant priority for UNC. In Table 2.12, rates of persistence in the university from one fall semester to the following fall semester are shown. Persistence rates have shown modest improvement for most sub-groups since 2007.

Table 2.10. Fall-to-fall persistence of underserved undergraduate students (2007-2013)

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Race and Ethnicity							
Hispanic or Latino	79%	80%	79%	80%	77%	80%	80%
American Indian or Alaska Native	75%	73%	67%	77%	82%	77%	84%
Asian	83%	77%	81%	80%	80%	79%	82%
Black or African American	76%	74%	75%	74%	73%	74%	78%
Native Hawaiian or Other Pacific Islander	100%	94%	85%	68%	81%	79%	88%
White	82%	82%	84%	83%	82%	82%	83%
Multiracial	88%	92%	82%	76%	70%	75%	77%
Non-U.S. Citizen	67%	75%	90%	90%	88%	89%	84%
Unknown	76%	75%	67%	79%	76%	81%	84%
First Generation							
First Generation	80%	80%	80%	78%	78%	78%	80%
Not First Generation	83%	83%	84%	83%	81%	83%	84%
Gender							
Female	83%	83%	84%	83%	82%	82%	84%
Male	78%	79%	79%	79%	77%	79%	80%
Pell							
Pell Eligible	82%	82%	81%	81%	79%	79%	81%
Not Pell Eligible	81%	81%	82%	82%	80%	82%	83%
Overall	81%	81%	82%	81%	80%	81%	82%

Source: Institutional Reports and Analysis Services

Note: Persistence is defined as the percent of students enrolled the previous fall who are still enrolled the following fall.

The six-year graduation rate of 46% for students is a concern for UNC (see Table 2.11). Trends for particular ethnic groups are difficult to interpret given the brief time frame and the varying sizes of the groups. The largest group of students from under-represented groups is comprised of students who identify themselves as Hispanic or Latino, and these individuals collectively show a steady increase in the six-year graduation rate. Nevertheless, persistence trends and graduation rates for all UNC students, prompt us to attend to these matters through initiatives such as the Student Success Collaborative and Supplemental Academic Instruction, which benefit all UNC students.

Table 2.11. Six-year graduation rates of underserved undergraduate students (2006-2008 cohorts)

Race and Ethnicity	Fall 06 Cohort		Fall 07 Cohort		Fall 08 Cohort	
	N	%	N	%	N	%
Hispanic or Latino	80	36%	79	40%	105	44%
American Indian or Alaska Native	6	22%	5	31%	2	20%
Asian	18	27%	19	31%	16	39%
Black or African American	24	32%	25	29%	25	32%
Native Hawaiian or Other Pacific Islander	3	75%	2	67%	3	50%
White	930	47%	853	49%	780	49%
Multiracial	14	78%	14	78%	15	52%
Non-U.S. Citizen	5	33%	11	41%	9	45%
Unknown	29	34%	12	27%	5	12%
First Generation	N	%	N	%	N	%
First Generation	371	41%	277	43%	264	41%
Not First Generation	665	48%	539	50%	453	49%
Unknown/Not Reported	73	41%	204	44%	243	48%
Gender	N	%	N	%	N	%
Female	705	49%	685	52%	645	53%
Male	404	39%	335	39%	315	37%
Pell Eligible	N	%	N	%	N	%
Pell Eligible	151	40%	164	42%	161	42%
Not Pell Eligible	958	46%	856	47%	799	47%
Overall	1109	45%	1020	46%	960	46%

SHARED VALUES

UNC has participated in the triennial Higher Education Research Institute’s (HERI) Faculty Survey since 2007. On items related to diversity and multiculturalism, UNC’s faculty generally express high levels of support for values and practices related to multiculturalism in comparison to faculty at similar institutions nationwide (Table 2.12).

UNC’s faculty express high levels of support for values and practices related to multiculturalism.

Table 2.12. HERI Faculty Survey results on items related to multiculturalism

Item	2007		2010		2013	
	% UNC	% Public 4-year	% UNC	% Public 4-year	% UNC	% Public 4-year
How important are the following goals for undergraduates to you personally?						
Enhance students' knowledge of and appreciation for other racial/ethnic groups.	79.9%	75.6%	79.6%	67.7%	74.4%	64.6%
Teach students tolerance and respect for different beliefs.	86.6%	82.7%	85.5%	77.1%	81.9%	80.6%

Note: Percentages reflect the proportion of faculty respondents who indicated the expressed sentiment was either essential or very important. Other response options were somewhat important or not important.

Sub-Component 1.G.2.

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

UNC understands its role in a multicultural society extends beyond providing access and support to traditionally underserved students. While this role is vitally important, also crucial is our responsibility to prepare all students with the knowledge, skills, and aptitudes to be successful contributing members of society. This commitment is expressed through academic and co-curricular programs and services that ensure we are delivering on our promises in this arena.

DIVERSITY IN THE CLASSROOM

Students at UNC have abundant opportunities to learn about diversity, multiculturalism, and social justice inside and outside the classroom. UNC's general education requirements (delivered through our Liberal Arts Core) are one example of how UNC carries out the values expressed in the mission. Colorado requires that all public institutions in the state provide a guaranteed general education core transfer program that addresses written communication, mathematics, arts and humanities, history, social and behavioral sciences, and natural and physical sciences (RE354). Because of the value UNC places on diversity, we have chosen to add requirements for all students to complete coursework in international studies and multicultural studies (RE12). Students may choose from 60 courses to meet these requirements. Approximately 74% of graduating seniors who took general education courses at UNC reported that participation in UNC's Liberal Arts Core helped them to appreciate cultures and values different from their own (RE263).

UNC requires students to complete coursework in multicultural and international studies.

The graduate curriculum across the university abounds with evidence of UNC’s investment in equity, inclusion, and social justice. Many graduate programs require coursework and or field experiences in cultural diversity and equity, and students may pursue a graduate certificate (i.e. Cultural Studies and Equity) or degree program (Culturally and Linguistically Diverse Education MAT) in this field of study. Graduate students at UNC are also involved and are often student leaders in the areas of equity, inclusion, and social justice through their graduate assistantships in the aforementioned Cultural Centers, Office of Student Engagement, and Dean of Students Office. Graduate students are also members of the university-wide Equity and Diversity Council and Graduate Council.

DIVERSITY OUTSIDE THE CLASSROOM

UNC is home to several centers and programs aimed at supporting the academic and personal success of students from underserved populations and the multi-cultural education of all students. Table 2.13 describes a representative sample of programs and services.

Table 2.13. Multicultural programs and services

Program/Service	Description
<p>Academic Programs: Center for Human Enrichment (TRIO SSS Program); Center for Urban Education; Cumbres; McNair Scholars Program; Stryker Leadership Program; Native American Innovative Leadership Project</p>	<p>These programs provide academic support, specialized advising, career and personal development, and mentoring to encourage persistence, completion, and post-baccalaureate success.</p>
<p>Centers: Asian/Pacific American Student Services; César Chávez Cultural Center; Center for International Education; Disability Support Services; GLBTA Resource Office; Marcus Garvey Cultural Center; Veteran’s Services; Women’s Resource Center</p>	<p>Each center provides specialized services and support to students from distinct backgrounds and cultures while also promoting education and awareness among the general campus population.</p>
<p>Initiatives and Events: Annual Summit on Social Justice and Diversity; Catalyst Social Justice Retreat; Housing and Residential Education Diversity Mentoring Program, Safe Zone Training</p>	<p>These are faculty, staff, and/or student-sponsored initiatives and events that promote awareness, dialogue, and understanding of multiculturalism among members of the campus community.</p>

UNC's mission includes promoting among our students a commitment to service and the preparation of a well-educated citizenry.

Core Component 1.D.

The institution's mission demonstrates commitment to the public good.

Across the last ten years and in her 2013 State of the University Address, President Norton has clearly described UNC's commitment to its public mission, especially important in the current environment wherein public investment in higher education "has significantly diminished" ([RE7](#)). In her 2013 address, the President challenged the university community to respond to the inseparable problems of diminishing public resources for higher education accompanied by an increasing need for access to and completion of college degrees. All of the planning processes described in this self-study demonstrate UNC's distinctive commitment and approach to meeting the public obligations of our mission. As these plans are implemented, the public mission of the university is demonstrated in the choices we make about where and how resources are allocated.

Sub-Component 1.D.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.

UNC's mission includes promoting among our students a commitment to service and the preparation of a well-educated citizenry. This commitment is exemplified through the Community and Civic Engagement Plan, a multiyear plan intended to "strengthen, coordinate, and systematize Public Engagement across UNC over the next three years" ([RE26](#), p. 1). This plan emphasizes UNC's commitment to the public purpose of education by laying out strategic goals and outcome measures that outline the explicit actions the university will take (see Table 2.16). Efforts to date to operationalize the plan include creating an Office of Community and Civic Engagement (CCE), appointing a Director of CCE, establishing a CCE Advisory Board comprised of faculty, staff, and students, and sponsoring campus and community events ([RE23](#), [RE31](#)) .

Table 2.14. Examples of strategic directions in the Community and Civic Engagement Plan

- Promote engaged teaching and learning across all academic areas
- Support students as scholars and leaders in engaged student research
- Build a superior faculty of engaged teacher scholars and student affairs professionals through engaged teaching and learning
- Infuse engaged teaching and learning in UNC online and distance education programs
- Fund engaged research, scholarship, and creative works (RSCW)
- Recognize engaged faculty RSCW in the faculty evaluation process
- Engage the greater community as equitable, diverse partners in teaching, learning, and research
- Offer community-based learning and RSCW opportunities to UNC's international students to foster knowledge of issues in diversity found in the United States

Another example that illustrates UNC's understanding of our public mission can be found in the UNC Research Plan ([RE54](#)). In the first year of implementation, UNC made over 150 internal awards to support faculty scholarship on research initiatives that promote the public good. UNC's research initiatives and funding priorities emphasize the practical applications of scholarship by addressing societal issues related to education, physical and mental health, business, and the arts ([RE27](#)). In addition, UNC is working with a firm in Washington, D.C., to identify future research funding opportunities in areas that address critical public needs in the fields of special education, STEM education, cancer rehabilitation, and nursing and nursing education ([RE7](#)).

Sub-Component 1.D.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.

As a public doctoral research university, educational responsibilities take primacy. The institutional mission, the goals of the Academic Plan, Strategic Framework, and Planning Map, which together drive planning, decision-making, and resource allocations at the institution, recognize UNC's educational role in providing transformative education as our primary purpose. Additional information about how UNC exercises autonomy from external interests in decision-making processes is provided in Criterion 2.

In 2012, UNC made over 150 internal awards to support faculty scholarship on research initiatives that promote the public good.

Sub-Component 1.D.3.

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

UNC engages with multiple constituencies through methods appropriate to the needs and interests of those communities. Some of the primary constituencies and communities of interest include the following: prospective students and their families; legislative and other governmental bodies; specialized accreditors; donors and funding agencies; members of the local community; alumni and emeritus faculty; and international partners. Examples of how UNC engages with each are provided below.

PROSPECTIVE STUDENTS AND THEIR FAMILIES

UNC has multiple communication and relationship-building strategies for engaging prospective students and their families. Annually, UNC hosts campus visits from nearly 40 middle schools from the local community and the Denver metropolitan area to introduce young people to the idea that pursuing a college degree is an attainable goal ([RE14](#)). The Office of Admissions also manages a robust visitor services program for people interested in applying to UNC, serving over 10,000 guests each year. In addition to organizing campus visits, UNC has an on-line Visitor Guide that provides information about the campus and the surrounding community ([RE437](#)). This publication summarizes UNC's mission on the welcome page and offers prospective students and their families a sense of UNC's values and environment. UNC also has an interactive site with videos of past and current students talking about the UNC experience, a webcam, facts and figures, and other information that communicates UNC's mission ([RE296](#)).

To obtain feedback from prospective students about their needs and interests, each summer UNC administers a survey to admitted students to compare the responses of those who enroll and those who do not ([RE33](#)). This survey sheds light on how areas such as the college application and selection processes, financial aid awards, and price sensitivity affect students' decisions. Data from the survey are used to evaluate need and merit-based aid policies, efficacy of communication strategies, and satisfaction with campus interactions.

LEGISLATIVE AND OTHER GOVERNMENTAL BODIES

UNC regularly communicates with state legislative bodies and their affiliated agencies such as the Colorado Department of Education and the Colorado Commission on Higher Education (CCHE). University leadership, including the President, Provost, Chief Financial Officer, and others representing different campus functions, regularly attend meetings with the CCHE, where there are opportunities to be informed about state-level policies and regulations and to provide feedback

UNC annually hosts visits from 40 middle schools to introduce young people to college.

and input on developing policies. For example, UNC Board Chairman Dick Monfort co-chaired the steering committee for a state-wide higher education strategic planning initiative to create a master plan for the state's institutions of higher education. UNC's Board of Trustees discuss key aspects of this plan including increased graduation rates, access for underserved students, remedial education, and public funding of higher education ([RE22](#)).

UNC faculty and administrators are frequently appointed to serve on statewide committees and task forces such as the Colorado Interagency Coordination Council, Colorado Model Content Standards Review Committees, Colorado Literacy Council, Commission on Criminal and Juvenile Justice, P-20 Education Council, and Colorado State Board of Accountancy. All of these activities provide ongoing opportunities to interact with state-level policy bodies and to participate in the development of policies that affect UNC and its students.

SPECIALIZED ACCREDITORS

UNC currently has 33 academic programs with specialized accreditation from professional organizations ([RE412](#)). In addition to the reports UNC's programs prepare for their accrediting bodies, UNC also incorporates the accreditation site team reports and recommendations into its decision-making processes through comprehensive program review procedures ([RE216](#)). Program faculty, college deans, and the Provost use information from accreditation self-studies, site team reports, and ongoing communication from the accrediting bodies to shape decisions about program resources, curricular revisions, facilities, and new programs.

UNC has 33 academic programs with specialized accreditation.

DONORS AND FUNDING AGENCIES

UNC regularly cultivates relationships with donors and funding agencies that support the university's mission and strategic priorities. For example, in 2008 UNC partnered with the Denver Scholarship Foundation to increase college access and completion for low-income graduates of Denver public schools ([RE17](#)). Through this partnership, UNC provides matching funds, specialized advising, and access to student success workshops and programs ([RE30](#)). Since its inception in 2008, over 2,200 students have participated ([RE29](#)). Other notable donor-supported programs include the Stryker Leadership Program, which serves low-income, non-traditional women students, and Cumbres, a teacher preparation program for students interested in working with linguistically and culturally diverse K-12 students ([RE414](#), [RE318](#)). UNC has also received generous grants from the Daniels Fund to support a business ethics program and the Daniels Opportunity Scholarship Program ([RE18](#)).

UNC regularly cultivates relationships with donors and funding agencies that support our mission.

UNC has several federally funded grants that support programs consistent with our mission. The Noyce Scholarship and Internship program is funded by the National Science Foundation and is intended to increase the number of highly qualified students pursuing math and science teaching degrees ([RE385](#)). The program provides up to \$32,000 paid internships for first- and second-year students to gain experience in K-12 teaching and learning activities and post-baccalaureate grants to graduates who complete two years of teaching in a high-need school district.

The Center for Human Enrichment has been the home of UNC's federally funded TRIO Student Support Services grant since 1972, serving 200 first-generation, low-income students each year ([RE303](#)). UNC commits significant matching funds each year to support the goals of the program, which has consistently yielded higher persistence and completion rates for its students in comparison to the general UNC population.

MEMBERS OF THE LOCAL COMMUNITY AND REGION

UNC enjoys mutually beneficial partnerships with school systems, medical and mental health agencies, and civic and government offices. The university arranges for our students to conduct invaluable internships, such as student teaching and nursing clinical placements, and in kind offers advanced professional development, consultation, volunteer work, and other services to community groups.

UNC's partnerships with local, regional, national, and international community groups have evolved in recent years. Although UNC has had close relationships with Greeley, Weld County, and the state of Colorado since its founding 125 years ago, the advantages of formalized arrangements and opportunities for student engagement have become increasingly clear. In 2007, UNC sponsored the first Embracing Community Forum, at which approximately 400 UNC and local community members came together to share collaborative projects and discuss possibilities for new partnerships ([RE19](#)). The forum has developed into an annual event, recently renamed the Community Engaged Scholars Symposium ([RE332](#)).

Recognizing the university's public mission in promoting community and civic engagement, in 2009 UNC partnered with the City of Greeley in a new, collaborative initiative to establish a University District ([RE433](#)). Based on community input from a series of "think tank" sessions, five working committees were established to focus on emerging priorities: design, destination, economy, education, and livability. A website was created to provide ongoing information about the initiative, and the site includes different options for community participation by sharing ideas, joining a committee, and uploading photos from the University District.

UNC's implementation of the Community and Civic Engagement Plan, discussed above, has included numerous campus/community forums, including a three-day UNC Mountain West Engagement Academy, which resulted in the identification of five action steps to be implemented in 2014-2015 (RE31). The new Office of Community and Civic Engagement (CCE) pursues an ambitious agenda, promoting transformative education that infuses, supports, and values reciprocal public engagement throughout the academic enterprise. The CCE and its partners nurture interconnections among teaching-learning, research, scholarship, creative works, and practice situated in local and global communities (RE736). The extensive initiatives and communication strategies UNC participates in related to community and civic engagement are summarized in UNC's application to the Carnegie Foundation for the Advancement of Teaching to be recognized as a Community Engagement institution (RE737). Based on our work to date, UNC recently was selected to receive the 2015 Community Engagement Classification from the Carnegie Foundation (RE738).

The Office of Community and Civic Engagement nurtures interconnections between teaching-learning; research, scholarship, and creative works; and applied practice.

ALUMNI AND EMERITUS FACULTY

Alumni and emeritus faculty are similar in that both groups had daily contact with UNC at one point in time but have now reorganized their lives without an intense ongoing relationship with the university. Support for alumni is increasingly effective, and in turn, the university is progressively enriched with input from alumni. Office of Alumni staff, the University of Northern Colorado Alumni Association, Young Alumni Council, Alumni Board of Directors, and the Student Alumni Association facilitate active and meaningful partnerships among alumni and between alumni and the university (RE739). An active Facebook account (with 14,000 "Likes") offers a forum for active communication among alumni, and a mentoring program is currently under development. Faculty recognized by Emeritus status by the Board often remain in close contact with the university by attending events and luncheons, continuing to teach one or more courses, or providing other valuable services for the university.

INTERNATIONAL PARTNERS

UNC is an active participant in our increasingly interconnected world. In the International Advisory Council's plan, the university is to foster an appreciation of cultures and nations by supporting teaching, learning, service, and research that incorporates international engagement. Goals are included in Table 2.17.

Table 2.15. Goals for the Internationalization Plan

- Develop a campus infrastructure and the funding needed to implement, coordinate, sustain and grow international engagement.
- Engage students with international cultures through curricular, co-curricular and extra-curricular opportunities.
- Strengthen the diversity and presence of international students and visiting scholars at UNC.
- Increase faculty engagement with international initiatives in the realms of research, teaching, and/or service.
- Provide every student with the opportunity to study abroad.

Efforts are now underway to increase recruitment of students from selected regions, including Mexico, Thailand, China, and Vietnam. Growth in international studies builds on strong interest and an existing infrastructure for international exchanges in the university. Numerous faculty, staff, and the Center for International Education support international exchanges, study abroad experiences, visiting scholars, intensive English language instruction, cultural events, and other programs ([RE304](#)).

Overall, numbers of international students seeking both undergraduate and graduate degrees have increased since 2006, as you can see in Tables 2.16 and 2.17. Persistence of graduates has exceeded 90% since 2007, and rates for undergraduate students increased to above 80% over the last couple of years.

Table 2.16. Enrollment and persistence of international undergraduate students (2006-07 to 2013-14)

	Enrolled first fall ^a	Retained second fall ^b	Graduated by second fall ^c	% Retained ^d	% Graduated ^e	% Persistence ^f
Fall 06 to Fall 07	56	23	7	41%	13%	54%
Fall 07 to Fall 08	92	48	2	52%	2%	54%
Fall 08 to Fall 09	102	60	5	59%	5%	64%
Fall 09 to Fall 10	93	59	13	63%	14%	77%
Fall 10 to Fall 11	75	35	25	47%	33%	80%
Fall 11 to Fall 12	59	32	1	54%	2%	56%
Fall 12 to Fall 13	88	67	9	76%	10%	86%
Fall 13 to Fall 14	123	86	15	70%	12%	82%

Source: Institutional Reports and Analysis Services

^aIncludes all undergraduate international degree seeking students enrolled in Fall

^bIncludes those students from the first column that were also attending the following fall as an undergraduate

^cIncludes those students who graduated the first fall, following spring, or following summer

^dRetained divided by number of students enrolled first fall

^eGraduated divided by number of students enrolled first fall

^fRetained plus graduated students divided by number of students enrolled first fall

Table 2.17. Enrollment and persistence of international graduate students (2006-07 to 2013-14)

	Enrolled first fall ^a	Retained second fall ^b	Graduated by second fall ^c	% Re-tained ^d	% Graduated ^e	% Persistence ^f
Fall 06 to Fall 07	65	41	17	63%	26%	89%
Fall 07 to Fall 08	87	55	25	63%	29%	92%
Fall 08 to Fall 09	106	80	15	75%	14%	90%
Fall 09 to Fall 10	112	80	31	71%	28%	99%
Fall 10 to Fall 11	93	53	33	57%	35%	92%
Fall 11 to Fall 12	89	74	12	83%	13%	97%
Fall 12 to Fall 13	124	85	32	69%	26%	94%
Fall 13 to Fall 14	173	119	42	69%	24%	93%

Source: Institutional Reports and Analysis Services

^aIncludes all graduate international degree seeking students enrolled in Fall

^bIncludes those students from the first column that were also attending the following fall as a graduate student

^cIncludes those students who graduated the first fall, following spring, or following summer

^dRetained divided by number of students enrolled first fall

^eGraduated divided by number of students enrolled first fall

^fRetained plus graduated students divided by number of students enrolled first fall

Strengths

- Serving the public is a foremost commitment for the University of Northern Colorado, a dedication that is manifested in numerous ways: in its student-centered focus; outreach to underserved populations; desire to function as a vitally inclusive community; profile of academic programs that fulfill a broad array of interests for undergraduate students and primarily educational and professional orientations at the master’s and doctoral levels; close and mutually beneficial connections with the community; and research, scholarship, and creative works that are intertwined with community needs and enrichment.
- The public role of the university is understood and reflected in the university’s mission and planning documents. Considerable resources, infrastructure, and outreach demonstrate the university’s full commitment to its public role. A wide array of student services is implemented to enhance the success of UNC’s diverse student population.
- Consultation and collaboration with constituency groups characterizes the development and implementation of mission and planning processes. Planning processes support the mission, are robust and inclusive, and assure continual attention to the basic goals and values articulated in the university’s mission documents. 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.

Future Actions

- Over the last ten years we have operationalized our mission through strategic planning that engages all campus constituencies. Because we have chosen to move to a more de-centralized, systemic planning process, we need to be attentive to connecting, integrating, and communicating our efforts. In particular, it will be important to regularly advise constituents of the priorities and progress of the nine Core Plans and to continue to seek their input. Along with this need, we must remain vigilant in assuring that review of all plans occurs periodically, includes an assessment of outcomes, and is accompanied by appropriate revisions to goals and strategies.
- New models of instruction that achieve high levels of learning need to be explored in the context of UNC's fiscal realities. Continued efforts to support high-quality instruction by part-time instructors, full-time adjunct faculty, and teaching assistants are crucial, yet it is also necessary to review other types of instructional assignments and cost-effective models that permit individualized and small-group interaction among faculty and students.
- UNC's mission statement needs to be reviewed in the next few years to ensure that it allows us to take advantage of opportunities inherent in the changing landscape of higher education. Potential revisions for distilling the lengthy mission statements into one or more briefer statements that are collectively inspirational and compatible with the university's exemplary heritage should be considered. The updated mission should represent the current Carnegie classification for the institution.
- Attention to fostering a welcoming climate will be essential for realizing our role in a diverse society. We will continue to make access and success of diverse students a priority. Plans underway for integrating advising and for building the Campus Commons will provide one important forum for these efforts.

Criterion 1 Resource Exhibits

RE#	Document (as titled in the Electronic Evidence Room)
RE1	0910 Report Goal 3.2
RE3	2009 Image Survey Summary
RE4	2011 Image Survey Summary
RE5	2012 UNC Planning Summary
RE6	2013 Image Survey Summary
RE7	2013 State of the University Address
RE8	2013-14 Tutoring Center Annual Report
RE9	2014 Research Day Program_final
RE10	2014-15 Enrollment Plan
RE11	2014-2015 Graduate Catalog
RE12	2014-15 Undergrad Catalog
RE14	Admission Program Review
RE15	Annual Report of Progress in RSCW 2012-2013
RE16	Advising Staffing Proposal
RE17	Bearings Fall 2008
RE18	Bearings Spring-Summer 2010
RE19	Bearings Winter 2008
RE20	Board of Trustees Policy Manual
Re21	BOT Minutes May 10 2002
RE22	BOT Minutes November 18, 2011
RE23	CCE Director Memo
RE24	CCHE 2013
RE26	Community and Civic Engagement Plan
RE27	Discoveries in the Public Interest
RE28	Diversity and Inclusion Plan
RE29	DSF S2012 Report
RE30	DSF UNC MOU 2013-14
RE31	Engagement Academy Report
RE33	Fall2013ASQ Summary
RE34	FRPB 2012-2013 Report
RE35	Fiscal Year 2015 June Book
RE36	hre_liveandlearn_flyer
RE38	Internationalization Plan

RE40	Latina Youth Leadership Conference 2012
RE41	MCB Employee Handbook
RE42	NCATE Institutional_Report
RE43	New Degree Program Planning Proposal
RE46	Provost Interview
RE47	Salary Equity Report
RE48	The Freshman Survey 2012
RE49	UNC_Academic_Plan
RE52	UNC Program Review_Academic
RE54	UNCResearchPlan_2012-2015
RE55	UNCRole
RE57	Compensation Identity Plan
RE200	Fall 2014 Census Report
RE216	UNC Program Review Guidelines - Accredited
RE226	2013-2014 Graduate Exit Survey
RE263	CIRP and HERI Summary Report
RE265	Academic Program Review Summary Report
RE272	Adjunct Handbook
RE273	Graduate Teaching Assistant Orientation
RE277	About UNC webpage
RE284	Admissions Insight Questionnaire webpage
RE289	ASAP website
RE292	Biological Sciences Home Page
RE296	Bringing Education to Life webpage
RE298	Campus Recreation Center website
RE303	Center for Human Enrichment webpage
RE304	Center for International Education website
RE308	Christa McAuliffe Award
RE318	Cumbres webpage
RE323	Dining Services Getting Started website
RE325	Dining Services Nutrition website
RE332	Engaged Scholars Symposium website
RE335	Facilities Master Plan
RE343	Faculty Residence Program website
RE349	Frontiers of Science website
RE354	gtPathways Curriculum

RE362	Humanities and Social Sciences website
RE374	MAST website
RE375	Mathematics Teacher Leadership Center website
RE376	Math Tutoring Lab website
RE384	NINES website
RE385	Noyce Program website
RE391	Outdoor Pursuits Gearshop website
RE392	Outdoor Pursuits Trips website
RE394	Prevention website
RE396	Psychological Services Clinic website
RE403	Research Consulting Lab website
RE405	Residential Learning Communities website
RE411	Spanish Language Admissions webpage
RE412	Specialized Accreditation webpage
RE413	Speech-Language Pathology Audiology Clinic website
RE414	Stryker Institute for Leadership webpage
RE416	Student Health Center website
RE417	Student Success Collaborative
RE425	UNC home page
RE426	UNC Mission and Vision Statements
RE427	UNC President's webpage
RE429	UNC Undergraduate Research Journal
RE430	University 101 Course website
RE431	University 101 Outcomes website
RE433	University District website
RE434	Upward Bound website
RE435	US News and Reports Online Program Rankings webpage
RE437	Visitors Network website
RE439	Writing Center website
RE465	UNC Catalogs Current and Archived
RE577	Extending Our Reach, Preserving Our Heritage
RE582	Education Innovation Institute
RE704	UNCCareTeam
RE723	2004SelfStudyMissionChapter
RE724	CésarChávezCulturalCenter
RE725	MarcusGarveyCulturalCenter

RE726	AsianPacificAmericanStudentServices
RE727	NativeAmericanStudentServices
RE728	VeteransServices
RE729	GradFacultyDocResearchEndorsement
RE730	GradStudentPDP
RE731	CounselingCenter
RE732	GradAdmissionRequirements
RE733	StudentResearchSamples
RE734	ResearchSupportFaculty
RE735	BOT_Minutes_March82013
RE736	CCE_Website
RE737	CEC_Application
RE738	2015_CEC_Letter
RE739	Alumni_website

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Integrity:
Ethical and
Responsible
Conduct

CRITERION **2**



Criterion 2: Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

The University of Northern Colorado has established high standards for personal conduct of students, staff, and faculty, specifying that everyone is to be fair, civil, ethical, honest, and respectful of each person's dignity, freedom, and individuality. Policies, procedures, delineated positions, communication, and shared governance each contribute to a context of mutual respect, adherence to university policies and regulations, emulation of best practices, and deference to state and national laws and regulations.

UNC's Board of Trustees has adopted a set of standards that describe expectations for ethical conduct on the part of all members of the university community ([RE20](#)). These standards state:

1. We will respect the rights of others and will nurture a climate of fairness and civility while recognizing each individual's dignity, freedom and diversity;
2. We will conduct ourselves ethically and honestly; we will communicate openly and truthfully with University stakeholders. We will conduct ourselves with integrity in our dealings with and on behalf of the University;
3. We will conscientiously strive for excellence in our work. We will conduct the business of the University using sound judgment and serving the best interest of the institution and of the community;
4. We will exercise responsibility to each other, the University and the University's stakeholders as appropriate to our position for both our actions and our decisions not to act. We will be accountable for our ethical conduct and for compliance with applicable laws, regulations, policies and procedures;
5. We will use University resources carefully in order to achieve our mission. We will not use University resources for personal benefit or gain. (Board Policy, 1-1-105(1))

This commitment to ethical conduct is reinforced through practice. Over the last ten years, we have made concerted efforts to monitor and foster a climate in which university employees and students act in accordance with ethical and professional standards, hold one another accountable, and feel respected, safe, and responsible for voicing concerns. Progress is evident in the following initiatives:

- A revision to the university's Discrimination and Sexual Harassment Policy was developed by the Faculty Senate in May 2010 and approved by the Board in June 2010. Additional changes are anticipated in the coming years with new guidance related to Title IX and the U.S. Office of Civil Rights standards ([RE700](#), [RE701](#), [RE702](#)).
- We are revising UNC's discrimination complaint procedures to be more comprehensive and standardized.

UNC's Bias Response program expresses due regard for free speech as well as a commitment to challenge intolerance.

- A campus-wide climate survey was implemented in 2007, with a follow-up of a faculty-specific questionnaire in 2010.
- In 2006, UNC invested in MySafeCampus.com, a confidential and anonymous reporting system by which faculty, students, and staff can submit concerns ([RE703](#)).
- UNC also instituted the UNC Care Team to provide a forum for individuals to submit concerns about potential health and safety issues, which are addressed by trained and dedicated professionals ([RE704](#)).
- UNC has issued a Bias Response program, in which the university expresses due regard for free speech but also its commitment to challenging intolerance. A procedure has been established for members of the university to register concerns about a potentially bias motivated behavior, in which harmful words and actions were directed toward an individual or group based upon such identity characteristics as race, religion, national origin, sexual orientation, ethnicity, culture, social economic status, gender identity, cognitive, physical or developmental ability, immigration status, military or veteran status, age, size, or shape ([RE705](#)).
- For both students and employees, centralized reporting mechanisms have been implemented such that patterns of problematic behavior can be identified, tracked, and, if warranted, addressed.

Although we have made substantial progress in delineating standards of conduct throughout the institution, we have previously lacked a centralized process for collecting, analyzing, and using relevant data. The Dean of Students will be implementing a new process in Spring 2015 to address this challenge.

Core Component 2.A.

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.

UNC has policies and procedures that ensure transparency and ethical practices in financial, academic, personnel, auxiliary, and intercollegiate athletic functions. These policies guide the actions of UNC's Board, administration, faculty, and staff in the fulfillment of assigned duties. In an institution as large and complex as a public university, members of the university community may occasionally be unaware of or fail to follow designated policies. When such lapses are identified at UNC, processes to align actions with policy are instituted. Moreover, UNC has governance structures in place to ensure ongoing revision to policies and procedures in response to changing internal and external needs.

FINANCIAL INTEGRITY

UNC operates with honesty, principle, and transparency in the way it handles and communicates its financial operations with the Board, campus, and federal and state

agencies. Annual reporting reflects UNC's mission as a public university by showing fiscal transparency and accountability to students, families, and other external constituencies. For example, UNC publishes its annual budget (known internally as the "June Book"), in which it demonstrates relationships between mission, planning, and budget processes (RE35). This document explains the underlying values and processes used to develop the budget, with the most recent iteration incorporating a systems-based approach to fiscal responsibility and sustainable financial planning. The Annual Financial Report emphasizes the public mission of the institution, UNC's responsibility for the integrity and objectivity of financial reports, and the role of the Board in monitoring the university's financial operations (RE59). This report is prepared by university leaders in finance, accounting, and administration and reviewed by an independent auditor in accordance with generally accepted accounting principles.

To ensure the integrity of UNC's financial management, the university has established auditing practices that are consistent with Government Auditing Standards. A full-time internal auditor, an independent external auditing firm, and the Board of Trustees Finance and Audit Committee enact these procedures. The full-time internal auditor, who reports directly to the Board, is the principal coordinator of UNC's auditing activities (RE370). The internal auditor monitors internal control systems, accounting systems, related computer systems, and compliance with university salary models. UNC also contracts with an outside auditing firm once a year for a thorough audit of UNC financial practices and procedures. The independent auditor's report is included in the Annual Financial Report (RE59). In accordance with its fiduciary responsibilities, the Board of Trustees' Finance and Audit Committee monitors the independence, authority, and performance of external and internal auditors in examining all UNC operations (RE290).

In June 2012, the Board of Trustees established fiscal rules pursuant to Colorado Revised Statute §24-30-202(13)(b) to provide appropriate safeguards for the financial management of the university (RE51). These rules apply to all employees and govern all transactions involving commitment or expenditure of university resources. The rules recognize the primacy of state and federal law in situations where a conflict between those laws and UNC's Fiscal Rules should arise and also grant authority for interpreting the rules to the Chief Financial Officer. The Fiscal Rules demonstrate that the Board of Trustees exercises appropriate oversight in its fiduciary responsibilities by providing clear guidance for the institution, establishing rules that are consistent with state and federal laws, and designating authority with the Chief Financial Officer to interpret and apply rules to university fiscal policies and procedures.

ACADEMIC INTEGRITY

UNC operates with integrity in its academic programs. From individual faculty in adherence to defined learning objectives to the Registrar's exacting transcript verifi-

UNC's annual budget development document demonstrates relationships between mission, planning, and resource allocation.

cation, the university endeavors to meet the highest standards of openness, fairness, and professionalism.

The university has given the Registrar authority for ensuring the accuracy and security of academic records through procedures developed in consultation with faculty during governance processes. Systems pertaining to the awarding and evaluation of credits are regularly reviewed, and they are published in the undergraduate and graduate catalogs and on the Registrar's website ([RE316](#)). Definitions are provided on all forms so that academic units are aware of how to properly assign credit ([RE84](#), [RE116](#)). Appropriate controls have been established to ensure that grades are assigned by the instructor of record, and the university has established conditions for when and how grades may be changed ([RE271](#)). The Registrar works closely with the Faculty Senate's Academic Policies Committee and Provost to revise policies to ensure integrity in the awarding of academic credit ([RE64](#), [RE65](#)).

In addition to working with the Faculty Senate, the Registrar collaborates with the Office of Admissions, the Graduate School, and individual academic programs to maintain ethical transfer evaluation policies and practices. Upholding the integrity of transfer credit has far-reaching effects since a majority of UNC undergraduates transfer at least some credit during their enrollment at UNC ([RE706](#)). In 2006, new transfer students, on average, brought in approximately 54 credits. This figure has steadily grown since that time, increasing to nearly 60 credits on average for new transfer students in academic year 2013-2014. The Registrar's Office is responsible for managing the transfer evaluation process for undergraduate transfer credits ([RE421](#)). To improve this process, a new system was put into place in 2013 to create a transfer library. The appropriate academic unit approves academic credit, which is then entered into the library, which currently includes over 150,000 records. All students receive the same equivalency or elective credit assigned to a particular course after it has been added into the library. Information for students seeking to transfer credits is widely available through the university catalogs and on the UNC website. For students seeking transfer credit for general education courses completed at another public Colorado institution, UNC provides a checklist of courses that are eligible for guaranteed transfer (gtPathways) pursuant to Colorado Revised Statute 23-1-108.5 ([RE707](#)).

UNC also participates in Statewide Transfer Articulation Agreements in compliance with Colorado Revised Statute 23-1-108(7), through which all public state institutions of higher education agree to transfer credit from an associate of arts or an associate of science degree toward a specific bachelor's degree ([RE100](#)). A standardized process is also in place for evaluating credits for general education courses not approved for gtPathways ([RE97](#)). In addition to these processes, UNC has procedures for evaluating credit by examination to ensure that students are treated equitably ([RE317](#)).

Many of the degrees offered at UNC prepare students in fields with professional licensure requirements. For example, UNC has over 50 teacher licensure programs. The State of Colorado, along with other accrediting bodies, has standards for all teacher and special services licensure programs. Students are made aware of these standards throughout their program in various courses and field experiences ([RE406](#)). For example, early in their degree, students pursuing teaching licensure complete coursework that includes an overview of the various state and national standards, accreditations by program area, professional dispositions, and expectations for teacher candidates. Program advisors also review each student's progress in the program and recommend continuance or identify deficiencies to be addressed. Students are monitored throughout their program and are required to meet certain criteria in order to student teach and graduate. When students complete their programs, they are eligible to apply for licensure. The quality of these programs is demonstrated through adherence to high standards and also in part through awards from outside agencies, including the Christa McAuliffe Award for Excellence in Teacher Education from the American Council for State Colleges and Universities and the Innovative Use of Technology award from the American Association of Colleges for Teacher Education ([RE428](#)). Other programs that prepare students for professional licensure or certification provide students with information on licensure/certification requirements during their course of study. Examples include student handbooks such as those provided by the undergraduate Nursing and Dietetics degree programs and graduate programs in Counseling ([RE708](#), [RE709](#), [RE719](#), [RE720](#)).

UNC has over 50 teacher licensure programs.

PERSONNEL

The university also operates with integrity in its hiring and employment practices. UNC's commitment to recruiting and retaining highly qualified faculty and staff is articulated in goals two and four of the Academic Plan and reflected in non-discrimination policies, a Compensation Identity Plan that sets goals for fair and competitive salaries and benefits, and services that promote the health and well-being of employees, including counseling, environmental health and safety standards, and recreational and fitness services ([RE49](#), [RE119](#), [RE57](#), [RE330](#)). UNC evaluates its employment practices to identify areas of concern and ensure ethical personnel management practices. AAEO data are regularly reviewed to identify possible problem areas and any necessary corrective action ([RE98](#)).

Vacancy announcements for all open positions are posted to the university's Human Resources website and in HigherEdJobs.com ([RE331](#)). UNC Board Policy articulates the minimum qualifications required for each faculty rank (Part 3, Academic Ranks and Titles) ([RE20](#)). Vacancy announcements clearly identify the faculty rank and the minimal qualifications for employment, consistent with Board policy ([RE346](#)). Classified employees are part of the Colorado Classified State Personnel System, and all classified positions conform to the rules and standards defined by the state ([RE309](#)).

Qualifications for exempt positions are described in a position description questionnaire ([RE106](#)). On an exceptional basis, the university uses services of a search firm with expertise in a specific field. In those circumstances, UNC uses the same general processes to create a job announcement, define the job description, and select the successful candidate. The search firm assists in the overall recruitment strategy, advertises the position, and actively solicits candidates using discipline-specific expertise.

Another critical feature of the university's integrity is having clear procedures for when disagreements escalate into an employee's perception of being wronged. Board Policy and Colorado state regulations include directions for handling such concerns. Faculty, exempt staff, and classified employees follow specified procedures that generally begin with discussion and, if not resolved satisfactorily from the perspective of the employee, progress to more formal hearings and appeals.

- The Board Policy Manual outlines the definitions and procedures for faculty grievances and stipulates the right of all faculty members to seek redress on matters they wish to grieve ([RE20](#)). A committee comprised of 12 full-time faculty members is the hearing authority for these grievances. The decision of the committee may be appealed to the President.
- The Board Policy Manual also defines a grievance procedure for exempt staff, who have the right to file a grievance on matters related to “a violation, misapplication or misinterpretation of University policies, regulations, or procedures” related to employment rights (p. 60). Grievances filed by exempt employees are adjudicated by the vice president overseeing the employee's unit. Decisions may be appealed to the President.
- Classified employee grievances are addressed in the State of Colorado's Personnel Board.

AUXILIARY SERVICES

UNC defines an auxiliary service as “an entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to, although not necessarily equal to, the cost of the goods or services.” ([RE820](#)). At UNC, auxiliary services are placed organizationally within units and divisions based on the purpose, operations, and mission of those units. For example, residence halls and dining services are organizationally placed within the division of Enrollment Management and Student Access, while the Counseling Center is housed in the Office of Student Engagement. This organizational structure serves to emphasize the educational missions of these services and to ensure that they support the university mission and are fully integrated into its operations. The integrity of the university's auxiliary services is maintained through Board policy and accounting practices that ensure transparency about revenue and expenditures ([RE119](#), [RE59](#)).

POLICIES AND PROCEDURES FOR THE BOARD OF TRUSTEES, ADMINISTRATION, FACULTY, AND STAFF

UNC has established and follows fair and ethical policies that guide the Board, administration, faculty, and staff. All UNC policies are developed and amended through a governance process that is collaborative and inclusive of input from stakeholders. All approved policies are contained in the Board Policy Manual, which includes specific sections that make clear the university's governance processes and structures, approved constitutions and procedures, and policies specific to administration, students, personnel, and faculty. For example, Title 2, Article 1, covers student government, the academic appeals process, student rights and responsibilities, and student conduct. Article 2 describes policies related to administration and staff and identifies discrimination review procedures, sexual harassment policy, and rules regarding leaves. Article 3 covers all policies for faculty, including responsibilities and conditions of employment, evaluation, tenure, and promotion guidelines, disciplinary action, grievance, and severance ([RE20](#)). The Board Policy Manual is available online through links on websites of the Faculty Senate and Board of Trustees ([RE295](#), [RE345](#)).

Faculty Senate is the primary forum for the development of new academic policies and policy revisions. The Faculty Senate is elected by members of the voting faculty, and additionally includes a representative from Student Senate and non-voting representatives from the administration (typically the Provost and at least one Dean) and from the classified and exempt staff. Faculty Senate also maintains standing committees including the Elections Committee, which oversees council and Board elections, Faculty Welfare, which considers policies regarding faculty employment, rights, and evaluation, and the Academic Policies Committee, which develops academic policies. As an example of the collaborative nature of policy review and development, the Academic Policies Committee includes the chairs of the Undergraduate Council, Graduate Council, Liberal Arts Council, and Professional Education Council and the Student Body President. All policies must be approved by the President of the university, and in cases of the President's concern or disapproval of a drafted policy, it is referred back to Faculty Senate with explanations as to why approval has been denied. Policies requiring Board approval are also reviewed by the Board of Trustees ([RE90](#)).

Important procedures related to carrying out UNC policies defined in the Board Policy Manual are spelled out in University Regulations. All procedures are vetted by the relevant committees and typically reviewed by the Faculty Senate or its committees prior to being submitted for approval. Changes to University Regulations require approval of the President. The University Regulations are also publically available through the Faculty Senate and Board of Trustees websites ([RE119](#)).

The Student-Athlete Academic Success Office is housed in University College to avoid a conflict of interest.

INTERCOLLEGIATE ATHLETICS

UNC is a member of the National Collegiate Athletic Association (NCAA) and is committed to maintaining a high degree of integrity in our athletics program. UNC strives to exercise institutional control in our athletics program that is consistent with the spirit of the NCAA and university rules and regulations. The Board of Athletic Control provides oversight of intercollegiate athletics for such areas as academic success, student-athlete welfare, strategic planning, and other functions of athletic support.

The Student-Athlete Academic Success Office is housed in University College in the Academic Support and Advising Office to avoid any conflict of interest were the unit to report directly to the Athletic Director ([RE710](#)). The Student-Athlete Academic Success Office monitors and assists the academic activities of all student athletes, working collaboratively with other academic success units across the university (e.g., the Writing Center, Math Tutoring, and other assistance with academic support) to provide academic support ([RE711](#)).

The university and Department of Athletics recognize the importance of and place great emphasis on compliance with rules governing the NCAA. A Compliance Corner at UNC was designed to educate coaches, current student-athletes, boosters/alumni, and prospective student-athletes about UNC and NCAA regulations that govern the Department of Athletics ([RE712](#)). Student-athletes have a code of conduct, and violations lead to tiered sanctions depending on the number and severity of acts of misconduct ([RE713](#)). Written documentation and appeal processes are part of the procedures. UNC has never had a major violation with the NCAA.

Core Component 2.B.

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.

ACADEMIC PROGRAMS

UNC communicates openly about its academic programs and requirements for graduation. Academic requirements in general and for specific academic programs are clearly articulated in the undergraduate and graduate catalogs ([RE11](#), [RE12](#)). All major and minor programs, as well as certificate, endorsement, and licensure areas, list their specific course requirements in the catalog. Constituent elements are reviewed and updated annually through a curriculum tracking process managed by the Registrar ([RE319](#)). In addition, programs have their own websites, which offer details about program requirements and other relevant information for students ([RE102](#), [RE104](#), [RE107](#), [RE297](#)).

In addition to fulfilling requirements for their major, all undergraduate students must complete the Liberal Arts Core, UNC's 40-credit general education program ([RE166](#)). Courses that have been approved for inclusion in the Liberal Arts Core are identified in advising materials, the catalog description of the Liberal Arts Core, and the schedule of courses. The Liberal Arts Core Checklist is widely distributed in New Student Orientation and ongoing advising sessions, and it is also available online ([RE100](#)). The checklist details the specific requirements for each of the content areas, with a complete list of the courses that fulfill those requirements. Courses approved for gtPathways (defined earlier in this chapter) are clearly marked in the course description and schedule of classes.

For graduate students, the Graduate School policies website provides links to all academic policies, degree offerings, and deadlines and forms ([RE352](#)). Publication manuals that outline the university requirements for publishing theses, capstone research projects, and doctoral dissertations clarify expectations for preparing and formatting these documents ([RE420](#)).

Academic advising is a fundamental way to communicate academic information to students. All undergraduate students receive advising each semester to ensure they understand academic requirements and are making good progress toward their degree. Students are required to obtain a new personal identification number from their advisors prior to registration in order to reinforce the importance of academic advising ([RE402](#)). Faculty in the program and, in a few cases, professional staff advisors guide students with declared majors. Professional staff advisors in University College advise students who have not yet declared a major ([RE66](#)). The university provides four-year advising plans for all undergraduate degree programs that outline models for achieving timely graduation ([RE348](#)). Data from the 2014 CIRP College Senior Survey on student satisfaction indicate that 67% of respondents were satisfied or very satisfied with advising; about 15% were dissatisfied or very dissatisfied ([RE62](#)). Graduate students develop a plan of study with their program advisors and can monitor these through the DegreeWorks tool described below. Additional information about enhancements to advising is provided in Criterion 3.

In recent years, UNC used CAPP (Curriculum Advising and Planning), a degree-auditing program, to assist faculty and students with tracking progress toward degree. Evaluation of this tool resulted in the adoption of a new system, DegreeWorks, which was implemented in Fall 2014. DegreeWorks provides numerous advantages for advisors and students, including a user-friendly interface, the ability to add advising notes, financial aid information, and several other tools. Faculty and staff advisors were heavily involved in reviewing and providing feedback on the efficacy of DegreeWorks to support undergraduate student advising and look forward to evidence on its utility ([RE87](#)).

REQUIREMENTS

The undergraduate and graduate catalogs are the authoritative sources for academic policies and requirements. In addition to providing information available in the UNC Catalogs, the university maintains various websites that articulate requirements for different aspects of programs and services. The Registrar's website provides information about registration, adding/dropping courses, withdrawal deadlines, and other policies and procedures ([RE401](#)). The Dean of Students office develops and enforces standards of student conduct and makes these easily accessible to students and other stakeholders through publication on the university's website ([RE320](#)). The Code of Conduct explains students' rights and responsibilities as members of the UNC community, defines prohibited conduct, encourages academic integrity, and outlines hearing procedures for students alleged to have violated standards of conduct ([RE115](#)).

With some exceptions for local students, nearly all first-time, first-year students are required to live on campus their first year of attendance. On average, this translates to about 90% of new freshmen living in UNC's residence halls. Information about housing policies, students' rights and responsibilities, and costs is provided on the Housing and Residential Education webpage, which is updated annually to maintain accuracy ([RE359](#)). In addition to living on campus, first-year students are also required to purchase a meal plan. Deadlines, options, and costs are described in New Student Orientation sessions and also publicized on the website ([RE324](#)).

Approximately 78% of UNC students receive some type of financial aid. To make sure these students are well informed about policies affecting their financial aid eligibility, the university maintains a comprehensive and detailed website with information about applying for, receiving, and maintaining financial aid ([RE347](#)).

In addition to the information on the website, the Financial Aid office regularly communicates with students through emails, letters, notices in the student registration portal, and face-to-face meetings ([RE92](#), [RE93](#)). In accordance with federal regulations, the university has developed and published policies for undergraduate and graduate standards of satisfactory academic progress for maintaining financial aid eligibility, including a policy for financial aid appeals ([RE113](#), [RE114](#)). UNC also has requirements for maintaining good academic standing, which are described on the website and in an easy to read and understand brochure ([RE281](#), [RE108](#)).

FACULTY AND STAFF

Information about current full-time faculty can be found in the university catalog, including the name, year of hire, title, degrees earned, and eligibility to chair master's and doctoral committees ([RE465](#)). In addition to the catalog information, the university maintains a public, searchable database that provides contact information for all employees, including faculty ([RE390](#)). The university's academic programs,

departments, and schools maintain websites that include information about faculty affiliated with the program, with most websites providing either brief biographical statements and/or curriculum vitas for full-time faculty ([RE336](#), [RE337](#), [RE338](#), [RE339](#), [RE340](#), [RE341](#)). Websites for non-academic programs and departments generally include contact information for staff members in the unit, with some sites also providing information about job responsibilities to help students and other stakeholders identify whom to contact for assistance ([RE282](#)).

COSTS TO STUDENTS

UNC clearly communicates the cost of attendance to students through a variety of venues. There is a direct link from the university's home page to a site with detailed information on tuition, fees, and other costs, with links for undergraduate and graduate resident and non-resident tuition as well as other costs of attendance ([RE314](#)). Tuition is charged on the basis of the number of credit hours enrolled, with different rates for resident and non-resident and undergraduate and graduate students. UNC is a member of the Western Undergraduate Exchange (WUE) program, which allows non-resident students from 15 states in the region to pay tuition at a minimum of 150% the resident tuition rate. Information about the costs for WUE students is available on the same website ([RE438](#)).

The State of Colorado established the College Opportunity Fund (COF) in 2004 as its process for providing financial support to resident undergraduate students. With the implementation of COF, Colorado no longer appropriates funding directly to colleges and universities; rather, students apply COF stipends to their cost of attendance. COF creates greater transparency in the sense that actual costs of attending colleges are shown, but it can also be confusing for students and their families because students have to apply for the COF stipend and designate the college or university to which the funds should be applied. UNC maintains a detailed website explaining how COF works and includes a link to the state's online application form ([RE311](#)).

Information on costs for graduate students is published on the university's website and is also publically available through other venues ([RE314](#)). Information on scholarships, grants, loans, and assistantships is also readily accessed through the Graduate School ([RE714](#)). Rates for each of the programs, fees, room and board estimates, and other costs are clearly outlined. UNC participates in the Western Interstate Commission for Higher Education (WICHE) program, and students in one of the Western Regional Graduate Program states pay tuition at a minimum of 150% the resident tuition rate. Students can likewise find needed eligibility references on the Graduate School website ([RE715](#)).

As with many other Colorado public universities, UNC charges differential tuition for courses in subject areas with higher demand and higher costs than average. The uni-

UNC sends students and their parents a worksheet for determining out-of-pocket expenses.

University provides a frequently asked questions page on its website, explaining in detail which classes are subject to differential tuition, the costs based on the discipline, and financial aid coverage ([RE322](#)). The university also publishes a complete list of academic fees, with details about types of fees, including the amount and courses to which fees apply ([RE280](#)).

For students applying for financial aid, UNC has developed a net price calculator that helps students and their families estimate cost of attendance and determine whether they might qualify for any grants or loans ([RE381](#)). UNC also sends letters to parents and students that include a worksheet for determining out-of-pocket expenses ([RE78](#)). This letter includes information about the estimated costs of attendance for the average student.

ACCREDITATION

UNC's Mark of Affiliation with the Higher Learning Commission is posted on the university's website on a page that provides information about programs with specialized accreditation ([RE283](#)). On the same webpage, the university maintains a list of programs that have been accredited by professional bodies, with links to the accrediting organization, information about the current status of accreditation, and indications as to whether graduation from an accredited program is required for licensure or certification. Programs with specialized accreditation include this information on their websites, and a list of programs with specialized accreditation is also provided in university catalogs (additional information about accreditation can be found in the chapter on Federal Compliance).

Core Component 2.C.

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

UNC's Board acts independently as it serves the university's interests and assures its integrity at all levels. The Board consistently demonstrates in its deliberations that Board priorities both preserve UNC and position it for future success. At the same time, the Board considers the interests of internal and external stakeholders, inviting perspectives by university administration, faculty, staff, and the broader public at its regular meetings. The Board responds thoughtfully and actively to state guidelines and demands, even as it deals with shrinking state funding. It also delegates the management of UNC to the administrative staff and the oversight of academic matters to faculty.

Sub-Component 2.C.1.

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

The preservation and enhancement of UNC are high priorities for the Board of Trustees. Board minutes demonstrate that maintaining the financial health of UNC is a fundamental concern ([RE82](#)). As at many public universities, student tuition now provides the majority of UNC's budget, roughly 67%, a reversal from the past, when state funding accounted for nearly 70% of the budget. As a result, the Board scrutinizes enrollment and tuition pricing and considers detailed reports on university revenue, expenses, sustainable cost savings, liabilities, and net assets.

At the Board's direction, the university developed financial indicators to help guide decision-making and enable the Board to track UNC's financial health ([RE70](#)). The Board holds a retreat annually in fall semester with a focus on multi-year planning and strategic goals with regard to enrollment, tuition, fundraising, finances, and administration ([RE77](#)). The Board holds the administration responsible for achieving these goals, which are revisited and updated in reports presented at Board meetings by the President, Provost, Chief Financial Officer, and other UNC personnel. After the census in September, the Board reviews an updated revenue forecast, compares it to the original budget, and revises the budget as needed; a similar process takes place after the spring semester census. For example, in November 2011, the Chief Financial Officer reported on bond rate savings, debt management, vacancy savings, and Public Employees' Retirement Association (PERA) expenses, all of which led to a revised budget strategy from the Board ([RE22](#)). UNC's Board plays an active role in shaping policies and the budget and considers with care the implications of any new or revised policies.

The Board's deliberations support the university's practice of engaging in multi-year planning. For example, over the course of 2011-2012, the Board consistently discussed the statewide plan for public higher education. Key areas of deliberation included increased graduation rates, expansion of educational opportunity for underserved groups, improvement of remedial education outcomes, and the pursuit of public funding. The Board consistently, even routinely, discusses and approves policies designed to improve enrollment, retention, alumni relations, fundraising, and university marketing. For example, the Board recently approved plans to construct a Campus Commons ([RE72](#)). The 114,000-square-foot facility will provide one-stop access for students to receive guidance on academic advising, financial aid, registration, community connections, career planning, and co-curricular learning opportunities ([RE94](#)). The Campus Commons is discussed in the introductory chapter and Criterion 5. In addition to its regular meetings, the Board holds special meetings when necessary. For example, in recent years the Board has held special meetings regarding capital construction projects and bond issues ([RE69](#), [RE75](#)). In 2012, the Board held

a special meeting to discuss a proposal to build a diesel generator on campus that would provide uninterrupted electrical service, reduce costs, and be self-sustaining in the future. The Board approved the proposal, and the generator was completed in April 2014. This decision by the Board, based on a recommendation of university administrators, has resulted in the university receiving a rebate of over half a million dollars each year from Xcel Energy with a side benefit of providing full backup power to buildings on the west side of campus ([RE88](#)).

Sub-Component 2.C.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.

All internal and external constituents can participate in the Board’s meetings and thus share their concerns. This right is assured in part through the Board’s Bylaws, which specify rules for notifying Board members and the public of regular and special meetings in accordance with Colorado Open Meetings Law, Colorado Revised Statute 24-6-401 ([RE67](#)). The Bylaws stipulate that any interested party may be included on the agenda and participate in Board deliberations, and opportunities for public comment are provided at all meetings. Board agendas and minutes posted on the university website show that every Board meeting provides time for public comments ([RE294](#)).

That the Board is committed to considering the interests of all parties in its deliberations is also ensured through its policies, as codified in the Board Policy Manual ([RE20](#)). The section “Ethical Standards” states: “we will exercise responsibility to each other, the University and the University’s stakeholders as appropriate to our position for both our actions and our decisions not to act. We will be accountable for our ethical conduct and for compliance with applicable laws, regulations, policies and procedures” (1-1-105). At every meeting of the Board, time is devoted to hearing from various departments and other members of the UNC community. Although each group does not offer information every time, and not all information is directly related to Board decisions, the sharing of information enables the Board to have a wide view of UNC concerns and operations.

One area that demonstrates the Board’s careful consideration of university positions involves setting tuition rates. Board members must weigh the interests of students and their families, the university as a whole, and the State of Colorado in establishing the pricing structure for attending UNC. Annually, the Board considers all of these perspectives during its analyses and in its final decisions on tuition and fees.

Sub-Component 2.C.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.

UNC's Board consists of nine individuals, seven of whom are appointed by the Governor of Colorado, one faculty member elected by the faculty, and one undergraduate student elected by the student body (the faculty and student representatives are non-voting members). Members take an oath of office as required by the Colorado Constitution, which grants exclusive fiduciary responsibility to the governing boards ([RE312](#)). The Board Bylaws stipulate rules governing conflict of interest and provide procedures for proceeding should a conflict of interest arise ([RE67](#)).

In March 2013, members of the Board were surveyed to better understand their relationships with outside entities and their perceptions regarding their position as a Board member and any undue influences they might encounter. Responses were received from all nine members. Results indicate that the Board performs its responsibilities without undue influence from outside constituencies. Representative comments suggest that members have not experienced pressure that would affect decision-making from external interests, including donors and elected officials. One comment expressed the sentiments of Board members well: "From my perspective, the Board of Trustees has only operated in a manner which takes the University's best interests into consideration and has never been influenced or strong-armed by any external entity" ([RE68](#)).

Regarding their perception that they act independently from any other kind of external pressure, members' comments included:

"We are very focused on making the University great, we truly don't have time nor the desire to worry about outside influence."

"I have not been influenced by external parties. Furthermore, I believe that the Board of Trustees strives to make decisions based solely upon what is in the best interest of the University Community; the leadership, the faculty, the employees, and most importantly, the students."

Based on actions taken by the Board and results of the Board survey, it is clear that UNC's Board preserves its autonomy from external sources.

The Board of Trustees invited an expert on higher education governance to its 2013 retreat to discuss roles and responsibilities of boards of trustees.

Sub-Component 2.C.4.

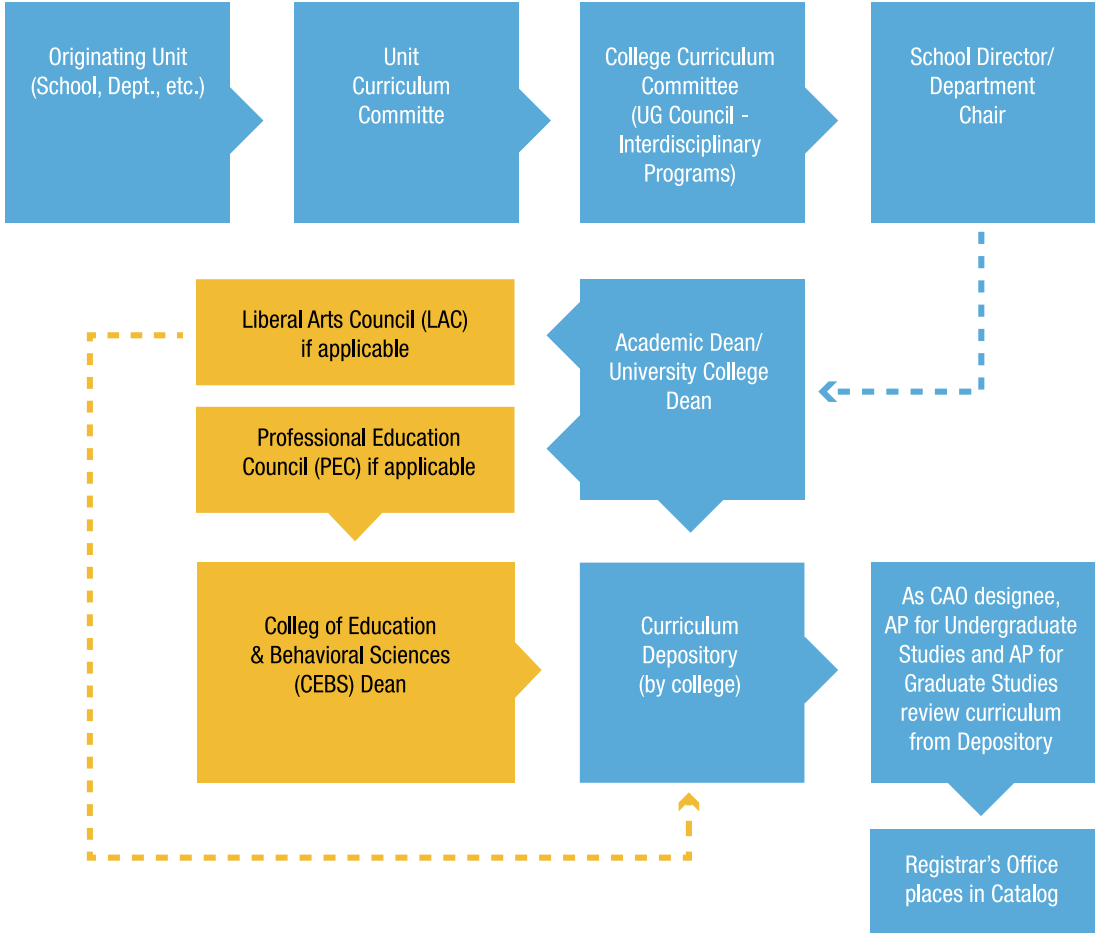
The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board, administration, and faculty work closely together, with the Board delegating responsibilities for managing UNC to administration and for decisions about academic matters to faculty. This is clearly demonstrated through Board Bylaws and policies as well as the direct actions of the Board as observed over time. For example, in September 2013, the Board invited Dr. Carol Cartwright, an expert on higher education governance and presidential evaluation, to discuss roles and responsibilities of boards of trustees, including delegating responsibility to the President (RE76). UNC's Board Bylaws clearly state that day-to-day management of the university is delegated to the President. The President and campus administrators, in turn, routinely inform the Board of processes, practices, and actions, providing recommendations for Board action on matters requiring Board approval such as the annual budget, changes in policies, and new degree programs. For example, in January 2014, administrators presented information about the 2014-2015 Enrollment Plan, including details about recruitment, retention, and other performance indicators (these are discussed in greater detail in Criterion 5) (RE71). At the March 2014 Board meeting, the Provost provided additional information about how the Enrollment Plan informed UNC's proposed pricing model for academic year 2014-2015, including detailed information about institutional discounting and student financial aid, an ongoing Board priority (RE74). The 2014-2015 budget approved in June 2014 reflects the outcome of these discussions, with a focus on balancing affordability and price (RE72).

The Board delegates authority for the oversight of academic matters to the faculty. Board policy stipulates that faculty are responsible for designing and approving the curriculum at the program, school, and college levels (RE20). The integrity of the university's academic programs is maintained through collaboration between the faculty and administration by delineating the role of each in the curriculum approval process: faculty are responsible for developing and delivering academic programs, and administration is responsible for ensuring the curriculum is appropriate to the disciplinary responsibility of the unit and that adequate resources are provided to deliver the curriculum (RE119). The sequence of steps in making curricular decisions is represented in Figure 3.1.

The curriculum approval process is complemented by the New Degree and Program Planning Proposal, which explains how new degree programs and new emphasis areas, including minors, certificates, and interdisciplinary programs, are to be implemented. The proposal process begins at the level of the academic unit, moves to the college, and then is reviewed by the Provost. New programs are presented to the Board for approval and then submitted to the Colorado Commission on Higher Education (RE43).

Figure 3.1 Curriculum approval process



Core Component 2.D.

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

UNC is committed to freedom of expression and the pursuit of truth in teaching and learning. The Board and faculty embrace freedom of expression and the academic quest for truth and honesty through a variety of official policies. For example, the Board policy on Academic Freedom and Professional Ethics entitles faculty members academic freedom in their teaching, scholarly and artistic activities, and dissemination of the results of those activities. It also provides guidelines for addressing faculty members' obligation to exercise self-discipline, good judgment, and professional ethics as teaching members of the academy (RE119). Survey data indicate that 89% of faculty are satisfied with their freedom to determine course content. Faculty and students generally report that there is respect for the expression of diverse values and beliefs,

Since 2006, UNC has added 25 new undergraduate degrees and certificates.

with only 14% of faculty indicating they have not experienced this support at UNC and 74% of graduating seniors reporting they are satisfied or very satisfied with this aspect of their UNC experience ([RE61](#), [RE62](#)). Graduate students who are completing their degrees report positive experiences with being respected on campus, with 89% indicating they felt respected by staff, 84% saying faculty respected them, and 88% reporting feeling respected by other students ([RE226](#)).

TEACHING AND RESEARCH

With regard to freedom of expression and the pursuit of truth in teaching and learning, the faculty's ability to create new courses reflecting faculty members' interests and advances in their fields is an important component. UNC's curricular processes ensure faculty members' freedom to create new courses. Since 2006, UNC has added or revamped 25 new undergraduate and graduate degrees and certificates. Consistent with the historical commitment to high quality teaching, UNC provides a variety of resources to support individual creativity through innovation in the curriculum and pedagogy. For example, for faculty teaching online and distance-based courses, UNC's Extended Campus offers instructional design and development support through online resources, workshop opportunities, and resources for adopting Quality Matters, a national initiative designed to certify the quality of online courses ([RE398](#)). UNC also sponsors an Online Program Development Fund, which arranges resources for faculty to create new courses and programs ([RE333](#)). A detailed discussion of the many resources that support teaching and learning is provided in Criterion 3.

UNC actively encourages both students and faculty members to conduct research in the pursuit of new knowledge. For instance, the UNC Research Plan was created by the interdisciplinary Research Advisory Council, whose members worked collaboratively to develop a practical guide that is academically inclusive of the wide range of research, scholarship, and creative works faculty and students might wish to pursue ([RE54](#)). The plan has clearly defined goals, strategies to achieve those goals, and a timeline for their implementation. This document demonstrates UNC's commitment to academic research of high quality by providing resources for faculty (for example, by reconfiguring workload and being reassigned from teaching a course to a higher allotment for research and grants) and encouraging recognition of research in the annual faculty evaluation process. In Board policy, faculty and student research is encouraged and awarded, demonstrating UNC's commitment to freedom of expression in teaching and learning. UNC's commitment to and support of faculty and student research is discussed in greater detail in Criteria 1, 3, and 5.

For purposes of clarifying the university's standards for discouraging academic falsehoods, University Regulations (3-8-106) define scientific misconduct (e.g., falsification of research data or credentials, violation of applicable laws, or flagrant violation of professional standards) and identify procedures for investigating allegations and responding to verified misconduct.

Core Component 2.E.

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

UNC has numerous policies, procedures, and processes that ensure all members of UNC conduct research and apply knowledge responsibly.

Sub-Component 2.E.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.

UNC provides effective oversight of and support to faculty, students, and staff in their research and scholarship. UNC's Office of Research encourages research activity and oversees sponsored programs and other research-related activities. Working collaboratively with faculty and staff, the Office of Research develops, maintains, and assures adherence to policies and procedures related to the legal and ethical conduct of research. Recently, as technology has evolved and data security has become a pressing concern inside and outside of higher education, the Office of Research led a team of faculty and administrators to develop a new data security plan, which defines data security measures researchers must take to protect research data ([RE85](#)).

UNC's Office of Sponsored Programs, a unit within the Office of Research provides administrative support to the Institutional Review Board (IRB) to ensure that research involving human subjects is conducted by faculty, staff, and students using informed consent and other protections of research participants ([RE716](#)). All research projects conducted under the auspices of the university (e.g., by faculty, students, or staff) involving human subjects must be reviewed and approved by the university's IRB, made up of 14 faculty and staff from a broad range of disciplines, including scientists and non-scientists. Faculty, students, and staff planning human research must submit applications for IRB approval prior to any data collection. UNC now uses the IRBNet system to streamline the IRB application and review process. IRBNet provides a paperless, electronic method for submission, tracking, and review of applications for IRB approval. Researchers can create, edit, and submit their applications for IRB approval, and IRB members can review and take action on applications at any time from any computer with Internet access. In fiscal year 2014, the UNC IRB reviewed over 300 applications: 159 were exempt, 149 were expedited, and none that year required full-board reviews ([RE388](#)).

The Institutional Animal Care and Use Committee (IACUC) is administered by individuals concerned with the humane treatment of animal subjects (adhering to the IACUC Policies and Procedures Manual) ([RE717](#)). Contacts are listed on the IACUC website for the Director of Compliance and Operations, the IACUC Chair (a member of the faculty), an Attending Veterinarian, and the Institutional Official ([RE364](#)). The

UNC now uses the IRBNet system, an electronic method for submission, tracking, and review of applications for IRB approval.

website provides links to laws, regulations, and policies dealing with animal subjects, access to agencies and the national IACUC organization, and resources discussing the ethics of animal research. All applications for animal subject projects require signatures of the Animal Care and Use Program Manager, the Principal Investigator, the Attending Veterinarian, and the IACUC Chair.

To ensure that faculty, staff, and students conducting research are adequately informed about ethical research practice, UNC subscribes to the Collaborative Institutional Training Initiative (CITI). Membership in CITI provides access to all UNC faculty, students, and staff to online CITI modules at no charge in subject areas related to the Responsible Conduct of Research (RCR), the Protection of Human Subjects in Research, Conflict of Interest, Good Clinical Practice, Health Information Privacy and Security, and Lab and Animal Welfare. Externally funded projects, (e.g. sponsored by organizations such as the National Science Foundation and the National Institutes of Health) require that UNC have a certified “Responsible Conduct in Research” plan that includes training, which is satisfied by the completion of the appropriate module in CITI. In the last two years, UNC researchers completed nearly 1,100 training modules ([RE81](#), [RE718](#)). Some grants require additional, in-person training, for which UNC has established a cooperative agreement with Colorado State University’s Research Integrity Office.

Applications for grant funds are rigorously examined for compliance with the necessary protections to human or animal subjects and are returned to researchers if such compliance is not demonstrated ([RE388](#)). Faculty and staff wishing to undertake research involving human or animal subjects must submit application to the appropriate oversight group (either IRB or IACUC) prior to data collection. Undergraduate and graduate students wishing to undertake research involving human or animal subjects must do so under the guidance of a faculty member. Research may not commence until such IRB or IACUC approval is secured. Alternatively, instructors may obtain approval from IRB to review exempt-level student research conducted in their regularly scheduled classes, according to IRB standards ([RE117](#)). When projects span many years and student researchers only participate in portions of the work, the faculty Principal Investigator must maintain a current list of students involved, ensuring that they receive the necessary training to comply with the UNC research standards, including responsible conduct, IRB, and IACUC.

Sub-Component 2.E.2.

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

An Honor Code is readily available to students and discussed with them during orientation by a group of faculty who explain its concepts and promote its value and adherence. The Honor Code is posted as a framed certificate in most classrooms and appears on the website of the Dean of Students ([RE320](#)). The code is included in Table 3.1.

An Honor Code is readily available to students and discussed with them during orientation by a group of faculty.

Table 3.1. UNC Honor Code

Honor Code of the University of Northern Colorado

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

Students are educated about the ethical use of information through classroom instruction, workshops, and online resources. All undergraduates are required to complete coursework in intermediate composition (ENG 123: College Research Paper or comparable discipline-specific course), a Liberal Arts Core course that includes instruction on proper use of source material ([RE112](#)). Many undergraduate programs require or offer as elective credit course work in discipline-specific research methods. For example, Sociology requires students to complete eight credits of sociological research methods in addition to a three-credit senior seminar ([RE410](#)).

Faculty arrange multiple opportunities for students to apply what they are learning. For example, responses on the HERI Faculty Survey show that 85% of faculty teaching undergraduates have occasionally or frequently given at least one assignment that required students to use discipline-specific research methods (54% frequently require these types of assignments) ([RE61](#)). Activities related to research ethics are also frequently assigned, including encouraging students to evaluate the quality or reliability of information (91%) and asking students to look up scientific articles and resources (83%). These self-reported activities are consistent with the experiences students report having at UNC. For example, 97% of graduating seniors indicate they evaluate the quality or reliability of information they receive, and 93% indicate they looked up scientific research articles and resources in the last year prior to graduation ([RE62](#)). Seventy-three percent either frequently or occasionally took classes that required one or more 10-plus-page papers, and 74% frequently took classes that required multiple short papers. These results suggest students are receiving ample opportunity to apply ethical practice in the use of information resources.

Students participating in the federally funded McNair Scholars Program enroll in HESA 431, a two-semester course that introduces college juniors to graduate-level research. This course covers research integrity in depth, and students are required to prepare and submit an IRB to teach them about the process ([RE96](#)). For non-McNair participants, the Office of Undergraduate Research sponsors research workshops on topics related to ethical research conduct and IRB processes each semester ([RE105](#)). These workshops are open to students in all majors.

Ninety-seven percent of graduating seniors indicate they evaluate the quality or reliability of information they receive.

All graduate students are required to take a course that includes instruction on the ethical use of information and research practice.

Graduate students have multiple opportunities for instruction on the ethical use of information and research practice. All graduate students are required to take a course on introduction to graduate research, which covers these topics ([RE111](#)). Many master's programs include a thesis option, and the thesis guidelines published by the Graduate School address research integrity ([RE101](#)). Manuals for capstone projects and doctoral dissertations are also published for students required to complete these research activities ([RE353](#)). In a survey of graduating graduate students, 87% of doctoral students were satisfied with the information in these manuals; however, only 35% of master's and specialist students were satisfied with this resource, while 31% indicated they were not aware of the manual ([RE226](#)). Students in the survey reported general satisfaction with the research guidance they received from faculty, with 69% reporting some level of satisfaction.

The University Libraries play a key role in guiding the ethical use of information, offering credit-bearing courses in information literacy that are open to all students. Some programs (e.g., Criminal Justice) require completion of such a course by their majors ([RE99](#)). In addition to these courses, university faculty can arrange for a librarian to address information literacy issues in a class session. In 2013-14, over 5,500 students participated in one of 231 stand-alone workshops offered by library faculty ([RE86](#)). Graduate students in particular are often directed, during these sessions, to the copyright compliance information available on the University Libraries website ([RE83](#)). Graduate and undergraduate students are also encouraged to consult their subject librarian for detailed assistance with citing sources, avoiding plagiarism, and following copyright laws ([RE118](#)). The library website includes easily accessible information about copyright, fair use, licensed electronic resources, and plagiarism.

Sub-Component 2.E.3.

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

UNC students receive explanations of UNC's expectations of academic honesty even before they start classes through participation in New Student Orientation. The Student Code of Conduct on the Dean of Students' website and various college websites communicate expectations for academic honesty ([RE115](#), [RE378](#)). Many faculty include information on academic integrity and honesty on their syllabi ([RE58](#)). The Dean of Students posts the Student Handbook on its website and explains related parts, such as the Honor Code, at orientations for new students and in other venues.

The commitment to freedom of expression in teaching and learning requires high standards that ward against academic misconduct. The Board Policy Manual contains a section on student conduct that explains the disciplinary sanctions should students be found committing "acts of dishonesty," including plagiarism and cheating ([RE20](#)). UNC's Student Standards of Conduct clearly define forms of academic misconduct that include (but are not limited to) cheating, deception, fabrication, plagiarism,

and unauthorized collaboration ([RE115](#)). UNC enforces these standards through a restoratively-based learning and growth sanctioning model derived from student development theory. The model addresses the misconduct while providing a learning opportunity to the student. Since 2009-2010, 231 incidents of academic misconduct were reported to the Dean of Students ([RE63](#)). Of these, approximately 66% of the students were found responsible for academic misconduct. Sanctions can range from writing brief reflective papers to expulsion, the most severe consequence. Since 2009, 11 students were suspended for academic misconduct. Students may appeal an academic misconduct sanction through a formal grievance process outlined in Part 2 of the Board Policy Manual ([RE20](#)). This helps to ensure that such charges are not arbitrary, capricious, or contrary to university policy and cultivates freedom of expression while ensuring academic standards.

UNC provides professional development and technology tools for faculty to educate students about academic standards and identify incidents of academic misconduct. For example, the Center for the Enhancement of Teaching and Learning offers workshops on plagiarism. The workshops are designed to help faculty learn how to assist students in avoiding plagiarism in all aspects of their research and scholarly work ([RE80](#)). UNC also uses a plagiarism detection tool, SafeAssign, which is integrated into Blackboard, the university's learning management system. In 2013-2014, 276 faculty and instructors used SafeAssign in 913 courses on 2,919 assignments ([RE109](#)). In addition to identifying papers students submit that need to be examined further for possible plagiarism, instructors use the tool educationally with students on drafts to show them passages that need to be attributed more fully and rephrased.

UNC provides professional development and technology tools for faculty to educate students about academic standards.

Strengths

- The university's attention to policy and process is a definite strength. UNC has clear policies and processes that ensure fairness, equity, and transparency, and clear procedures to deal with concerns and grievances. UNC honors the shared governance process with efforts that are transparent and inclusive, is attentive to practices that ensure the integrity and rigor of conferred degrees, cherishes academic freedom, abides by ethical research practices, and employs meticulous financial practices that reflect the highest standards of accountancy and management. The university represents itself in a way that is honest and accurate. Information about UNC programs and requirements is presented clearly and accurately through publications, websites, and online materials that are accessible to all parties, internal and external. UNC has invested considerable resources to advance the integrity of our procedures.
- UNC is well served by our Board of Trustees. The Board collaborates effectively with administration, staff, faculty, and students in productive ways. Its foremost priority is the university, and it acts independently and is not beholden to internal or external constituencies who might seek to exert influence that runs counter to UNC's interests.

Future Actions

- In order to address student concerns about the existence and clarity of information about thesis, capstone, and dissertation policies and procedures, the Graduate School is revising manuals for graduate students.
- Although we have clearly defined policies regarding student rights and responsibilities, we have not previously had a centralized process for collecting, analyzing, and using data related to complaints. The Dean of Students, working with the Steering Committee for the Oversight of HLC and Legislative Academic Compliance, has developed a new process that will be implemented in Spring 2015 to address this issue.

Criterion 2 Resource Exhibits

RE #	Document (as titled in the Electronic Evidence Room)
RE11	2014-15 Graduate Catalog
RE12	2014-15 Undergrad Catalog
RE20	Board of Trustees Policy Manual
RE22	BOT Minutes November 18, 2011
RE35	Fiscal Year 2015 June Book
RE43	New Degree Program Planning Proposal
RE49	UNC_Academic_Plan
RE51	UNC Fiscal Rules
RE54	UNCResearchPlan_2012-2015
RE57	Compensation Identity Plan
RE58	Codes and Policies to Include on Syllabus
RE59	2013 Annual Financial Report
RE61	2013 HERI Faculty Survey
RE62	2014 College Senior Survey
RE63	Academic Integrity Data
RE64	Academic Policy Committee Minutes April 22 2013
RE65	Academic Policy Committee Minutes February 4 2013
RE66	Advising Services Overview
RE67	Board of Trustees Bylaws
RE68	BOT Accreditation Survey Results
RE69	BOT Minutes April 11 2012
RE70	BOT Minutes January 13 2012
RE71	BOT Minutes January 24 2014
RE72	BOT Minutes June 13 2014
RE74	BOT Minutes March 7 2014
RE75	BOT Minutes May 14 2014
RE76	BOT Minutes September 13 2013
RE77	BOT Minutes September 14 2012
RE78	Bottom Line Letter
RE80	Center for the Enhancement of Teaching and Learning 2007 Flyer
RE81	CITI COURSES May 30 2013
RE82	Combined Sample of Board Minutes
RE83	Copyright Teaching Brochure
RE84	Course Adjustment Form

RE85	Data Security Plan
RE86	Email A. Falcone August 11 2014
RE87	Email Degree Works April 19 2012
RE88	Email K. Leichter September 2 2014
RE90	Faculty Senate Bylaws
RE91	Financial Accountability Plan
RE92	Financial Aid Communication 1
RE93	Financial Aid Communication 2
RE94	Five-year Fiscal Sustainability Plan
RE96	HESA 431 Syllabus
RE97	LAC Transfer Request
RE98	Letter to Mountain States Employers Council August 29 2012
RE99	LIB 151 Syllabus
RE100	Liberal Arts Core Checklist
RE101	MastersThesisandCreativeProjectFormatManual
RE102	Music Application
RE104	Nursing Brochure BSN
RE105	OUR Workshop flyer Spring 2013
RE106	Position Description Questionnaire
RE107	Practicum II Manual
RE108	Reaching Good Standing 2013
RE109	SafeAssign Report 2013-14
RE111	SRM 600 Sample Syllabus
RE112	ENG 123 Sample Syllabus
RE113	Satisfactory Academic Progress_grad
RE114	Satisfactory Academic Progress_UG
RE115	StudentCodeofConduct
RE116	Transfer Credit Equivalency Update
RE117	UNC IRB Requirements for Classroom Research Omnibus
RE118	UNC Libraries Comparative Statistical Report 2011
RE119	University_Regulations
RE166	Liberal Arts Core Course Criteria
RE226	2013-2014 Graduate Exit Survey
RE271	Grade Change Policy
RE280	Academic Fees
RE281	Academic Probation website
RE282	Academic Support and Advising Staff Directory

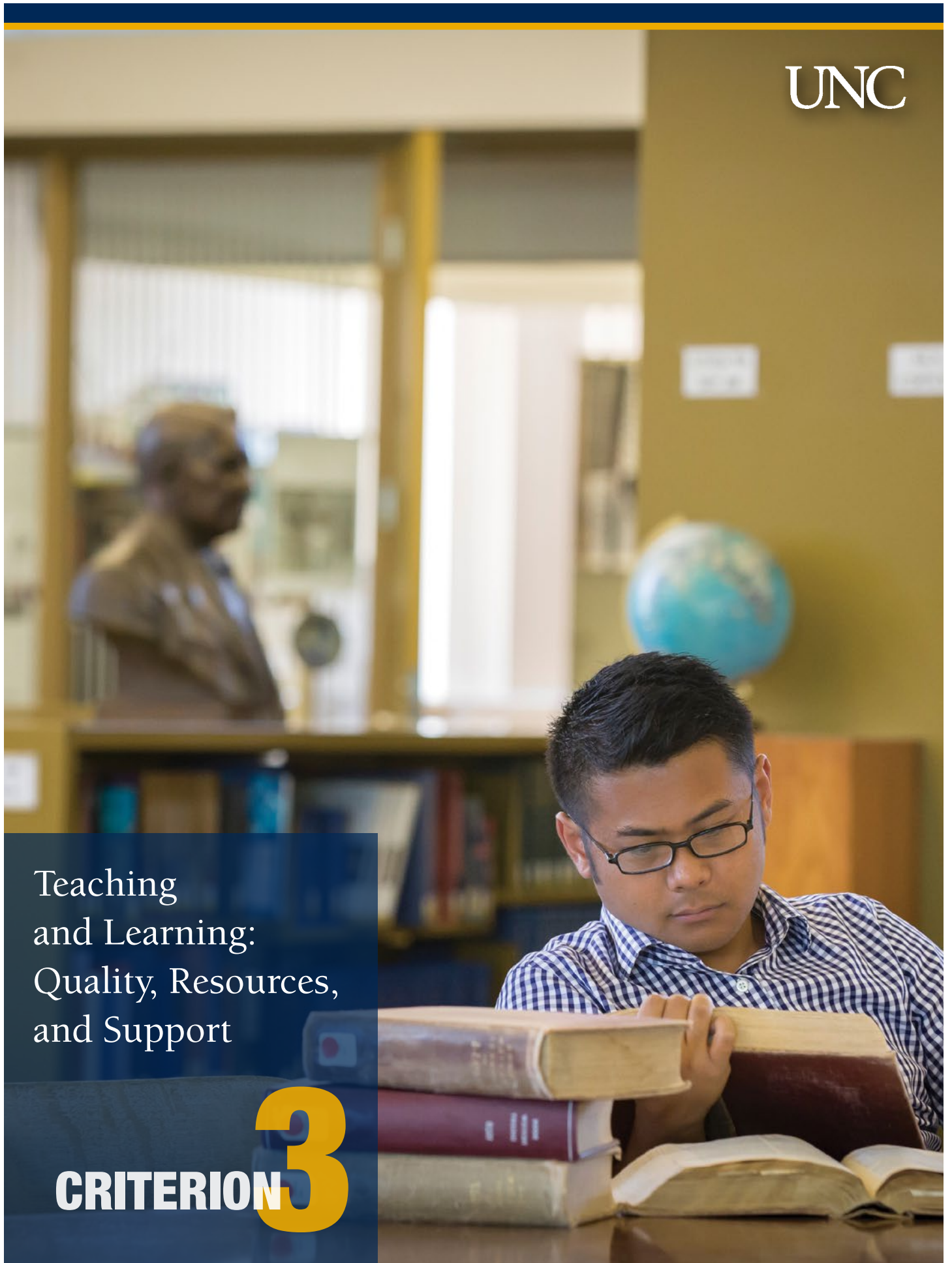
RE283	Accreditation at the University of Northern Colorado website
RE290	Audit and Finance Committee Charter, 2010
RE294	Board of Trustees Agendas and Minutes 2014-2015
RE295	Board of Trustees website
RE297	Business Admissions website
RE309	Classified Employees website
RE311	College Opportunity Fund website
RE312	Colorado Constitution Article VIII, Section 5(2)
RE314	Costs for 2014-2015 Academic Year webpage
RE316	Course Credit Policy
RE317	Credit by Examination webpage
RE319	Curriculum Tracking website
RE320	Dean of Students website
RE322	Differential Tuition FAQ webpage
RE324	Dining Services Meal Plans
RE330	Employee Health and Safety Resources
RE331	Employment Opportunities website
RE333	Extended Campus Faculty and Staff webpage
RE336	Faculty 1 website
RE337	Faculty 2 website
RE338	Faculty 3 website
RE339	Faculty 4 website
RE340	Faculty 5 website
RE341	Faculty 6 website
RE345	Faculty Senate website
RE346	Faculty Vacancy website
RE347	Financial Aid website
RE348	Four Year Advising Plans
RE352	Graduate School Policies website
RE353	Graduate School webpage
RE359	Housing and Residential Education website
RE364	IACUC webpage
RE370	Internal Auditor Website
RE378	MCB Code of Professional Conduct
RE381	Net Price Calculator
RE388	Office of Research Responsible Conduct webpage
RE390	Online Faculty and Staff Directory

RE398	Quality Matters website
RE401	Registrar's website
RE402	Registration website
RE406	School of Education webpage
RE410	Sociology BA Degree Requirements
RE420	Thesis, Capstone, and Dissertation Resources
RE421	Transfer of Credits Evaluation website
RE428	UNC Teacher Quality website
RE438	Western Undergraduate Exchange webpage
RE465	UNC Catalogs Current and Archived
RE700	FacultySenateMinutesMay172010
RE701	BoardMinutesJune112010
RE702	DiscriminationPolicy
RE703	MySafeCampus
RE704	UNCCareTeam
RE705	BiasResponse
RE706	EAB_SSC_UNC_Predictive_Workbook
RE707	CRS_gtPathways
RE708	BSN_Handbook_14-15
RE709	DPDStudentHandbook1415
RE710	Academic_Support_Advising_website
RE711	Student-AthleteAcademicSuccess
RE712	NCAA_Compliance_Corner
RE713	Student_Athlete_Code_of_Conduct
RE714	Graduate_Education_Costs
RE715	Western_Regional_Graduate_Program_Costs
RE716	Research_Integrity_Compliance
RE717	IACUCPolicyManual
RE718	CITI_Report_2014
RE719	CP-Handbook-September_2014
RE720	CounselingMAHandbook
RE820	Revenue_Coding_Procedures

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Teaching
and Learning:
Quality, Resources,
and Support

CRITERION **3**



UNC students and alumni consistently cite the quality of their educational programs as the single most significant advantage of attending UNC.

Criterion 3: Teaching and Learning: Quality, Resources, and Support.

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

Since its founding as the state Normal School in 1889, the University of Northern Colorado has distinguished itself as a leader in pedagogy—both in the preparation of future educators and in our own practice. Among the state’s doctoral research universities, UNC enjoys a reputation for valuing high-quality teaching and for having a size and scale that facilitate personal connections between faculty and students that promote deep learning. UNC offers a comprehensive array of undergraduate, master’s, and doctoral degree programs available to students at the campus in Greeley, online, and at satellite sites in Colorado Springs, Denver, and Loveland. Regardless of delivery mode or location, degree programs are developed and overseen by full-time UNC faculty, with most distance education courses taught by the same faculty who teach on the main campus.

Core Component 3.A.

The institution’s programs are appropriate to higher education.

Since 2009, UNC has surveyed alumni, employees, students, and members of the local community regarding their perceptions of the education provided by the university. Results from the most recent survey show that students and alumni consistently cite the quality of their educational programs as the single most significant advantage of attending UNC ([RE123](#), [RE124](#)). This is a point of pride for the university and a reflection of the effectiveness of the curriculum review processes discussed in this section.

Sub-Component 3.A.1.

Courses and programs offered at the institution are current and require levels of performance by students appropriate to the degree or certificate offered.

UNC’s curriculum approval and review process, in conjunction with our ongoing program review process, ensures the currency, integrity, and quality of our courses, minors, licensures, endorsements, certificates, new emphasis areas, and new degree programs. The curriculum approval process, as described in the University Regulations, is a collaborative effort between faculty and administration for both existing and new programs and courses ([RE119](#)). The faculty is responsible for developing, delivering, and evaluating academic programs. When faculty determine that curricular revisions are necessary, there are three types of changes they may consider: minor changes, variable title changes, and major changes. Each type has its own set

New degree proposals are evaluated for fit with UNC's mission and evidence of need for the program.

of procedures, as outlined in the University Regulations. Typically, minor changes and variable title courses are reviewed by the department's curriculum committee, the college curriculum committee, the chair or director, and the dean of the college. Course learning goals, content, and assignments are examined by faculty for congruence and appropriateness. Department chairs/school directors and deans assure that curriculum changes or new proposals are appropriate to the disciplinary responsibility of the unit and the university and also ensure there are adequate resources available to implement the proposed curriculum. Additional review of changes may be provided by various faculty governance groups depending on the nature of the proposed curriculum. For example, the Liberal Arts Council reviews general education curriculum proposals and revisions, and the Professional Education Council reviews educator preparation curriculum. The Chief Academic Officer (Provost) is responsible for review and approval of all curriculum changes, and new degrees are approved by the Board of Trustees.

Major changes and new degree proposals require additional review and approval, including an initial consideration of the proposal by academic leadership ([RE43](#)). During this phase of the process, academic administrators consider issues such as fit with UNC's mission and goals and evidence of need for the program. For example, a proposal for creating a new Master's of Arts in Teaching Diverse Learners was recently reviewed and approved to move on to the second phase of the new degree proposal process ([RE174](#)). In the second phase of the approval process, full proposals are developed, expanding on the information provided during the first phase by addressing student learning outcomes and assessment, projected enrollments, faculty and other resource implications, facilities, equipment, technology, and impact on other programs. The MA program in Dance Education provides an example of a completed new degree proposal ([RE153](#)). After obtaining approval by the Board of Trustees, new degrees and majors are sent to the Colorado Department of Higher Education for presentation to the Colorado Commission on Higher Education (CCHE) for new degree approval. After approval by the CCHE, the Higher Learning Commission is notified of the new degree. When all appropriate steps of the review process have been completed, new curriculum may be added to the next catalog.

For existing courses and programs, academic units engage in a curriculum review process that includes student feedback, review of student performance data, faculty participation in maintaining currency of content, and periodic review of syllabi and course materials. In addition to internal review processes, currency of the curriculum is also evaluated by external reviewers during the university's five-year program review process ([RE52](#)). External reviewers typically provide detailed feedback to the program, which is used by faculty and administrators to set five-year goals and action plans. For example, the external reviewer for UNC's undergraduate Journalism degree program commended the program's efforts to maintain currency in a rapidly chang-

ing discipline and also provided recommendations for enhancing current offerings (RE164). These recommendations were incorporated into the program's goals and plans for future improvements (RE178). UNC's program review process is discussed in greater detail in Criterion 4. Many programs also rely on advisory groups from business and industry to keep track of changing needs within their respective fields. For example, the Dean's Leadership Council is comprised of business leaders who make recommendations to the Monfort College of Business (RE321). The School of Nursing invites health-care professionals to campus once a year to discuss changing needs in health care delivery and co-sponsors an annual conference on research and evidence-based practice (RE780). Teacher preparation programs hold focus groups with principals and survey school human resource officers and classroom teachers to determine the relevance of UNC coursework and field experiences to the real-world K-12 classroom. The College of Performing and Visual Arts regularly works with the Arts Community Advising Board, the longest serving advisory board on the UNC campus, to plan events, such as the annual Gala, that showcase student UNC.

Faculty members take pride in keeping their courses up to date and requiring levels of performance on assignments that are both pertinent to the courses and challenging for the level of student, and their efforts to maintain currency are regularly reviewed through faculty evaluation processes. For example, faculty in the College of Humanities and Social Sciences prepare a dossier that includes evidence of performance in instruction such as course syllabi, new courses and/or programs initiated, and student feedback (RE162). Other colleges have similar processes (RE172). Academic programs that carry specialized accreditation also update curricula regularly to incorporate new and emerging knowledge and areas of practice in the discipline, as is required to maintain the specialized accreditation (RE412).

Sub-Component 3.A.2.

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

INSTITUTIONAL LEARNING GOALS

UNC's overarching learning goals for our undergraduate and graduate degree recipients are described in our mission documents (RE426). Goals for undergraduates are as follows:

1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
2. Students will develop a variety of competencies in critical thinking, communication, problem-solving and current technology.
3. Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs.

The School of Nursing invites health-care professionals to campus once a year to discuss changing needs in health care delivery.

4. Students will develop a life-long commitment to scholarship and service.
5. Students will acquire depth of knowledge in a specialized scholarly discipline.
6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
7. Students will master methods of inquiry to acquire deeper understanding of their discipline.
8. Students will demonstrate knowledge of professional standards and practice.

Graduate goals state:

1. Students will acquire an appreciation for and ability to work in an increasingly diverse population.
2. Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.
3. Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.
4. Students will develop a commitment to scholarship and life-long learning.
5. Students will develop those competencies essential to assuming leadership positions in their professional fields.

These learning goals are integrated into the university’s curricular and co-curricular offerings and reflected in the program-specific learning outcomes developed by programs. Table 4.1 provides a compelling picture of how these learning goals are infused throughout students’ experiences ([RE821](#)).

Table 4.1. Matrix of graduate program and institutional learning outcomes

	G1: Students will acquire an appreciation for and ability to work in an increasingly diverse population.	G2: Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.	G3: Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.	G4: Students will develop a commitment to scholarship and life-long learning.	G5: Students will develop those competencies essential to assuming leadership positions in their professional fields.
Art & Design	SLO5	SLO1, SLO2, SLO4, SLO8	SLO1, SLO2, SLO3, SLO4, SLO6, SLO7, SLO8	SLO2,SLO3, SLO4	SLO1, SLO2, SLO4, SLO6, SLO7, SLO8
Biological Education	SLO5	SLO1, SLO2, SLO3, SLO4, SLO5	SLO1, SLO2, SLO3, SLO4	SLO1, SLO2, SLO3, SLO4	SLO4
Counseling	SLO1, SLO2, SLO3, SLO4	SLO1, SLO2, SLO3, SLO4	SLO1, SLO2, SLO3, SLO4	SLO1, SLO2, SLO3, SLO4	SLO1, SLO2, SLO3, SLO4

Educational Mathematics	SLO4, SLO5, SLO6	SLO2, SLO3	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6	SLO2, SLO3	SLO1, SLO3, SLO4
English		SLO1, SLO2, SLO3	SLO1, SLO2, SLO3	SLO1, SLO2, SLO3	SLO1, SLO2, SLO3
Gerontology	SLO2	SLO1, SLO2, SLO3, SLO4	SLO1, SLO2, SLO3	SLO2, SLO3	SLO1, SLO2, SLO4
Special Education	SLO1, SLO4, SLO5	SLO3	SLO2, SLO3, SLO4, SLO5, SLO6	SLO3, SLO6	SLO2, SLO3, SLO6

Evidence that UNC promotes and achieves these goals is demonstrated through a variety of measures. First, the goals are reflected through institutional strategic planning, incorporated into the nine Core Plans that address learning and development in the areas of diversity, internationalization, community and civic engagement, and research, scholarship, and creative works ([RE26](#), [RE28](#), [RE38](#), [RE54](#)). The integration of these goals into program-level learning outcomes assures that students have broad opportunities to learn and grow in these areas. Table 4.2 provides an example of the relationship between institutional learning goals, program learning outcomes, student performance, and program improvement efforts.

Institutional learning goals are integrated into program-level learning outcomes.

Table 4.2. Examples of relationship between institutional and program learning goals and student outcomes

Institutional Goal	Program Learning Outcome	Student Performance Assessment	Program Response
Students will develop a variety of competencies in critical thinking, communication, problem-solving and current technology. (UG Goal 2)	Through outside writing, students will demonstrate abilities in analytic thought, the use of language, and research techniques. (Asian Studies BA)	Students perform adequately; however, some students are weak in conducting research in the target language.	Faculty will incorporate more training in earlier courses in conducting primary source research and analyzing/critical thinking.
Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline. (G Goal 3)	Students will demonstrate the ability to plan instruction. (Special Education, Deaf and Hard of Hearing Specialist MA)	Planning for P-12 students who are deaf or hard of hearing is challenging and students need ongoing practice with specific feedback.	Faculty will provide more examples of quality lesson plans and provide ongoing feedback to students on the lesson plans they develop.
Students will acquire a depth of knowledge in a specialized scholarly discipline. (UG Goal 4)	Students will demonstrate knowledge of the principles, concepts, and practices within the five subdivisions of Chemistry. (Chemistry BS)	Scores in Gen Chemistry are lower than national average. Additional analysis suggests many students are entering underprepared in math and conceptual skills.	Implemented a minimum grade prerequisite to continue in the curriculum. The program is also considering a placement test for entrance into Chem 111.

Faculty use a wide range of instructional activities that encourage critical thinking and deeper engagement within the discipline.

Students will engage in scholarly activity, research, and creative endeavors to advance knowledge and practices of the discipline. (G Goal 2)	Students will successfully complete a research project pertaining to educational leadership. (Educational Leadership & Policy Studies, EdD)	All students in the last three years successfully completed the research project.	In 2012, a new text was adopted to help students with APA style. A greater emphasis on academic writing is planned for 2015.
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Source: 2014 LiveText Assessment Reports

Data from faculty surveys indicate that faculty provide multiple learning experiences related to these goals. An analysis of faculty responses to the triennial Higher Education Research Institute's (HERI) Faculty Survey shows that UNC faculty express values and goals for students and practice instructional activities that promote student growth and development in these areas ([RE159](#), [RE160](#), [RE161](#)). For example, faculty endorse the importance of developing students' abilities in understanding and working with people from diverse backgrounds (Undergraduate Goal 3; Graduate Goal 1). In addition, they report using a wide range of instructional activities that encourage critical thinking and deeper engagement within the discipline (Undergraduate Goals 2 and 7; Graduate Goals 2 and 3).

In addition to the HERI Faculty Survey, UNC administers the Cooperative Institutional Research Program's (CIRP) College Senior Survey each year to graduating seniors. Results show gains in academic growth and development (Undergraduate Goals 1, 2, 5, and 7), including increased confidence in students' academic skills and knowledge during their time at UNC ([RE62](#)). Related to Undergraduate Goals 3 and 4, students reported higher levels of awareness and understanding of national and global civic issues; however, they also reported lower rates of participation in civic and community engagement activities. Increasing student participation in community and civic engagement is a strategic goal of UNC and comprises one of our Nine Core Plans. Because the Community and Civic Engagement Plan specifically targets student involvement, we hope to see increased participation in these types of activities in coming years. The plan has already born fruit, as the Carnegie Foundation, in its latest review cycle, has given UNC a Community Engagement Classification ([RE738](#)). Students also reported gains in their knowledge of cultural diversity, with a large number reporting participation in multicultural workshops and activities. There were gaps, however, between their perceived knowledge and the amount and types of interactions they reported having with people from diverse backgrounds and the relative importance they assign to promoting racial understanding and knowledge of other cultures. UNC is working to redress these gaps through the nine Core Plans, especially through actions resulting from the Internationalization and Equity and Diversity Action Plans.

UNDERGRADUATE AND GRADUATE DEGREES

UNC offers a comprehensive range of programs leading to undergraduate, master’s, and doctoral degrees as well as post-baccalaureate and post-graduate certificates. Table 4.3 summarizes the number of programs offered.

Table 4.3. Programs offered at UNC

Undergraduate Degrees and Programs	Graduate Degrees and Programs
107 Bachelor’s Degrees	64 Master’s Degrees
58 Minors	3 Specialist Degrees
11 Licensures and Endorsements	24 Doctoral Degrees
5 Certificates	7 Doctoral Minors
3 Pre-Degree Options	12 Graduate Certificates
	12 Graduate Licensure and Endorsements
	1 Interdisciplinary Graduate Degree

Source: 2014-2015 Undergraduate and Graduate Catalogs

As mentioned above, the curriculum and program approval process at UNC assures that appropriate learning goals are established for all programs. Learning goals are specifically included in program design and differentiated so that increasingly complex outcomes are required for higher degrees. Table 4.4 provides examples of how programs differentiate learning outcomes between undergraduate and graduate programs.

Table 4.4 Examples of differentiated program outcomes across degree levels

Discipline: Mathematics		
Concept	Degree	Student Learning Outcome
Communication	Bachelors	Each student will have the ability to effectively communicate mathematical concepts both orally and in written work.
	Masters	Students will be able to communicate their understanding of mathematics and mathematics education in both verbal and written forms to audiences of experts or non-experts. (Assessed through course projects)
	Doctoral	Students will be able to communicate their understanding of mathematics and mathematics education in both verbal and written forms to audiences of experts or non-experts. (Assessed through oral and written comprehensive exams and publication-ready papers and conference proposals)

Knowledge	Bachelors	Each student will have knowledge of the broad nature of the mathematical sciences (ability to integrate pure mathematics, mathematical statistics, computer science, and applied mathematics).
	Masters	Each student will effectively demonstrate an ability at knowing and understanding graduate level mathematics.
	Doctoral	Students will gain both a depth and breadth of understanding of mathematics to teach undergraduate mathematics courses and perform research in mathematics education.
Instruction	Bachelors	Each student will have the ability to implement modern technological tools such as mathematical and communication computer programs, electronic tables, and interactive white boards.
	Masters	Each student will have breadth and depth of understanding the secondary mathematics curriculum, how best to teach it to their students, and how to use appropriate instructional tools.
	Doctoral	Students will be able to teach mathematics education courses in ways that are interactive, challenging, and supportive of student learning.

Discipline: Nursing		
Concept	Degree	Student Learning Outcome
Knowledge	Bachelors	Demonstrate intellectual inquiry and analysis by integrating information, knowledge, research and other evidence from the humanities, arts, general sciences and nursing science in the design and provision of quality patient care.
	Masters	Synthesize knowledge of safety, quality improvement, culture, ethics and healthcare technologies in the design and provision of direct and indirect care.
	Doctoral	Integrate knowledge from multiple dimensions of education into the practice of evidence-based nursing education.
Patient Care	Bachelors	Safely and competently demonstrate comprehensive patient-centered therapeutic interventions guided by the nursing process and evidence-based standards of care to restore, maintain, and promote optimal health and/or quality of life in individuals, families, groups, communities and populations.
	Masters	Acquire, critically analyze and apply advanced knowledge to evidence-based practice in the care of individuals, families and populations.
	Doctoral	Demonstrate expertise in the development of nursing science that supports evidence-based nursing practice and education.

Leadership	Bachelors	Assume the roles of leader, manager and professional nurse through participation in measures to improve the quality of health care delivery outcomes within complex systems, promote the nursing discipline and demonstrate accountability for professional conduct.
	Masters	Apply leadership skills in various health care systems for management of and accountability for care delivery and improved outcomes.
	Doctoral	Appraise concepts, theories and strategies from nursing and related disciplines to inform professional leadership for ethical, political, socio-cultural and economic problems confronting nursing and health care.

Source: 2014 LiveText Assessment Reports

UNIVERSITY POLICIES AND PROCESSES

Major and minor requirements for undergraduate degrees are described in the undergraduate catalog ([RE12](#)). The majority of undergraduate degrees require students to complete the state-required minimum standard of 120 credits, with a minimum of nine upper-division UNC credits (300-400 level) or UNC-approved Study Abroad credits (300-400 level). Nearly all undergraduate programs require significantly more upper division courses than the minimum requirement ([RE264](#)). Undergraduate degree programs must receive a waiver from the state if they require more than the mandated 120-hour standard. Master's level students must complete a minimum of 24 credits of discipline-content courses. Requirements for doctoral students vary by program and often depend on whether a student enters a program with or without a master's degree in the field of study. These requirements are clearly spelled out in the graduate catalog ([RE11](#)).

To differentiate between course levels, UNC uses a numbering system ([RE218](#)). The first number communicates whether the course is for undergraduate (100-400) or graduate (500-700) students and also the level of students who are generally eligible to enroll. At the undergraduate level, introductory and general education courses are numbered in the 100s and 200s. More complex content in the undergraduate majors is offered in courses numbered in the 300s and 400s. Graduate courses for master's students are found in the 500s and 600s, while courses in the 700s are intended for doctoral students only. There are some 500-level courses that may be taken by advanced undergraduate students only if they have a 3.0 or higher GPA, and with the consent of the instructor. Graduate students may not count 100-400 level courses toward their degree, and specialist and doctoral students may take 600-level courses. This numbering system is similar to those of many other institutions of higher learning.

Sub-Component 3.A.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).

No matter the delivery format or program location, the quality and learning goals for UNC classes and programs are consistent. Variation in the manner of course delivery has developed to meet student needs and is decided at the department level in partnership with the Dean and Provost. Options include the Greeley campus or satellite center locations, hybrid and online courses and programs, concurrent enrollment, and consortia. Satellite locations make it easier for students living in those areas to attend classes; using online or other distance technologies provides worldwide access to UNC courses and programs. The majority of courses and programs are offered in Greeley, but satellite centers in Denver, Colorado Springs, and Loveland provide convenient access to face-to-face instruction for students unable to attend classes on the Greeley campus ([RE334](#)). For example, our Center for Urban Education in Denver provides local access to UNC’s renowned teacher preparation program to students in the Denver metropolitan area. The learning outcomes and quality are the same for the Greeley and Denver programs, with the curriculum design at the Center for Urban Education specifically tailored for the population it serves. UNC faculty from the Greeley campus frequently teach at the satellite centers, with qualified adjuncts vetted by the various academic programs also providing instruction.

UNC’s faculty are responsible for the development, delivery, and ongoing evaluation of all degree programs regardless of location or delivery mode.

UNC’s academic program faculty are responsible for the development, delivery, and ongoing evaluation of all degree programs, regardless of the location or delivery mode. Satellite and distance courses and programs are administratively supported by UNC’s Extended Campus, housed in Greeley as well as at the Loveland site. UNC offers hundreds of online sections of courses, which are listed as distance courses when searching each semester’s course schedule ([RE781](#)). In addition, UNC offers several programs that are completely online: four at the undergraduate level, 34 at the master’s level, and two at the doctoral level ([RE334](#)). To support effective teaching in UNC’s online courses and programs, the office of Instructional Design and Development provides both the Teaching Academy for Online Learning and faculty development in Quality Matters (QM), a national initiative that promotes quality assurance for online education ([RE398](#)). Since the inception of the Academy, 77 faculty members have participated, and 113 faculty have successfully completed QM training, with 194 course designs meeting QM standards.

UNC has one consortial relationship. The Mathematics Teacher Leader Center is an agreement with the University of Wyoming that is part of a \$5,000,000 National

Science Foundation grant to support the professional development of mathematics teachers in Colorado and Wyoming ([RE375](#), [RE721](#)). The program offers the Master's in Mathematics for Secondary Teachers jointly between the University of Northern Colorado and the University of Wyoming.

UNC's concurrent-enrollment program offers college-level courses to high school students at their school locations. Colorado state law (HB 09-1319; SB 09-285; HB 12-1043) allows students to earn both college and high school credit at the same time ([RE424](#)). UNC currently offers concurrent enrollment courses at five area high schools in mathematics, history, English, geology, geography, and Spanish. These courses are taught by high school teachers who are also adjunct faculty at UNC and who have the same qualifications required for all adjunct faculty teaching at UNC ([RE328](#)). Concurrent enrollment courses' learning objectives and outcomes are equivalent to the same courses taught at UNC ([RE181](#), [RE182](#)). All credit earned through concurrent enrollment becomes part of a student's permanent college transcript.

Core Component 3.B.

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.

Intellectual inquiry and the acquisition, application, and integration of broad learning and skills are at the heart of UNC's educational programs. For undergraduates, the Liberal Arts Core provides an intellectual foundation by introducing students to the different ways knowledge is created and understood across disciplines. The major builds on this foundation while deepening students' learning in a specific field. At the master's level, all students are required to complete an introduction to graduate research course, which prepares them to transition from undergraduate to graduate level work and provides a foundation for more specialized study in the students' chosen field. All doctoral students must complete 12 credit hours of research and statistics courses, and some programs require additional coursework in these areas. Inquiry and scholarly research are well integrated into doctoral programs. Along with research coursework, doctoral students complete a dissertation. Graduate students are encouraged to share their work in research presentations both on campus and at discipline conferences. Program-level assessment assures that the university's academic programs are regularly and systematically evaluating what and how well students are learning through an iterative process that includes developing or refining student learning outcomes, aligning the curriculum to those outcomes, identifying appropriate assessment methods, collecting and analyzing data, and using assessment results to make improvements where necessary.

Concurrent enrollment courses' learning objectives and outcomes are equivalent to the same courses taught at UNC

The Liberal Arts Core advances the university's mission by providing a foundation in the liberal arts that prepares students for responsible citizenship in a rapidly changing, global world.

UNC faculty regularly participate in the Colorado Department of Education's statewide review process for new general education courses.

Sub-Component 3.B.1.

The institution's general education program is appropriate to the mission, education offerings, and degree levels of the institution.

The Liberal Arts Core (LAC), UNC's general education program, is "the centerpiece of an undergraduate student's learning at UNC . . . [encapsulating] the university's aspirations for all of its graduates" (RE782). The LAC advances the university's mission by providing a foundation in the liberal arts that prepares students for responsible citizenship in a rapidly changing, global world. In addition to introducing students to a wide range of academic disciplines and approaches to understanding and interacting with the world, the LAC emphasizes the development of essential skills in reading, writing, critical thinking, quantitative reasoning, and technology. The goals of the LAC are aspirational and reflect the values of the university and our faculty.

The LAC is offered through a distribution model with course requirements in eight content areas. Six of these areas correspond with Colorado's statewide transfer policy (gtPathways), which was adopted by the state in 2007 (RE355). The criteria for gtPathways mandate that institutions provide courses in the arts and humanities, communications, mathematics, natural and physical sciences, and social and behavioral sciences as part of their general education requirements. For courses to be eligible for inclusion in gtPathways, they must go through UNC's rigorous curriculum approval process followed by state approval to ensure course objectives and learning outcomes meet the criteria for inclusion (RE166). When gtPathways was adopted in 2007, all of UNC's general education courses offered at the time were reviewed. Courses added since that time are reviewed by department and college curriculum committees as well as UNC's Liberal Arts Council, the faculty governance body responsible for oversight of the LAC. In addition to the six state-mandated content areas, UNC added requirements for courses in multicultural and international studies that support UNC's mission and goals. Since gtPathways was adopted by the state in 2007, UNC has devoted considerable attention to ensuring that courses approved for inclusion in the LAC meet the criteria specified by the state and adopted by UNC for our general education requirements. Our faculty regularly participate in the Colorado Department of Higher Education's statewide faculty review process of new courses. This process determines whether courses meet state criteria for gtPathways status.

As part of UNC's participation in the HLC Academy for Assessment of Student Learning, a faculty task force was appointed by the Provost in 2013 to evaluate the current LAC structure and curriculum, investigate strategies for improving assessment, initiate campus conversations about the purpose and goals of general education, and examine how co-curricular experiences might contribute (additional discussion of UNC's Academy project can be found in Sub-Component 3.B.2 and Criterion 4). During academic year 2013-2014, the LAC Task Force conducted an evaluation of the LAC that includ-

ed a review of institutional and state policies, student and faculty surveys, a syllabus audit, analysis of institutional data, a catalog review, and a series of formal and informal conversations with faculty and staff. While the evaluation revealed some challenges the university is working to address (discussed in greater detail in Sub-Component 3.B.2), we also found evidence that the LAC supports the university's mission and is appropriate to its educational offerings ([RE39](#)). For example, the LAC is structured to provide a solid foundation to students and opportunities for exploring diverse fields of study. For this reason, all LAC courses are offered at the 100 and 200 level, early in students' academic studies. Analysis of enrollment patterns shows that the majority of students taking LAC courses are freshmen or sophomores, suggesting that students are generally completing their general education courses at the appropriate time in their program of study. Responses to local items added to the 2014 CIRP College Senior Survey showed that close to two-thirds of respondents indicated their experience in their LAC courses made them excited to learn about things outside of their chosen majors ([RE825](#)). In addition to supporting UNC's goals for undergraduate liberal education, LAC courses contribute to student learning in the discipline. Nearly 70% of graduating seniors reported that the LAC contributed positively to learning within their majors. This is likely a reflection of the fact that 93% of undergraduate programs specify at least one LAC course as part of the major requirements, with over 60% of these programs requiring LAC courses from other disciplines. Similar to the 2014 CIRP College Senior Survey, local items about the LAC were also added to the 2013 HERI Faculty Survey. The majority (79%) of faculty respondents agreed that LAC courses contribute positively to student learning within the major, and 87% indicated they are fully committed to supporting the LAC across the university as a whole. Survey results also show that 80% of faculty agree that UNC's Liberal Arts Core appropriately reflects the learning objectives they desire in students.

Sub-Component 3.B.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.

The Liberal Arts Core (LAC) supports our institutional mission and values while also conforming to requirements outlined in state regulations (gtPathways). When Colorado's general education transfer program was enacted in 2007, UNC established a policy that all courses approved for inclusion in areas 1-6 must also be approved for inclusion in gtPathways (see Table 4.5 for a description of the areas). At present, each content area is organized around a set of goals (defined by UNC) and criteria (defined by the state for areas 1-6) ([RE166](#)). While these provide an implicit statement of what

As part of UNC's HLC Academy for Assessment of Student Learning, the Provost appointed a faculty task force in 2013 to evaluate the LAC structure and curriculum.

As part of our HLC Assessment Academy project, UNC faculty are developing clearer learning outcomes for general education.

UNC expects students to learn, they are not explicitly defined as learning outcomes. We are working on developing clearer learning outcome statements for each content area as part of our participation in the HLC Assessment Academy. Specific actions taken thus far include (1) reviewing and clarifying state and UNC policies regarding Pathways requirements; (2) hosting a retreat facilitated by a national expert on general education assessment, Dr. Larry Peterson, director of Accreditation, Assessment, and Academic Advising at North Dakota State University; and (3) funding an assessment mini-grant for faculty in the natural sciences to develop student learning outcomes for LAC area 6 ([RE39](#), [RE167](#), [RE137](#)). This work is somewhat complicated by parallel activities at the state level, which launched an initiative to articulate learning outcomes for content areas 1 and 2 in Spring 2014. The state’s eventual goal is to define learning outcomes for all six areas. UNC faculty and assessment staff are involved with the state initiative to ensure that our campus efforts both contribute to and reflect requirements that emerge from the process.

Although the framework imposed by the state places some limitations on how UNC structures our general education program, these limitations have not prevented the university from articulating a clear purpose and philosophy for the LAC. The purpose of the LAC “is to give students a foundation in the liberal arts, enabling them to become responsible well-educated citizens capable of contributing effectively to a rapidly changing, technologically advanced global society” ([RE782](#)). The program is structured to complement learning within specific disciplines while also introducing students to habits of mind necessary for higher learning. As discussed in Sub-Component 3.B.1, the LAC consists of eight content areas, six of which align to state requirements for general education and two additional areas faculty have identified as important to UNC’s mission (international and multicultural studies). Students are required to complete at least 40 hours of LAC courses, with at least 31 credits from areas 1-6 and one course each in areas 7 and 8. The learning goals of the LAC are described in Table 4.5.

Table 4.5. Liberal Arts Core learning goals

Students who complete the program will be prepared

- To think for themselves,
 - To marshal relevant information,
 - To reason about complex issues,
 - To reflect upon questions of principle,
 - To express themselves effectively,
 - To recognize the importance of the past,
 - To appreciate cultures and values different from their own,
 - To make choices with a sense of their ethical implications,
 - To work towards a better future, and
 - To function with skill and knowledge in an ever-changing world.
-

These goals express the values, attitudes, and skills we believe every undergraduate student who graduates from UNC should possess. Although we have not directly mapped these learning goals to the LAC content area criteria, survey data collected from the College Senior Survey suggest that UNC is generally successful in promoting these outcomes among students. While a majority of 2014 graduating seniors report that the LAC was an essential part of their education (54%), students said that the LAC had not contributed to their development in some areas related to the LAC's learning goals. For example, 40% of the respondents disagreed that the LAC improved their understanding of the ethical implications of choices they make, and over one-third disagreed that their LAC courses helped them become better writers. However, approximately 74% of the students agreed that the LAC helped them appreciate cultures and values different from their own, and 75% reported it had improved their critical thinking skills ([RE825](#)). With an eye to such data, the Liberal Arts Council has begun giving focused attention to strengthening the connections between overall LAC learning goals and student outcomes.

One possible explanation for these results may lie in the way that UNC communicates with students about the LAC in specific courses. In academic year 2013-2014, the LAC Task Force worked with the Liberal Arts Council to conduct a syllabus review. Analyzing 145 syllabi across all eight content areas, we discovered that fewer than half of the syllabi explicitly identified the class as an LAC course, with even fewer indicating the course's content area. In our survey of students, we included questions that specifically asked about the LAC along with more general questions related to the LAC learning goals. Examining responses to these items, we found that students' self-reported skills, attitudes, and behaviors suggest the LAC learning goals are being achieved – many students are simply not associating the development of these skills and attitudes with their LAC courses. For example, while over one-third of the respondents did not agree that the LAC helped them understand connections between academic disciplines, 85% reported that they frequently integrated skills and knowledge from different sources and experiences in their last year of enrollment ([RE62](#)). Communicating the LAC goals more explicitly in LAC courses is one strategy we can adopt to ensure that students understand how these courses contribute to their overall learning.

The evaluation conducted by the LAC Task Force uncovered another challenge that may affect how the LAC goals are incorporated into courses and communicated to students. A review of who teaches in the LAC found that approximately 60% of the LAC courses offered in Fall 2013 were taught by adjunct or contract-renewable faculty. Survey results and conversations with academic program faculty and leadership suggest that adjunct faculty may not be receiving sufficient information about the intentions and goals of the Liberal Arts Core. To better understand the extent to which these concerns are valid, in 2014-2015 a member of the LAC Task Force is conducting a study of adjuncts' perceptions and experiences teaching in the LAC,

funded by an assessment mini-grant ([RE783](#)). Results will be shared with the Liberal Arts Council, program chairs/directors, and the Associate Provost for Undergraduate Studies and will be used to determine whether any additional actions need to be taken to ensure adjuncts are equipped to promote the LAC learning goals in the courses they teach.

A majority of the 145 syllabi reviewed addressed the content area criteria. The task force interpreted this as a positive indication that courses in the LAC reflect the learning goals articulated in the criteria, especially goals that are integrated across content areas: writing, critical thinking, reading, and technology (Table 4.6).

Table 4.6. LAC content areas and skill-based competencies

	Critical Thinking	Writing	Reading	Technology
Area 1: Communication (Composition) (6 credits)	X	X	X	
Area 2: Mathematics (3 credits minimum)	X			
Area 3: Arts and Humanities (6-9 credits)	X	X	X	X
Area 4: History (3 credits)	X	X		
Area 5: Social and Behavioral Sciences (3-6 hours)	X	X		X
Area 6: Physical and Life Sciences (7 credits)	X			
Area 7: International Studies (1 course minimum)	X	X	X	X
Area 8: Multicultural Studies (1 course minimum)	X	X	X	X

Critical thinking is integrated across the Liberal Arts Core, and 89% of graduating seniors report this as an area of strength.

As the table demonstrates, critical thinking is integrated across the LAC. When students were asked to rate their current abilities related to critical thinking on the 2014 College Senior Survey, 89% report this as an area of strength, with nearly half of the respondents identifying critical thinking as a major strength. Seventy-five percent of these students reported that their LAC courses helped them improve their critical thinking skills ([RE62](#), [RE263](#)).

Sub-Component 3.B.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.

The University of Northern Colorado provides its students with a foundation of research, writing, cultural awareness, and analytical skills through its general education requirements. Fulfilling the requirements of the LAC exposes students to a wide variety of courses in the humanities and sciences including composition, mathematics, literary arts and philosophy, history, social sciences, physical and life sciences, as well as courses in international studies and multicultural studies. The diversity of disciplinary requirements in the LAC builds the core skills that will serve students in whatever major and later profession they choose. Moreover, the international and multicultural studies requirements provide students with a global vision necessary to adapt to the changing world around them.

Individual program majors build on those established skills from the LAC, preparing students for work in fields connected to the chosen discipline while also offering enhanced skills that are portable to other careers. Most undergraduate degree programs (86%) include a required capstone or summative project ([RE268](#)). These are degree specific and can include research papers, performances, portfolios, standardized field-specific tests, or completion of clinical, practicum, or internship experiences. Students are encouraged to publish or present their capstone projects in a range of venues including the *Undergraduate Research Journal*, Research Day, and at local and national conferences. Students in the performing and visual arts demonstrate their mastery of learning through recitals, art shows, and performances. Each program has articulated student learning outcomes, which are assessed on a regular basis using methods appropriate to the discipline. The university's assessment practices and outcomes are discussed in greater detail in Criterion 4. Faculty regularly integrate assignments and activities that involve students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. UNC faculty's use of these types of assignments is consistent with and in many cases exceeds national rates reported by faculty at other institutions, as appropriate to our historical emphasis on effective teaching (Table 4.7).

Individual program majors build on skills established from the LAC, preparing students for work in fields connected to the chosen discipline while also offering enhanced skills that are portable to other careers.

More UNC faculty use engaged learning pedagogies than the national average.

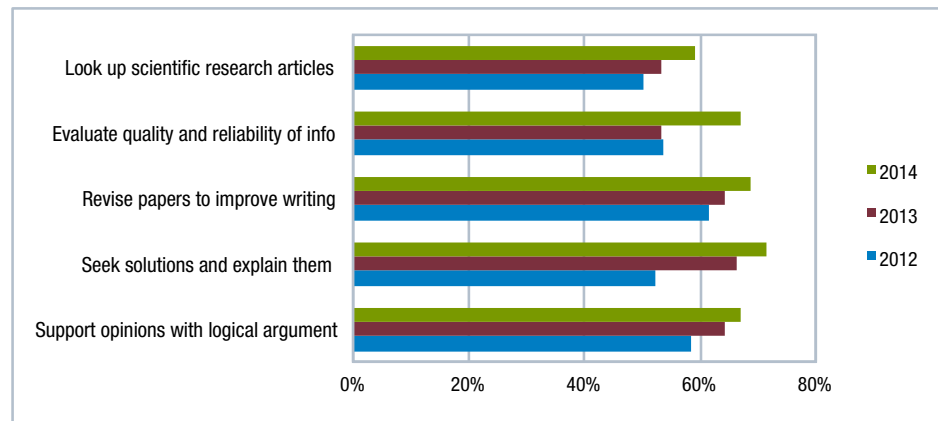
Table 4.7. Faculty use of course assignments for engaged learning

Faculty frequently require student to . . .	UNC	National
Support their opinions with logical arguments	75%	76%
Seek solutions to problems and explain them to others	73%	66%
Evaluate the quality or reliability of information they receive	65%	55%
Look up scientific research articles and resources	51%	51%
Critically evaluate their position on an issue	63%	59%
Engage deeply with a significant challenge or question within your discipline	61%	55%
Write in the specific style or format of your discipline	72%	56%
Use research methods from your discipline in field or applied settings	56%	48%
Describe how different perspectives would affect the interpretation of a question or issue in your discipline	58%	42%
Weigh the meaning and significance of evidence	61%	59%
Lead a discussion, activity or lab	44%	39%
Analyze and interpret data	61%	54%

Source: 2013 HERI Faculty Survey

Surveys of graduating seniors conducted over the last three years suggest that students are engaging in these types of activities more frequently as well, suggesting that programmatic and individual faculty are successful in promoting these skills (Figure 4.1).

Figure 4.1. Undergraduate student engagement in modes of inquiry



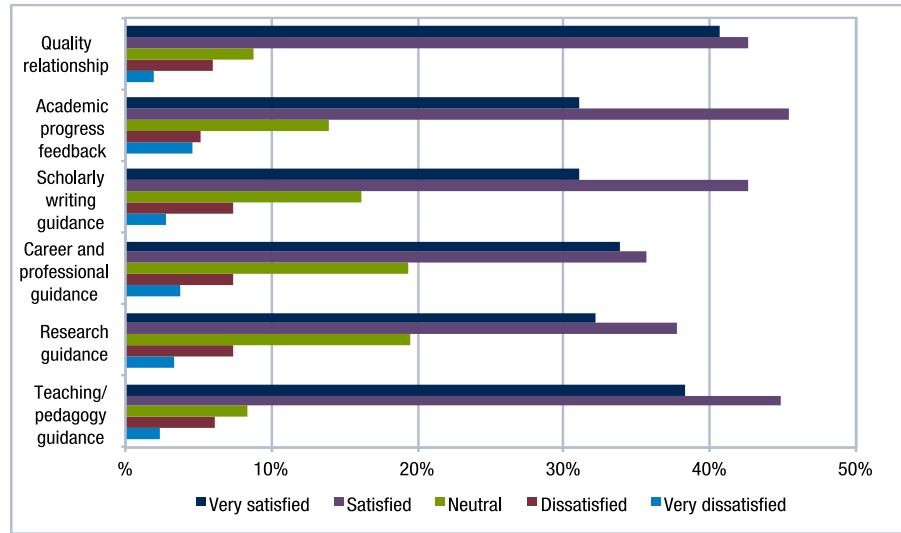
Source: CIRP College Senior Survey

Note: Figure indicates percent of respondents who reported frequently engaging in activity. Other response options included occasionally and not at all.

Master's students are introduced to graduate-level research in a required three-credit course. Depending on the degree, students demonstrate their mastery of disciplinary modes of inquiry through master's theses, comprehensive examinations, recitals, clinical practicums, and/or internships. As mentioned earlier, doctoral students complete a more rigorous set of research and statistics courses, as well as a comprehensive exam, dissertation defense, and, ultimately, completion of a dissertation or doctoral capstone (as in the AuD and DNP programs). The intense and specialized participation in these culminating experiences, under close guidance from a faculty member, ensures that those graduating with a degree from UNC have attained the broad and discipline-specific skills to enable them to compete for a variety of career opportunities.

Support for graduate student research is extensive across the Greeley Campus and Extended Campus. Along with access to faculty advising, graduate students receive assistance and tutoring through laboratories (such as the Research Consulting Lab) and professional development in a range of areas courtesy of the Graduate School. Many faculty engage graduate students as co-collaborators on their research—such mentoring is included in the College of Education and Behavioral Sciences Faculty Evaluation Guidelines ([RE784](#)). The Graduate Student Association and some academic units provide support for graduate students to attend professional conferences. Graduate students in UNC's Extended Campus will soon have access to on-demand resources that include brief presentations related to all facets of the thesis, capstone, and dissertation process. These resources supplement the support provided directly by disciplinary faculty, who guide students in formulating research questions, selecting appropriate methods, collecting and analyzing data, and interpreting results. Distance education students may also participate in UNC's annual Research Day via remote presentation technologies. Surveys of graduate student degree completers indicate that the majority of students were satisfied with the quality of guidance they received from faculty, with close to 70% indicating satisfaction with the guidance received in research and scholarly writing, as summarized in Figure 4.2.

Figure 4.2. Graduate student satisfaction with program elements



Source: 2013-2014 Graduate Exit Survey

Undergraduate and graduate students have multiple opportunities to demonstrate their mastery of modes of inquiry and creative works. In addition to the annual Research Day, specific programs and the colleges sponsor events for students to share their research findings internally and externally ([RE135](#), [RE275](#)). Students in the creative arts display their accomplishments through student art shows, music performances, and theatre events ([RE397](#)).

Sub-Component 3.B.4.

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

As discussed in Criterion 1, preparing students to live and work in a diverse and global society is a central tenet of UNC’s mission. Because we believe so strongly in the importance of human and cultural diversity, advancing this value is embodied in two of our nine Core Plans (Internationalization and Equity and Diversity Action Plans). At UNC, the concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other affinities. We want to facilitate the exploration of these differences in a safe, positive, and nurturing environment on campus. UNC’s commitment to and acknowledgment of diversity is affirmed in the Diversity and Equity plan as follows: “Diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual” ([RE326](#)).

Diversity is acknowledged explicitly in both the university's curriculum and in its academic culture and environment. UNC requires coursework in multiculturalism and international studies as part of our general education program (LAC). Graduating seniors who completed the Liberal Arts Core report that their coursework increased their appreciation for cultures other than their own (74%), suggesting this requirement is contributing to the university's goals regarding diversity and multiculturalism ([RE825](#)), and 87% of graduate students also reported that they were satisfied at some level with the extent to which faculty promoted inclusiveness in the classroom with respect to diverse ideas and perspectives ([RE226](#)). Eighty-three percent of graduate students surveyed felt that their peers demonstrated and provided diverse ideas.

In addition to our general education program, UNC's multiple academic and academic support units offer emphases, curricula, and degree programs specifically focused on diversity at both the undergraduate and graduate levels. While some degree programs are explicitly focused on the study of human diversity and culture (e.g., African Studies, Mexican-American Studies, Special Education), many departments offer one or more courses that focus on various aspects of culture and diversity relevant within the discipline. Students enrolled at UNC have broad access to coursework in these areas, with over 200 courses offered by 27 departments at the undergraduate and graduate level ([RE154](#)).

In addition to academic majors and courses related to culture and diversity, the university's numerous co-curricular and student services programs also encourage awareness and appreciation for diversity as well as the development of culturally competent skills. These programs provide educational and social programming, with many also offering support to students from special populations. Table 4.8 shows the scope and types of diversity-related student services programs and initiatives at UNC. Educational programs promote student understanding and development of their own and different cultures, exploring themes such as identity, communication, and social justice. Some educational programs, such as the Center for Human Enrichment, McNair Scholars Program, Cumbres, and the Stryker Institute for Leadership Development, work with student cohorts in structured programs and serve specific populations such as first-generation, low income, underrepresented students of color, or non-traditional women students. Programs with a social focus offer culturally-themed entertainment and activities and provide opportunities for students to interact with people from different backgrounds. Support programs provide services to specific populations of students who have been traditionally underrepresented in higher education by providing advocacy, assistance, and mentoring services.

UNC students have broad access to diversity-related coursework, with over 200 courses from 27 undergraduate and graduate departments.

Table 4.8. Diversity-related programs and initiatives at UNC

Program/Initiative	Educational	Social	Support
Academic Bridge Program	X	X	X
Advising	X		
Asian/Pacific American Student Support Services	X	X	X
Bias Response			X
Catalyst: A Social Justice Retreat	X		
Center for Human Enrichment (TRIO Student Support Services)	X	X	X
Center for International Education	X	X	X
Center for Peer Education	X		
César Chávez Cultural Center	X	X	X
Counseling Center	X		X
Cumbres	X		
Disability Support Services	X		X
Diversity Mentor Program	X	X	X
GLBTA Resource Office	X	X	X
International Film Series		X	
Marcus Garvey Cultural Center	X	X	X
McNair Scholars Program	X		X
Multicultural Greek Council	X	X	X
Native American Student Support Services	X	X	X
Orientation		X	X
President's Leadership Program	X		
Stryker Institute for Leadership Development	X		X
Tutoring	X		
University 101	X		
University Planning Council		X	
Veterans Services		X	X
Women's Resource Center	X	X	X

Sub-Component 3.B.5.

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

As discussed in the UNC Research Plan, UNC's history and distinctive mission influence the nature of scholarly work conducted by our faculty and students ([RE54](#)). The UNC Research Plan lays out an ambitious agenda that recognizes current environmental challenges while establishing realistic and strategic priorities for investing in and supporting research, scholarship, and creative works. UNC's historical focus on education is reflected in past and current research priorities that emphasize direct benefits to the public, whether in the fields of teaching and education, health sciences, mental health, business, or the performing and visual arts. Also distinctive to UNC is our historical and ongoing practice of involving students, both undergraduate and graduate, as partners in research, scholarship, creative works, and the discovery of knowledge.

FACULTY

Promoting research, scholarship, and creative works is among the top priorities of the university as evidenced by its primacy in the Strategic Framework and its operationalization in the UNC Research Plan (discussed in Criteria 1, 2, and 5). Several actions have been implemented in the past five years to support faculty research, scholarship, and creative works. In 2012, the Provost established the Office of Research, led by the Assistant Vice President for Research. The office exists to promote the research, scholarship, and creative works of faculty, staff, and students through coordination of the university's research activities ([RE387](#)). The Office of Research fosters a climate of shared responsibility, compliance, and scholarly integrity; encourages disciplinary and interdisciplinary scholarly activities across campus; and distributes funds to support grant writing, research, scholarly initiatives, and creative works. The Office of Research established the Research Advisory Council, comprised of faculty and the Assistant Vice President for Research, in order to create and implement the UNC Research Plan objectives.

Another important role played by the Office of Research is helping faculty identify and secure internal and external research funding support. Internally, the university annually allocates resources to support the following activities administered by the Faculty Research and Publications Board (FRPB): new research and creative projects; research, dissemination, and faculty development; and awards for travel ([RE342](#)). These funds are administered through the Office of Sponsored Programs (housed in the Office of Research) and overseen by a representative body of faculty members, who review proposals and approve awards. The Office of Research supports faculty scholarship with

Promoting research, scholarship, and creative works is among UNC's top priorities, and distinctive to UNC is our historical practice of involving students in this work.

UNC awarded over \$700,000 of internal funding to support faculty research, scholarship, and creative works in 2013-2014.

several programs, including the Faculty Reassignment Program (for Research, Scholarship and Creative Works); the Summer Support Initiative; and the UNC Sponsored Research Fellows program ([RE342](#)). In the most recent academic year (2013-2014), UNC awarded over \$700,000 of internal funding to support faculty research, scholarship, and creative works.

Faculty seeking external funding for research are supported by the Office of Sponsored Programs, which sponsors a full slate of grant writing workshops and events, online searchable databases of funding opportunities, and other services for grant proposals and sponsored projects. In 2013-2014, UNC received \$5.9 million of external funding for research, scholarship, and creative works. A recent publication titled, *Discoveries in the Public Interest*, disseminates and recognizes sample of outstanding research and scholarship from across campus ([RE27](#)). Other initiatives to support research, scholarship, and creative works include “start-up” funding for all new faculty; encouraging differentiated faculty teaching workloads (e.g. 2+2 or 3+2) to reassign time for research, scholarship, and creative works; and contracting with Cornerstone, a Washington, D.C. firm that can assist faculty in identifying federal grant opportunities.

Although UNC faculty are active researchers, scholars, and artists, the university, similar to many institutions, faces challenges identified in the UNC Research Plan. The primary challenge is the tension between time devoted to teaching and time devoted to scholarship and creative works. UNC aspires to the teacher-scholar model for its faculty, and scholarship is one of three primary components of faculty workload (teaching and service are the other two components) ([RE20](#)). UNC faculty typically teach three courses per semester, in addition to research, service, advising, assessment, and other responsibilities. Data from the most recent HERI Faculty Survey show that, on average, faculty report spending 9-12 hours each week in scheduled teaching, 9-16 hours each week preparing for teaching, and 5-8 hours each week on research and scholarly writing ([RE61](#)). Compared to faculty at similar institutions who participated in the survey, UNC faculty report spending more time on teaching and related activities and less time on research and scholarship. New initiatives and investments emerging from the UNC Research Plan address this concern.

Despite these challenges, UNC faculty are productive scholars and artists. This productivity is demonstrated through the annual recognition of authors and artists sponsored by University Libraries. Each year, faculty who have published or presented research or creative works are recognized in a reception and in a brochure documenting their scholarly productivity ([RE138](#)). For the most recent year, over 200 faculty were recognized.

STUDENTS

As previously noted, UNC has a long and rich history of involving students as partners in research. Students are introduced to research in their academic majors, with many undergraduate degree programs requiring a research experience for graduation. With a few exceptions (primarily in clinical and applied master’s programs), UNC graduate students complete theses, capstone projects, or dissertations as a requirement for their degree. UNC students have multiple opportunities to engage in faculty-led research experiences in and out of the classroom. Each year, approximately one-quarter to one-third of UNC’s graduating seniors report that they had opportunities to work on a professor’s research project (RE263). Nearly two-thirds report that they had a chance to work on a research project while enrolled at UNC. These opportunities are increasing over time, as the number of faculty who report engaging undergraduate students on their own research has increased from 29% in 2007 to 42% in 2013. Similarly, the percent of faculty who have worked with undergraduates on a research project has increased from 43% in 2007 to 63% in 2013.

UNC students’ contribution to research, scholarship, and creative works is evident through the multiple events and symposia on campus that showcase student work in these arenas. Table 4.9 provides a brief overview of some of the major activities.

Nearly two-thirds of graduating seniors had the chance to work on a research project while enrolled at UNC.

Table 4.9. Showcasing student research, scholarship, and creative works

Venue	Purpose
Academic Excellence Week	Events scheduled throughout the week celebrate and honor academic excellence across the university and throughout all of the colleges. Academic Excellence Week is coordinated and sponsored by the Office of Undergraduate Research, the Center for Honors, Scholars and Leadership, and the Graduate Student Association along with academic departments and programs across the campus.
Annual Engaged Scholarship Symposium	The Engaged Scholarship Symposium (formerly known as Embracing Community Together) engages participants who are involved with regional and/or global applied community-based research, partnerships, and other activities, which connect disciplinary knowledge to practice.
College of Natural and Health Sciences (NHS)	The NHS Student Research Celebration honors noteworthy research by NHS undergraduate and graduate students as well as exemplary research mentoring by NHS faculty.

The Undergraduate Research Journal is a faculty-reviewed publication of UNC students' original research.

<p>College of Performing and Visual Arts</p>	<p>The UNC Galleries are staffed by students from the School of Art & Design and from across campus. Students may participate as gallery attendants, docents, exhibit assistants, and exhibitors.</p> <p>The UNC Arts Gala is an annual benefit performance and art show performed by UNC students.</p> <p>The Little Theatre of the Rockies is a summer theatre company that has featured student performances since 1934.</p> <p>The Performing Arts Series features student performances in theatre, dance, and opera in productions such as Bizet's <i>Carmen</i> and Tony Award winning <i>Side Show</i>.</p> <p>The UNC@UCCC showcases UNC's student symphony orchestra, bands, choirs, and jazz ensembles, with performances throughout the year.</p>
<p>McNair Scholars Program</p>	<p>The McNair Scholars Program provides undergraduate research opportunities designed to prepare eligible juniors and seniors for graduate school. As a member of the federal TRIO family of programs, the McNair Scholars Program is dedicated to increasing access to doctoral education among currently underrepresented groups. Participants deliver oral presentations at a national conference and publish their research in the <i>UNC McNair Research Journal</i>.</p>
<p>UNC Research Day</p>	<p>Research Day is held as part of Academic Excellence week and welcomes students, both graduate and undergraduate, to present their research in a day that features oral and poster style presentations. Approximately 300 students presented at the 2014 Research Day.</p>
<p>Research Night</p>	<p>In an event co-sponsored by the Graduate School, faculty members in two units in the College of Education and Behavioral Sciences organize a forum in which graduate students in several classes can display their research in poster or presentation format. The event is held at the end of fall and spring semesters. Prizes are given for the best posters and presentations.</p>

In 2011 UNC created the Office of Undergraduate Research (OUR) to expand these opportunities and to provide support and recognition for undergraduate student research to further university goals for active learning and original research ([RE389](#)). The office reports to the Associate Provost and Dean of the University College and provides students with opportunities for grants, internships, conferences and connections to professional organizations. It also oversees important initiatives for undergraduate research including publication of the *Undergraduate Research Journal* and the Works in Progress Symposium ([RE429](#), [RE192](#)).

Core Component 3.C.

The institution has the faculty and staff needed for effective, high-quality programs and student services.

UNC's commitment to recruiting, retaining, and supporting highly qualified faculty and staff is articulated in the goals of the Academic Plan, which include:

- Goal 2: Build a superior faculty of teacher-scholars; and
- Goal 4: Build a staff that is dedicated to the teaching and learning community.

In support of these goals, UNC has established processes for hiring, evaluating, and developing its faculty and staff to ensure that the institution has the necessary and appropriate human resources to deliver our educational programs and services and to fulfill our mission. Staffing plans are driven by UNC's nine Core Plans; we seek to shape an organizational structure and culture that will best advance the university's attainment of the goals embedded in those plans.

Sub-Component 3.C.1.

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

SUFFICIENT NUMBER OF FACULTY

Since UNC's last accreditation visit in 2004-2005, the institution has increased the number of full-time and part-time faculty by 136 positions. Table 4.10 shows the number and percent of full-time and part-time faculty employed at UNC since 2006. Although many institutions were forced to lay off, furlough, or reduce the number of faculty during the recent recession, careful planning and sustainable cost savings in other areas allowed UNC to not only maintain but actually increase our instructional staff over the last ten years. This has permitted the university to maintain our focus on personalized learning experiences. As discussed earlier in Criterion 1, average class sizes at UNC are fairly small (less than 40). Students also cite the personal attention they receive from faculty as a strength of the university.

Careful planning and sustainable cost savings allowed UNC to make investments in instruction over the last decade.

Table 4.10. Full- and part-time faculty at UNC

	Full-time	Part-time	Total	% FT	% PT
Fall 2006	446	188	634	70.35%	29.65%
Fall 2007	438	223	661	66.26%	33.74%
Fall 2008	458	179	637	71.90%	28.10%
Fall 2009	488	206	694	70.32%	29.68%
Fall 2010	498	217	715	69.65%	30.35%
Fall 2011	492	191	683	72.04%	27.96%
Fall 2012	483	254	737	65.54%	34.46%
Fall 2013	504	260	764	65.97%	34.03%
Fall 2014 ^a	490	280	770	64.00%	36.00%

Source: IPEDS Human Resources (HR) survey component.

Note: Faculty headcounts are at census date, November 1.

^aPreliminary data

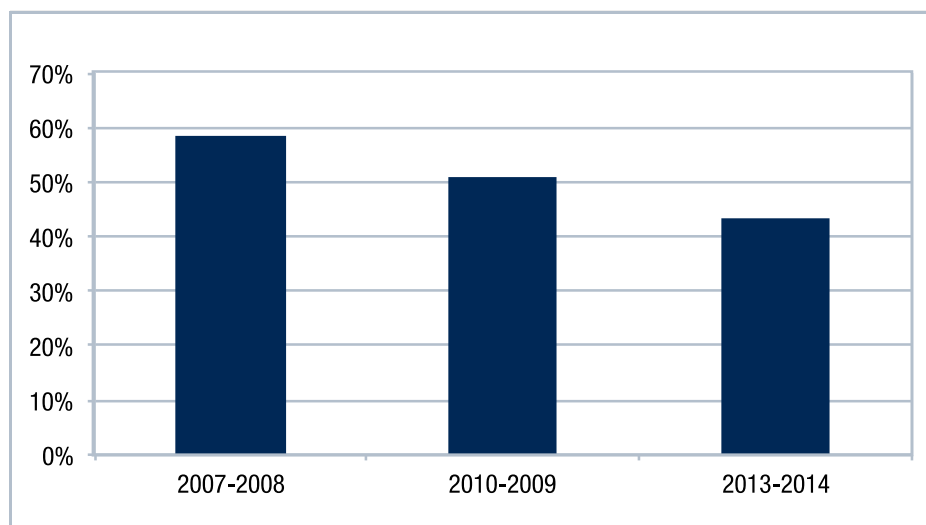
Each year, academic departments and colleges propose a staffing plan that considers various factors such as enrollment and demand, retirements and resignations, and areas of faculty expertise necessary to deliver quality and up-to-date academic programs, as well as other strategic needs identified in the nine Core Plans ([RE785](#)). Data from annual and five-year program reviews and specialized accreditation requirements also contribute to decisions about hiring. The staffing plans are reviewed centrally and prioritized using current need and future direction outlined in the nine Core Plans. As the university has adopted a more systems-based approach to decision-making, requests for replacement hires are not automatic; instead, they are decided on a case-by-case basis to ensure that institutional needs are prioritized in hiring decisions.

Preserving our faculty was a top priority during the recession. When UNC implemented a multi-year hiring freeze in response to the economic downturn, faculty positions were exempt. Faculty salaries were frozen for three years, and faculty retention was a concern, especially in certain fields such as the physical and health sciences. UNC recognizes the impact of faculty retention on student learning, ongoing quality of academic programs, and other institutional priorities such as research and community engagement. Several strategies were employed to increase faculty retention, including (1) increasing resources for faculty travel and research support; (2) providing opportunities for professional development; (3) establishing “fellow” programs in assessment, teaching and learning, and administration to support leadership opportunities for faculty; (4) implementing the Compensation Identity Plan (one of the nine Core Plans) that establishes a goal of increasing faculty salaries to 90%

The Compensation Identity Plan has incremental goals for increasing faculty salaries.

of our CUPA peer average; (5) dedicating resources to start-up funds and support for early career faculty; and (6) reviewing workload, evaluation, and promotion and tenure policies. While we are still in the process of implementing some of these strategies, preliminary indicators suggest that they are contributing to greater faculty retention. For example, responses to the triennial HERI Faculty Survey show a steady decline in the percent of faculty who say they have considered leaving UNC to go to another institution (Figure 4.3).

Figure 4.3. Percent of faculty who have considered leaving UNC for another institution



Source: HERI Faculty Survey

OVERSIGHT OF CURRICULUM AND EXPECTATIONS FOR STUDENT PERFORMANCE

The oversight of curriculum is the responsibility of the faculty. UNC's University Regulations state,

The faculty's role and responsibility is to develop and deliver academic programs and curriculum. The administration's role is to assure that curriculum proposals are appropriate to the disciplinary responsibility of the unit and the University and that adequate resources are available to implement proposed curriculum. ([RE119](#))

The Regulations also state, "Curriculum changes originate with faculty members in the appropriate academic units, departments, program areas, schools, or colleges. Units include multi-disciplinary programs, departments, program areas, schools, and colleges." Faculty make up the membership of all committees dealing with curriculum develop-

ment or curricular changes (e.g. department/school curriculum committees, college curriculum committees, Graduate Council, Professional Education Council, and Liberal Arts Council). The curriculum approval process is discussed in greater detail in Criterion 2.

ESTABLISHMENT OF ACADEMIC CREDENTIALS FOR INSTRUCTIONAL STAFF

The necessary credentials for instructional staff are carefully spelled out in the UNC Board Policy Manual ([RE20](#)). Board policy outlines the required credentials based on faculty rank, with lecturers required to possess at least a master’s degree, and instructors, assistant professors, associate professors, and full professors required to hold a terminal degree in the relevant discipline. To ensure that new faculty hires meet the above qualifications and to encourage the greatest diversity possible, UNC has established a rigorous hiring process ([RE356](#)). Faculty members at the unit level develop position descriptions that address additional qualifications such as disciplinary specializations, certifications, and other relevant experiences. Faculty are also responsible for evaluating and selecting finalists for instructional staff positions. Expectations for continuing levels of performance are spelled out in the university’s promotion and tenure policies, which are overseen at the unit and college levels. Additionally, expectations are set for faculty to teach graduate classes (Graduate Faculty Status) and to chair dissertations (Doctoral Research Endorsement) ([RE729](#)). The Graduate Council reviews applications for Graduate Faculty Status and Doctoral Research Endorsement. Faculty involved in the preparation of educators apply to become members of the Teacher Education Faculty. To facilitate all of these processes, the university is investing in software, Digital Measures, that will provide a centralized database of faculty credentials in the future and also support annual and comprehensive faculty evaluation, promotion, and tenure processes.

INVOLVEMENT IN ASSESSMENT OF STUDENT LEARNING

Assessment of student learning is the responsibility of faculty. In recent years, the university has established structures, committees, and resources to support faculty in their assessment activities. For example, the Office of Assessment provides leadership, support, and training on effective assessment practices. The University Assessment Council, a representative body of faculty and staff from across the university, provides recommendations and guidance regarding student learning outcomes assessment, faculty and staff development, institutional processes, and recognition of best practices and effective models ([RE432](#)). Convened in 2010, The University Assessment Council has made several recommendations over the ensuing years that have led to important improvements in UNC’s assessment practices. The recommendations include the following: (1) restructuring the Assessment Office in 2011 to replace a full-time staff member with six Faculty Assessment Fellows (one from each college); (2) applying to participate in the HLC Academy for Assessment of Student Learning; (3) implementing an annual Assessment Fair to showcase faculty and staff assessment practices; (4) sponsoring an annual Assessment Mini-Grant competition

Recommendations by the University Assessment Council have led to improvements in UNC’s assessment practices.

that awards grants of up to \$1,500 per applicant to support assessment research and applied practice; and (5) developing a set of guiding values for assessment. This last recommendation is particularly relevant, as it describes the expectations for and role of faculty in assessing student learning. These are summarized in Table 4.11.

Table 4.11. Guiding values for assessment

1. Faculty are responsible for making decisions about student learning outcomes assessment.
2. Every program will participate in student learning outcomes assessment.
3. Every program will use assessment data to evaluate the effectiveness of the curricular offerings and to inform program improvement.
4. Assessment methods should be simple, manageable and program specific.
5. Assessment should be systematic and ongoing.

Sub-Component 3.C.2.

Instructors at the institution are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

All new faculty members are hired under the guidelines described above in Sub-Component 3.C.1 and must meet the credentialing criteria also outlined in Board Policy ([RE20](#)). UNC offers a dual credit concurrent-enrollment program, which gives qualified high school juniors and seniors the opportunity to get a head start on college by earning college credit while still in high school. The UNC dual credit student engages in courses of the same academic quality and rigor as those taught on campus. These courses are reviewed by UNC faculty and deemed equivalent in content and academic standards to courses taught on the UNC campus. Instructors for these courses must be approved to teach the specific course(s) by the UNC academic department head in consultation with faculty in the discipline and meet the requirements for lecturer rank (master's degree in the discipline for which they are responsible).

UNC dual credit students engage in courses of the same academic quality and rigor as those taught on campus.

Sub-Component 3.C.3.

Instructors at the institution are evaluated regularly in accordance with established institutional policies and procedures.

Faculty evaluation criteria are established at the school, department, or program level, with input from the Dean and Provost. The Board Policy Manual describes evaluation procedures for all faculty members eligible for promotion, tenure, and appointment to the graduate faculty, as well as for tenured faculty undergoing

post-tenure review. Until recently faculty were evaluated annually. Changes beginning in Academic Year 2015 permit certain groups of faculty – tenured and those promoted/tenured in the previous year, for example – to shift to a biennial evaluation cycle. Comprehensive reviews for promotion, tenure, graduate faculty status, and/or post tenure review generally occur on a five-year cycle. The processes for post-tenure and graduate faculty appointment and review are also found in the University Regulations, which provide additional information about the implementation of these procedures ([RE119](#)). Faculty are required to submit a portfolio or dossier, narrative cover letter, and current curriculum vitae, along with evidence or other documentation to support their accomplishments across their assigned workload areas. Typically these are 60:20:20 Teaching, Research/Professional Activity, and Service, but some variation may occur. For example, contract-renewable track faculty or lecturers/instructors may be on an 80:20 Teaching-Service load. In addition to the university-wide regulations, colleges have a refined set of review policies. These policies are written to reflect the expectations within disciplines and include college or unit requirements, such as an external review of faculty for promotion and tenure reviews ([RE784](#), [RE162](#), [RE41](#), [RE172](#), [RE179](#), [RE165](#)).

Faculty are responsible for providing students the opportunity to complete evaluations of each course taught, with the exception of courses in which only one student is enrolled. Course evaluations are developed by academic units, and the college deans are responsible for ensuring that appropriate policies and procedures exist within the respective colleges and their academic units for student evaluation. This policy applies to all courses, regardless of delivery mode, location, or instructor rank. For example, the Adjunct Faculty Handbook contains information about course evaluations and options for paper or web-based formats ([RE272](#)).

Despite the fact that Board Policy clearly describes evaluation processes, as do college and department policies and procedures, some faculty indicate uncertainty about the criteria for advancement and promotion decisions. In 2007, approximately 43% of faculty who responded to the HERI Faculty Survey reported that promotion criteria were not clear. This percentage has decreased over the last seven years, dropping to 36% in 2013. Colleges in the last three years have been taking steps to ensure that performance expectations and promotion and tenure guidelines are communicated to faculty clearly and consistently. The College of Education and Behavioral Sciences, for example, holds an annual workshop to explicate and clarify promotion and tenure policies ([RE786](#)). Additionally, the Dean meets regularly with new faculty to assist in mentoring them into the college. The College of Natural and Health Sciences (NHS) requires that department chairs/school directors meet at least once annually with faculty members on the path to promotion/tenure to discuss the results of annual/biennial reviews and to assess the candidate's progress toward realizing a successful comprehensive review. NHS has also instituted a college-wide faculty mentoring program for first and second year tenure-track faculty that augments disciplinary

The College of Natural and Health Sciences has implemented a college-wide mentoring program for first and second year faculty.

mentoring by pairing the new faculty member with a seasoned faculty member in a related discipline who can provide additional counsel on college-level criteria and other aspects of the new faculty member's roles and responsibilities.

University-wide, a mandatory pre-tenure review was added to the faculty evaluation requirements in 2014. This review must include statements regarding progress toward promotion and tenure at all levels of the review. In addition, for tenure-track faculty and tenured faculty at the rank of assistant or associate professor, annual/biennial reviews by the program area faculty, department chair/school director and dean are required to include statements regarding the faculty member's progress toward a positive recommendation for tenure and/or promotion ([RE20](#)). This new procedure provides additional clarification about tenure expectations.

Sub-Component 3.C.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.

The University of Northern Colorado recognizes the need to maintain and promote a high quality education by supporting the ongoing professional development of faculty and staff through a range of comprehensive processes and resources. The previously mentioned Graduate Faculty Status, Doctoral Research Endorsement, and Teacher Education Faculty application and review processes are mechanisms for assuring discipline-based currency. Investments in professional development include direct funding of faculty travel and research activities (discussed in Sub-Component 3.B.5). For example, the university provides significant resources for initiatives to support faculty work, including the following in the fiscal year 2015 budget: \$300,000 for Faculty Research and Publications Board, \$400,000 for faculty professional development (each faculty member receives \$1,000), \$200,000 for Annual Scholarly Activity Travel, \$70,000 for Summer Support Initiatives, and \$120,000 for faculty reassignment ([RE35](#)).

Additionally, we fund various centers and offices that provide ongoing professional development to faculty and staff, such as the Office of Sponsored Programs (OSP), the Center for the Enhancement of Teaching and Learning (CETL), and the Office of Assessment. For example, OSP, in conjunction with the Office of Research, offers a range of professional development opportunities for UNC faculty and staff. Throughout the academic year, seminars, workshops, and training activities are offered on topics related to sponsored projects. Examples from 2014 include an IRB "open house" for faculty and staff, "Grants: Some Things You Need to Know," "Mini-Workshop: How to Find Funding," "UNC Faculty Panel Discussion: Four UNC faculty members discuss their experiences reviewing proposals for federal funding agencies," and "Getting Started Getting Grants at UNC." Additionally, in 2014 the Office

UNC faculty participate in professional development at higher rates than faculty at other institutions.

of Research and OSP selected the university's first cohort of Sponsored Research Fellows. The eleven Fellows will participate for two years in this new initiative that is designed to support them in learning best practices in grant writing, perfecting their skills for planning and writing high quality grant proposals for external funding, and giving them the expertise to mentor other faculty to become successful grant writers ([RE387](#)).

This substantial support goes a long way to assure that instructors are current in their disciplines and adept in their teaching roles. In addition, UNC supports faculty and staff professional development across varying formats and opportunities, both on campus and beyond. Professional development for faculty and instructors is managed through several units on campus, each offering a unique range of support services and opportunities. That these investments are valuable and effective to faculty is demonstrated by the extent to which faculty participate in these opportunities as well as the ongoing application of what they gain through their participation. Survey data from the HERI Faculty Survey show that UNC faculty report participating in various professional development offerings at higher rates than faculty at other institutions. Table 4.12 highlights these differences.

UNC faculty participate in professional development at higher rates than faculty at other institutions.

Table 4.12. UNC faculty participation in professional development compared to national rates

Have you engaged in any of the following professional development opportunities at your institution?	UNC	National
Paid workshops outside the institution focused on teaching	24.6%	15.1%
Travel funds paid by the institution	85.8%	65.1%
Internal grants for research	43.7%	38.1%
Received incentives to develop new courses	26.1%	20.5%

Source: 2013 HERI Faculty Survey

While survey data alone cannot establish a direct correlation between faculty participation in university-sponsored professional development and their use of effective teaching practices, UNC faculty do report using these practices at a greater frequency than faculty at other public universities (Table 4.13).

UNC faculty employ effective teaching practices at higher rates than their national peers.

Table 4.13. Effective teaching practices

In how many courses that you teach do you use the following?	UNC	National
Class discussions	91.4%	80.0%
Cooperative learning (small groups)	63.0%	58.9%
Experiential learning/field studies	36.8%	30.1%
Performances/demonstrations	43.7%	31.0%

Group projects	48.3%	43.2%
Multiple drafts of written work	38.8%	30.0%
Student selected topics for course content	34.7%	24.4%
Reflective writing/journaling	33.3%	18.9%
Community service as part of coursework	13.9%	6.0%
Electronic quizzes with immediate feedback in class	17.2%	16.2%
Using real life problems	78.8%	64.2%
Using student inquiry to drive learning	63.0%	51.3%

Source: 2013 HERI Faculty Survey

Note: Percentages reflect those who reported using the teaching method in all or most courses taught

Our faculty value an engaged and interactive learning environment as evidenced by a lower rate of extensive lecturing compared with national data: 33% of UNC faculty report they use lecturing in all or most of their classes compared to 53.7% of faculty at other public universities.

PROFESSIONAL DEVELOPMENT OFFERINGS

The Center for the Enhancement of Teaching and Learning (CETL) provides innovative education services and programs to enhance learning for faculty, staff, teaching assistants, academic leaders, and the academic community ([RE305](#)). CETL operates under Academic Affairs and has, in the last two years, appointed an Associate Director of Faculty development as a strategy to increase faculty participation and raise awareness of professional development opportunities. Workshops and trainings range from short sessions to half days or multi-week events and focus on a range of issues from effective classroom instruction, pedagogical support and design principles, to instructional technologies and engaged teaching and learning ([RE306](#)). In 2013-2014, 930 employees participated in CETL-sponsored workshops and professional development offerings ([RE146](#)).

To encourage and support faculty development, in 2012 CETL recruited and appointed five faculty from colleges across campus to make inroads into specific college needs and interests by serving as Teaching and Learning Fellows ([RE307](#)). Teaching and Learning Fellows were selected based on their demonstrated successful experience with teaching and learning strategies, in either face-to-face classroom, online or hybrid environments; a strong interest in the advancement of the scholarship of teaching and learning and supporting such tradition at UNC; a capacity and enthusiasm to work collegially within the college and beyond; and where relevant, experience with engaged scholarship and with teaching and learning with off-campus communities. Examples of workshop topics delivered by Teaching and Learning Fellows include a series on improving student

Teaching and Learning Fellows promote faculty development by sharing best practices in teaching.

Nearly 100 faculty have completed the Online Teaching Academy, which uses Quality Matters for developing online courses.

The Faculty Assessment Fellows created the Assessment Leadership Institute, in which 68 faculty have participated since 2012.

writing, several sessions on quantitative research methods, and various workshops on innovative teaching strategies ([RE144](#)). An expectation of the fellowship is that these faculty will use their experience and knowledge to develop a series of proposals to enhance teaching and the scholarship of teaching across the campus.

In addition to professional development offered through CETL, several other university departments provide training and development for faculty, with many of these working in collaboration with CETL. For example, the Instructional Design and Development (IDD) team, operating under Extended Campus and in collaboration with CETL, provides faculty development on the use of the Blackboard learning management system for online and hybrid course delivery ([RE368](#)). IDD also facilitates an Online Teaching Academy each summer for faculty who are new to online teaching and learning. The Academy uses Quality Matters standards and is delivered online and face-to-face. The online component is particularly effective at helping faculty to experience online teaching and learning from the student perspective. Nearly 100 faculty have completed the Online Teaching Academy since its inception in summer 2011.

In 2012, the university applied to participate in the HLC Academy for Assessment of Student Learning ([RE136](#)). Based on the results of a listening tour conducted by the Faculty Assessment Fellows in 2011, the university identified faculty development as a key strategy for improving assessment at UNC. A team consisting of the six Assessment Fellows and the Assessment Director focused its efforts on developing and delivering a year-long, cohort-based faculty development program, the Assessment Leadership Institute (ALI), which provides training on program-level assessment to small teams of faculty from participating programs ([RE133](#)). The ALI launched in Fall 2012 with a cohort of 20 faculty from nine academic degree programs. Figure 4.4 shows the number of participating faculty and programs for the three years in which the ALI has been available. ALI goals include increasing assessment knowledge and skills, changing attitudes towards assessment, and improving assessment practice within academic programs. One of the underlying principles of the ALI is the idea that faculty development is most effective when developed by faculty for faculty. For this reason, in addition to the role of the Assessment Fellows in developing and teaching the ALI, program participants also share their experiences and growing expertise by completing assessment projects and presenting on these projects at the annual Assessment Fair, held every spring ([RE126](#)). Their participation in the Assessment Fair serves as another source of professional development for their faculty colleagues across the university. The ALI is further discussed in Criterion 4.

Figure 4.4. Assessment Leadership Institute participating departments

2012 20 participants	2013 24 participants	2014 22 participants
<ul style="list-style-type: none"> • Counseling Psychology • Economics • Environmental & Sustainability Studies • History • Modern Languages • Music Education • Psychology • Reading • Sociology 	<ul style="list-style-type: none"> • Accounting* • Anthropology • Audiology & Speech Language Sciences • Communication Studies • Earth & Atmospheric Science • English • Sport Pedagogy • University Libraries 	<ul style="list-style-type: none"> • Africana Studies • Criminal Justice • English Composition • Recreation, Tourism, and Hospitality • Science Education-Elementary • Science Education-Secondary • Software Engineering • Teaching American Sign Language • University Libraries (2nd team)

*Program withdrew spring 2014 due to personnel changes

Sub-Component 3.C.5.

Instructors are accessible for student inquiry.

As part of faculty workload and as per Board Policy, instructors and faculty are required to undertake student advising and be available for inquiry, especially as it relates to instruction, tutoring, and supervising student research. In addition, faculty members are expected to be available to students as part of their service load, for example, “advising students on their academic progress or professional development and or sponsoring student organizations” (RE20). Undergraduate student advising is handled by a variety of methods, depending on unit size and numbers of majors. Units with large numbers of majors frequently use group advising, especially at the lower level. Units with fewer majors will assign students to specific faculty advisors, depending on the interest of the student. Likewise, all master’s students are assigned an advisor, and all doctoral students have an advisor who serves as the student’s research advisor. College advising policies and procedures are discussed in more detail in Sub-Component 3.D.3.

All on-campus instructional staff members have office hours. Instructors and faculty whose responsibilities involve students are expected to schedule a reasonable number of office hours for student conferences. This policy applies to individuals teaching on-campus, off-campus, and via online course delivery. As per Board policy, “Office hours should be scheduled at times convenient to both students and instructors with the additional option of prearranged appointments for students when there is a schedule conflict. The number of office hours is to be determined at the appropriate administrative level, and office hours should be a matter of common knowledge” (RE20). Departments require that faculty and instructors list office hours in the course syllabus, post them on office doors, and on the course learning management system, Blackboard. In the online learning environment, instructors are expected to

Graduating seniors report higher levels of satisfaction with the amount of contact they had with faculty compared to students at other institutions.

Student access to faculty is a significant area of strength at UNC.

indicate how students may contact them, as well the expected response rate and time frame within which they should receive a response from the faculty if the exchange is asynchronous.

Feedback from student and alumni surveys suggest that faculty accessibility to students is a significant area of strength at UNC. For example, responses to open-ended questions on the biennial Image Survey distributed to current students and alumni regularly describe the relationship students have with faculty as a distinct advantage to attending UNC (RE3, RE4, RE6). Table 4.14 provides a sample of representative comments regarding student interactions with faculty.

Table 4.14. Image survey comments regarding student interactions with faculty

2009	2011	2013
<p>“One-on-one time with Professors. They actually know my name!” – <i>Current Student</i></p>	<p>“The availability of professors. Students are able to form relationships with their professors that will guide them throughout college.” – <i>Current Student</i></p>	<p>“My professors are communicative, concerned, and invested in my future.” – <i>Current Student</i></p>
<p>“Faculty that had time for their students to answer questions and to engage in intellectual conversations, either an individual or in small informal groups.” – <i>UNC Alumni</i></p>	<p>“Caring for student’s success. Takes time to give students the advisement they need. Available to students as a priority greater than their own research and publications.” – <i>UNC Alumni</i></p>	<p>“You can ask questions, have a conversation, learn more from the faculty than at less personal institutions.” – <i>UNC Alumni</i></p>

Graduate students are highly satisfied with the support received from advisors and the potential of their program to enhance career prospects.

Data from the annual College Senior Survey are consistent with these results (RE263). On average, 85-90% of graduating seniors report they met occasionally or frequently with their advisor on career planning. About one-third indicated they frequently asked for advice after class, with over 90% saying they at least occasionally talked with faculty after class. Compared to students at other public institutions, UNC students were more likely to report they communicated regularly with their professors, with only 4-5% saying they never communicated. Perhaps because of this regular communication, UNC students also reported higher levels of satisfaction with the amount of contact they had with faculty and their ability to find a mentor compared to students at other institutions. Similar to results from the College Senior Survey, graduate student degree completers also express generally positive perceptions regarding their interactions with faculty (RE226). For example, 80% were satisfied with the quality of the relationship they had with faculty, with one graduate stating, “Many of my teachers were willing to talk outside of class time about subjects related to professional development and course topics.” Graduate students also report high satisfaction with the guidance received from advisors: 74% rated the quality of their relationship with their advisor as satisfying at some level. In addition, graduate

students reported high levels of satisfaction with the support received from their advisors, the value of course content and the intellectual challenge of the program, and the potential of the program to enhance their career prospects.

Sub-Component 3.C.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.

UNC uses the Council for the Advancement of Standards (CAS Standards) as the framework for evaluating our co-curricular programs ([RE301](#)). The CAS Standards provide a comprehensive structure for assessing all aspects of a program, and Standard 4: Human Resources, explicitly deals with defining the qualifications and ongoing professional development needs of personnel employed in the various units. Along with the general standards, the CAS Standards have more explicit guidelines for the various functional units that differentiate, for example, the qualifications required for professional advisors compared to those needed for admissions counselors ([RE139](#), [RE140](#)). As part of the five-year program review process, programs undertake an extensive self-study, which addresses all 12 CAS Standards. The Human Resources standard specifically requires that programs examine the following aspects of their operations: employment practices (including maintaining position descriptions for all employees); adequacy of qualifications (required degree level, field, and other defined competencies); training (initial and ongoing professional development); and requirements for interns, graduate assistants, and student employees. External reviewers evaluate the program's self-study findings to identify strengths and weaknesses and offer recommendations for improvement. Additional discussion of UNC's program review process is provided in Criterion 4.

Results from the program reviews conducted to date demonstrate that UNC consistently recruits, hires, and provides ongoing professional development to highly qualified staff members. A common theme across all areas is the strength of the professional staff. For example, the Tutoring Center was commended by the external reviewer for the high quality of the full-time staff as well as the extensive training provided to student peer tutors ([RE56](#)). The Tutoring Center is recognized by the College Reading and Learning Association (CRLA), and all peer tutors are certified through the CRLA at one of three levels. The external reviewer noted that having three levels of certification is a distinction since not all institutions provide all three levels due to the intense training demands. Another example is the Advising Center, which employs a staff of professional advisors, all of whom hold advanced degrees in an appropriate field. Similar to Tutoring, the program's external review cited both the expertise and qualifications of the staff as well as the ongoing attention to advisor

UNC consistently recruits, hires, and provides ongoing professional development to highly qualified staff members.

UNC is the highest ranking Colorado institution in the Social Mobility Index.

training as significant program strengths ([RE132](#)).

Most departments and units provide ongoing professional development through in-service retreats, workshops, and regularly occurring meetings. For example, University College, which houses Academic Support and Advising and the Center for Honors, Scholars, and Leadership, has sponsored staff development on the following topics:

- Organizational-wide retreat focused on a reflective practice. All staff participated. An external facilitator guided staff through conversations that allowed them to share their way of working and best practices for providing academic support services for students.
- Data-driven decision-making: At least 2 times a year the directors come together to review their program-specific data alongside institutional data points. Protocols are discussed that allow staff to ask questions and consider connections that may be present among the landscape of data available and then explore how it might inform their work.
- Guest speakers from the Bell Policy Center attended a staff meeting to present state-wide legislation of relevance to the departments' work with students.
- "Big Pie Thinking" was used as a theme to incorporate 1-2 institutional or state level concepts into staff meetings. Examples include: a discussion of the Grit Factor, including the review of specific news articles and a visit with the Provost on institutional planning efforts.

In addition to training and professional development offered within individual departments, staff working in these areas also frequently take advantage of training provided through the Center for the Enhancement of Teaching and Learning (CETL) and the Office of Assessment. For example, 54% of employees who participated in CETL-sponsored workshops and trainings since 2006 were UNC staff members and 56% of departments who participated most frequently were student services units ([RE143](#)). The Office of Assessment has provided comprehensive training to student services professionals since 2007 through the Student Services Assessment Institute (SSAI). In the first two years of the SSAI, the focus was on improving individual staff capacity to engage in assessment for program improvement ([RE184](#)). The SSAI was a year-long, cohort-based series of professional workshops that covered various topics related to assessment and culminated with the completion of an assessment project and poster presentation. In the first two years of the SSAI, 16 departments participated, with 46 staff members completing the training ([RE185](#)). Among these participants were staff from advising, financial aid, and tutoring, who completed the following projects:

- Advising – Developing an Advisor Knowledge Rubric (discussed in greater detail in Sub-Component 3.D.3)
- Financial Aid – Assessing the Impact of Increased Outreach Presentations
- Tutoring – Assessing the Need for Tutoring Services Based on DFWI Data ([RE186](#)).

When the university expanded its program review requirements to include all student services programs in 2009, the focus of the SSAI shifted to providing training to staff and departments on conducting effective program evaluation using the CAS Standards. Each program is required to participate in the training the year before completing their program review by sending a team of at least two staff members (including the program director or coordinator). In its current iteration, the training consists of a three-day workshop delivered in the summer ([RE187](#)). To date, 108 staff members have completed the training, and the training model has been presented as a best practice in professional development at several regional and national conferences, including the Colorado Regional Assessment Council (CORAC), the NASPA International Assessment and Retention Conference, and the Higher Learning Commission 2013 Annual Conference ([RE168](#)).

Core Component 3.D.

The institution provides support for student learning and effective teaching.

Providing a transformative education is at the heart of everything UNC does; it is the central value enshrined in UNC's Strategic Framework and perhaps the most distinctive characteristic that differentiates this university from other doctoral research universities in Colorado. We continually strive to examine and improve our support of teaching and learning so that our students do not simply have access to the “front door” of higher education, but have the ability to succeed and prosper as educated citizens. In the most recent iteration of the Social Mobility Index (which measures the extent to which colleges and universities succeed in helping arrest the growing economic divergence between rich and poor), UNC was the highest-ranking Colorado institution ([RE787](#)). This underscores our mission and conviction that a UNC education ought to be truly an agent of transformation.

The Student Services Assessment Institute provides training to staff members on assessment and program review.

Sub-Component 3.D.1.

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

In designing and maintaining our student support services, the university considers first and foremost the needs of our student populations. As a primarily residential campus, the majority of our student services are geared to the needs of students who live on or near the campus. As the university increases its distance and online services, we continue to identify appropriate mechanisms for serving the support needs of students enrolled through Extended Campus. The Associate Provost and Dean of the Graduate School travels to our off-campus sites once a semester and meets with Extended Campus students to introduce them to support services available to them. Our student support services are intended to be responsive to the academic, personal, social, and professional needs of both undergraduate and graduate students, and we offer a comprehensive array of programs that address one or more of these needs.

Factors that the university considers in deciding the scope and nature of student services include the demographic profile of our students, prior academic experiences and preparation, and resources available through the local community. As described in Criterion 1, approximately one-third of UNC undergraduates are first-generation college students, a proportion that has remained consistent over time. Reflecting changes in the general population, UNC has seen a fairly steady increase in the number of students of color, as well as those from low-income households (as determined by Pell eligibility). In addition to these changes, we have also seen an increase in the number of military veterans, non-traditional aged students, and transfer students enrolling at UNC. While we occasionally create new programs to meet the changing needs of students (e.g., Veterans Services was established in 2010 in response to the burgeoning enrollment of military veterans), in most cases, existing programs evaluate and modify services as needed through a process of annual and comprehensive program review and evaluation.

ENROLLMENT AND TRANSITION

UNC's student support services begin with students' first interactions through the undergraduate and graduate admissions offices. The university website offers specific instructions for different groups of students including transfer students and international students ([RE285](#)). UNC makes it easy for new and transfer students to identify a specific admissions counselor to assist them with the admissions process by providing links to individual counselors assigned to work with students from other states and, for transfer students, from other Colorado two and four-year colleges and universities. UNC provides a virtual campus tour in Spanish, Cantonese, Mandarin, and Arabic, and website translation into some 80 languages for non-native English speakers ([RE288](#)).

UNC provides a virtual campus tour in five languages and website translations in 80 languages for non-native English speakers.

Undergraduate students are introduced to UNC through a two-day New Student Orientation during the summer before matriculation. During these two days, students participate in programming and receive resources to support their successful transition to UNC, develop connections to the UNC community, and initiate friendships with other new students. One of the highlights of the program is the opportunity for incoming students to meet with faculty and professional advisors. Through a review of assessment data collected after each Orientation session, program staff identified concerns with advising, such as too many students per advisor or students not being able to meet with an advisor from their major. Using these assessment results, Orientation staff worked with the colleges to increase the number of sessions attended by faculty from each college, which resulted in decreasing the student/advisor ratio and offering students more options to attend sessions where they could meet with an advisor ([RE130](#)). The program has also implemented a special “I’m First” workshop for the many first-generation students who enroll at UNC. In 2014, approximately 77% of first-generation students attended the workshop. Assessment results indicated that students found the following topics especially meaningful in facilitating their transition to college: financial aid information, time management, and academic tips. A comment from one participant sums up the impact of the event particularly well: “I really liked how much advice they gave us. I was unsure about a lot of things and now a lot of them are answered and I feel more prepared” ([RE129](#)).

FIRST-YEAR EXPERIENCE

UNC offers a myriad of programs and services to acculturate students to college in general and the UNC community in particular. Informed by research on college student development (e.g., Alexander Astin’s model of student involvement; Vincent Tinto’s theories on academic and social integration; George Kuh’s work on engagement), several student services departments offer special programs and resources for students during their first year of enrollment. UNC requires, with a few exceptions, that all first-year students live on campus their first year at the university. Approximately 90% of freshmen live in one of the university’s 16 resident halls. While providing a safe and comfortable living environment is an important priority, UNC’s Housing and Residential Education also offers structured academic and social services to better ensure student success. Housing and Residential Education promotes and facilitates broader student peer support through its campus connections and leadership opportunities including a community council, diversity mentors, and Lead On program, which fosters leadership development ([RE359](#)). In addition, students can choose to live in one of 15 residential learning communities in which students of particular interests or backgrounds can interact and study together in common halls ([RE405](#)). The department uses the Educational Benchmarking Resident Assessment to evaluate program satisfaction, learning, and effectiveness, using comparative data from other institutions to identify strengths and areas for improvement.

Based on assessment results, UNC increased the number of New Student Orientation sessions attended by faculty to provide more opportunities for students to meet with advisors.

77% of first-generation students attended New Student Orientation’s “I’m First” workshop in 2014.

University 101 was recognized by the Colorado Department of Higher Education's College Completes! campaign as one of eight exemplary programs in promoting student achievement.

UNC's Office of Student Engagement (OSE) "encourages, supports and complements student learning by providing quality services and programs that enrich students' academic, social, cultural, ethical, and intellectual growth" ([RE415](#)). The office houses Career Services, the Counseling Center, Dean of Students, Student Activities, and Student Cultural Services. Although the programs within the Office of Student Engagement serve students throughout their time at UNC, the office also plays an integral role in the first year of college by coordinating events such as the Student Involvement Fair, Bear Welcome, Homecoming, Friends and Family Week, and Winter Welcome.

To facilitate students' academic integration into college, UNC offers a three-credit elective course, University 101, through its Academic Support and Advising Center. In Fall 2014, the course was recognized by the Colorado Department of Higher Education's *College Completes!* campaign as one of eight exemplary programs in the state for its success in promoting student achievement ([RE148](#)). The course, which emphasizes self-regulated learning and development, is especially effective in promoting student persistence and academic achievement among first-generation and undecided students (classified as exploring students at UNC) ([RE431](#)). These groups have been identified as at-risk for persistence and completion at UNC and nationally, and the course plays an important role in promoting their success.

ACADEMIC SUPPORT

In 2009 UNC created University College, bringing together academic support and educational enrichment programs under the same umbrella. One of the reasons for creating University College was to provide an initial "home" for the large number of students who begin their education undecided about a major. All students at UNC are assigned an advisor when they enroll, typically a faculty member from the student's chosen major. Undecided, or "exploring" students as UNC classifies them, receive advising from professional advisors in the Academic Support and Advising Center ([RE278](#)). Additional information about UNC's advising practices is provided in Sub-Component 3.D.3.

The Tutoring Center provides individual and group tutoring in over 125 courses.

UNC's Tutoring Center is certified through the College Reading and Learning Association. The center provides individual and group tutoring in over 125 courses including subject areas such as mathematics, physical sciences, foreign languages, history, social sciences, health sciences, music, and business ([RE157](#)). In addition to individual and group tutoring, the Tutoring Center also offers supplemental instruction, a non-remedial, structured study session led by experienced, academically successful students. Supplemental Instruction targets courses that are academically challenging. Following a recent program review, the Tutoring Center established a goal of initiating and developing collaborative efforts across campus to improve student access to tutoring, particularly increasing the center's responsiveness to the tutorial needs of

diverse students (RE56). Since the 2011 review, the program has made substantial strides towards achieving this goal, establishing satellite tutoring centers in the residence halls, Student-Athlete Academic Success Center, and Academic Bridge Program for Denver Scholarship Foundation Scholars (RE131).

Through the Center for Honors, Scholars, and Leadership, UNC provides enhanced educational experiences for academically accomplished students. The Honors Program offers students an array of smaller classes, leadership programs, and the opportunity to conduct significant original research that will enhance students' applications for jobs or graduate education (RE120, RE274). The opportunity to write an Honors Thesis provides academically outstanding students (3.5 or above GPA) enriched course and research experiences, extra faculty attention, a community of intellectually challenging peers, and appropriate recognition for accepting the challenge to make the most of their undergraduate education. The President's Leadership Program, also housed within the Center for Honors, Scholars, and Leadership, is a cohort-based program that combines academic work in leadership theory with practical leadership skills and community-based learning. Beginning in academic year 2015-2016, the program will become the Global Leadership Program; its structure will change, and it will be supplemented by a new Leadership Studies minor.

SERVICES FOR SPECIFIC STUDENT POPULATIONS

A distinctive feature of UNC is our long history of providing extra support to students from underrepresented groups through a variety of centers and programs. For example, UNC is home to four free-standing cultural centers: Asian/Pacific American Student Services, César Chávez Cultural Center, Marcus Garvey Cultural Center, and Native American Student Services. Each of the centers provides programs that are responsive to the unique populations they serve such as academic and social support, leadership development opportunities, and mentoring. Recently, the four centers have collaborated with other campus partners to launch the Student Success Series. The program consists of a series of one-hour workshops on topics such as time management, healthy relationships, financial literacy, and academic skills (RE418). In addition to these services, the Cultural Centers also sponsor events and activities that educate and create awareness among the entire campus of the cultural contributions and experiences related to the populations they serve.

The Center for Human Enrichment, UNC's federally-funded Student Support Services TRIO program, has served first-generation college students at UNC since 1972. In the last fifteen years, CHE has twice been recognized by the U.S. Department of Education as being among the top 1% of Student Support Services programs in the nation. The program serves 200 new and continuing students each year through a combination of intensive advising, special sections of freshman English and math courses, tutoring, and individualized counseling. CHE has a proven track record of

The Center for Honors, Scholars, and Leadership provides enhanced educational experiences for academically accomplished students.

The Center for Human Enrichment has been recognized twice by the U.S. Department of Education as being among the top 1% of Student Support Services TRIO programs in the nation.

Since Fall 1995, 166 McNair participants have completed graduate degrees and 54 are currently enrolled in graduate programs.

promoting the success of first-generation students, as evidenced by higher retention, academic achievement, and graduation rates compared to the general population at UNC ([RE127](#)).

Another TRIO program, the McNair Scholars Program, has prepared first-generation, low-income, and minority UNC students for enrollment in doctoral education since 1995. The program, which serves 30 undergraduate students each year, provides a rigorous four-credit research methods course that introduces college juniors and seniors to graduate research. Participants, working with faculty mentors in their majors, complete independent research projects, which they are required to present at a national conference and also have the opportunity to publish in the faculty-reviewed *UNC McNair Research Journal*. In addition to a paid research internship, students receive specialized advising on applying to graduate school, GRE preparation, and financial assistance with the graduate application process. Since Fall 1995, 166 participants have gone on to complete graduate degrees, and 53 are currently enrolled in graduate programs.

In response to the growing number of military veterans enrolling at UNC, the university established the Veterans Services office in 2010. We were recently designated a Military Friendly School in recognition of the university's commitment to serving military veterans and enlisted personnel ([RE436](#)). The designation is awarded to schools in the top 15% of institutions that provide exemplary services to veterans and members of the armed services. UNC participates in the U.S. Department of Veterans Affairs' Yellow Ribbon Program, which helps reduce out-of-pocket expenses to military students.

UNC's Women's Resource Center, established in 1999, educated the campus about women's and gender issues, advocates for and empowers students in the arena of gender equity, and serves as a referral site for campus and community resources. The Women's Resource Center sponsors an annual women's conference, which is free and open to all UNC students, faculty, and staff, and also recognizes the accomplishments of women through the annual Inspiring Women Awards Ceremony. The center is home to the Stryker Institute for Leadership Development, funded since 2001 by the Ronda E. Stryker and William D. Johnston Foundation. The Stryker program supports women from underrepresented populations, with a special emphasis on non-traditional students. Participants receive a scholarship (\$7,500 for undergraduates and \$11,000 for graduate student facilitators) and an Apple iPad ([RE414](#)).

Disability Support Services works with students, faculty, and staff to address accessibility within the campus community. Services include facilitating student requests for accommodations, assistive technology, books and materials in alternate format, and captioning assistance. In order to support learning across a range of contexts and instructional settings, Disability Support Services is well equipped with state-of-the-art

technologies including large monitors, talking calculators, assistive listening devices, braille printer, closed circuit television, and personal support in the form of note takers and interpreters. In addition, all buildings are in accordance with standards set by the Americans with Disabilities Act (ADA), including ramps, braille, accommodation of service animals, and American Sign Language interpreters. For online learning environments, materials and accommodations are available and in place to meet the needs of any students with disabilities.

UNC's Center for International Education (CIE) works with students seeking to study abroad as well as providing support and services for international students enrolling at UNC. In a recent program review conducted in 2011, the external reviewer was impressed with unique services provided to international students that are not common on other Colorado campuses ([RE147](#)). The CIE provides a welcoming environment to international students that begins with staff meeting new students at the airport, sponsoring an international ambassador program and friendship family program, and special trips to visit other communities in the region. In addition, the CIE also oversees the Intensive English Program, which provides instruction for students needing to improve their English language skills prior to enrolling in college courses ([RE304](#)).

UNC's intercollegiate student athletes receive academic support from the Student-Athlete Academic Success Office, housed in Academic Support and Advising within University College ([RE711](#)). This organizational placement ensures full integration of student athlete support with other university support units and also enhances opportunities for partnership and collaboration between these units. The Student-Athlete Academic Success Office provides services such as a study hall, mentoring and advising, and referral to other campus resources such as tutoring.

SUPPORT SERVICES FOR GRADUATE STUDENTS

New graduate students are introduced to UNC through a new student orientation provided by the Graduate School ([RE351](#)). This half-day event includes presentations from the Graduate School staff, the Graduate Student Association, current graduate students, a resource fair, and campus tours. The event is designed to meet the unique needs and interests of graduate students. A Teaching Assistants' Conference is also presented to new and continuing graduate teaching assistants by the Graduate School ([RE273](#)). Participants choose from a variety of breakout sessions throughout the day on topics such as teaching diverse learners, campus resources for instructors, and pedagogy and assessment. In late 2014, the Graduate School embarked on a process to put all Graduate Student Orientation materials online in an on-demand format. Throughout the academic year, the Graduate School offers resources and professional development workshops in the areas of teaching, research, preparation for employment, and publishing. Resources for students are also available on the Graduate School website ([RE353](#)).

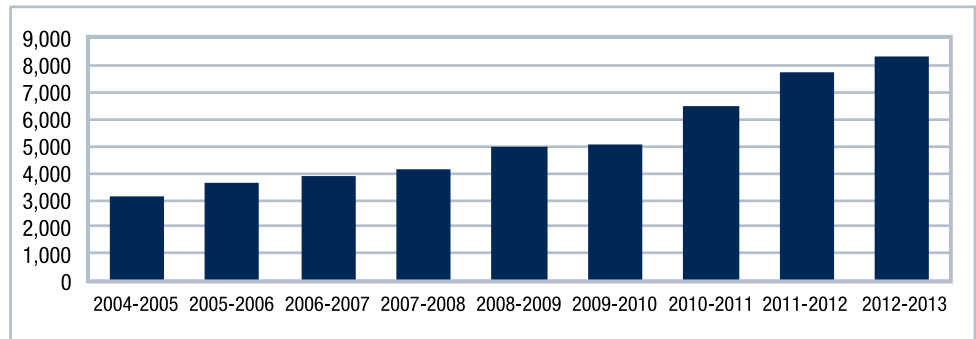
The Graduate School sponsors a new student orientation and a Teaching Assistants' Conference each year.

UNC uses the National Health Assessment to prioritize our resources and services to meet the health needs of students.

SUPPORTING HEALTH AND WELLNESS

Each year the university takes part in the National Health Assessment, which, through a series of anonymous student surveys, gathers valuable data on the health and practices of the university population. These data help the university to prioritize our resources and services to meet the health needs of the student population (RE191). The Counseling Center, accredited by the International Association of Counseling Services, provides individual, couples, and group counseling as well as psychiatric services to meet the needs of a growing population of students who experience mental health problems. In recent years the Counseling Center has restructured some services in its efforts to adapt to the growing demand for mental health care. To illustrate the demand, the number of scheduled appointments has nearly tripled since 2004 (Figure 4.5) (RE152).

Figure 4.5. UNC Counseling Center scheduled appointments



Source: 2013 Counseling Center Program Review Self-Study Report

In response to student need for services, the Counseling Center has initiated strategies such as developing additional partnerships with local community providers, acquiring and implementing a university crisis line that provides immediate mental health support when the center is closed, and creating an adjunct staffing pool to provide greater flexibility in responding to fluctuating demands for services (RE177).

The university also offers a comprehensive campus recreation program to provide both facilities and services for student exercise and recreation, personal training, wellness workshops, and outdoor recreational equipment and field experiences (RE299). The Student Health Center provides convenient access to a wide scope of preventative and treatment health services (RE416).

FINANCIAL SUPPORT

UNC works with students and families to ensure that students can afford their college education. Financial aid is particularly important at UNC in light of the large number of low-income students we enroll. The percent of Pell-eligible students at UNC has nearly doubled over the last several years, increasing from 17% in 2006 to 32% in 2013. In addition, approximately two-thirds of graduating seniors report that they worked for pay while in college, with slightly more than one-quarter of these students working more than 20 hours per week. UNC students report working significantly more hours than students at similar universities (RE62). In addition, they are more likely to contribute financial resources to their families and to contribute more of their own resources to funding their education. One of the metrics UNC uses to set tuition and fee costs is the debt load of students. The current debt load is approximately \$24,000 for students at graduation, below the national average of \$26,000 but growing as state support has declined (RE176). To help meet students' financial need, UNC reserves 25% of new undergraduate tuition revenue for need-based aid for undergraduates and 30% of new graduate tuition revenue for graduate student scholarships and assistantships. Currently, approximately 40% of all resident students receive some level of institutional aid discount. The Office of Financial Aid is responsible for determining students' aid eligibility, awarding aid packages, and monitoring students' continuing eligibility for institutional and federal financial aid. The office maintains a user-friendly, comprehensive website that helps students understand their financial aid options and responsibilities, identify and apply for scholarships, and find student employment (RE347).

The Graduate School coordinates and administers the Graduate Dean Scholarship, all assistantships, and foundation scholarships. From 2008 to 2013, investment in assistantships by the Graduate School has increased from \$3,153,756 to \$7,349,339, or 133%.

Sub-Component 3.D.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.

As described in Sub-Component 3.D.1, UNC provides a comprehensive array of support services that address the academic needs of undergraduate students. During New Student Orientation, entering freshmen have an opportunity to meet with advisors to select their courses for the first semester of enrollment. Students also receive math placement advising to facilitate their enrollment in the appropriate math courses. Prior to 2014, mathematics skills were assessed and students were advised by mathematics faculty using testing, ACT/SAT scores, and grades from high school mathematics classes. Despite these efforts, the failure/withdrawal rates for introduc-

UNC reserves 25% of new undergraduate tuition revenue and 30% of new graduate tuition revenue for financial aid.

In recent years, the investment in assistantships by the Graduate School has more than doubled.

tory math classes could be as high as 35-50%. While these rates are consistent with national averages, they pose a significant challenge to students' entry into certain majors as well as the overall college completion rates of all students.

To address this challenge, faculty in the Mathematical Sciences department joined English faculty to secure funding for an internal "Innovation@UNC" (I@UNC) grant to improve student outcomes in mathematics and English gateway courses. These courses provide the foundation for student achievement in subsequent courses and completion of their degree (RE163). Although pass rates for introductory English courses are relatively strong, institutional analysis suggests a "disconnect" between what students master in the introductory courses and their success in other writing-intensive courses across the various disciplines. Currently, approximately 35% of incoming UNC students do not meet state criteria for college readiness in math, English, or both subjects (based on ACT/SAT cut scores). The I@UNC grant provides resources for math and English faculty, working with Institutional Reports and Analysis Services and New Student Orientation, to implement a three-year project that will incorporate supplemental academic instruction (SAI) in both subject areas. This project includes the implementation of a more robust, data-driven math placement process using ALEKS (an online tool) and UNC analytics to identify proper placement levels with precision. SAI differs from supplemental instruction discussed in Sub-Component 3.D.1 by placing incoming students into three groups using assessment: those who are clearly ready for college-level courses are enrolled into the appropriate course; those who are clearly not ready for college-level work are placed into an appropriate remedial course; and those who are close to being ready are co-enrolled in a college-level course and mandatory co-requisite remediation. In Summer 2014, UNC piloted the new online assessment tool to supplement current math placement for new students. Ultimately, the project has five goals (Table 4.15).

In Summer 2014, UNC piloted a new online math placement assessment to improve success rates in introductory math courses.

Table 4.15. I@UNC Supplemental Academic Instruction project goals

- Increase pass rates in English and math gateway courses;
- Increase persistence towards degree completion;
- Increase academic achievement in writing-intensive general education courses;
- Increase degree completion rates; and
- Eliminate achievement gaps between students from underserved and majority populations.

In addition to this project, which launched in Summer 2014, UNC offers several ongoing services to promote the academic success of our students. For example, UNC hosts an Academic Bridge Program during the summer, run through University College, in which select groups of incoming freshmen (such as first-generation, Daniel's Fund students, and independent students) participate in a range of academic

and extracurricular activities during the summer prior to enrollment in the fall. The academic curricula are interconnected and reinforced across three courses, and the additional activities help students acclimate to campus culture. In 2012, University College, in collaboration with UNC Athletics, launched a summer bridge program for new student-athletes. The program provides more individualized academic skill development before the start of the first semester and also focuses on acclimating student athletes to college and connecting them to the larger campus ([RE788](#)). Initial data from before and after the program was initiated (including a pilot year in summer 2011) suggests participation contributes to increased persistence and stronger academic performance ([RE156](#)).

International students' command of English is evaluated by TOEFL or other English proficiency exams and/or assessments through the Center for International Education. When students' skills in English are insufficient, they are granted a provisional admission until they successfully complete and can demonstrate English proficiency. Students cannot begin their academic program of study until they have demonstrated English language proficiency. Students may enroll in the Intensive English Program (IEP) at UNC or another language program ([RE369](#)). Accredited by the Commission on English Language Program Accreditation, the IEP serves approximately 50 students at any given time. Recently, the IEP revised its curriculum to articulate clearer learning outcomes and better scaffolding between levels of mastery. This process allowed the program to identify gaps in the curriculum and implement appropriate revisions ([RE128](#)). Approximately 95% of students served by the program go on to complete degrees at UNC.

95% of students served by the Intensive English Program go on to complete degrees at UNC.

Sub-Component 3.D.3.

UNC provides academic advising suited to its programs and the needs of its students.

UNC exemplifies academic advising that is suited to its programs and student needs through a range of structures. Undecided, or “exploring,” students and those on academic probation receive advising from professional staff in Academic Support and Advising, while students with declared majors are advised by faculty members within departments and schools. In some specialized or high demand programs, such as Business, Nursing, and Teacher Education, professional advisors also work collaboratively with faculty to provide additional advising as needed within the major. All graduate students are assigned a faculty advisor upon enrollment at UNC.

As noted previously in this chapter, many first year students enter college undecided about a major. These students receive specialized advising from professional, master's-level advisors who have expertise in working with undecided students to help them select a major, understand and apply academic policies and procedures, and effectively transfer into a specific field of study. The Advising Center developed the

The Advising Center developed and uses the Advisor Knowledge Rubric to clarify professional expectations for advisors.

Advisor Knowledge Rubric, which is used to clarify the professional expectations for advisors, serve as a performance evaluation tool, and identify professional development needs. Use of this tool has improved advising services ([RE132](#)). UNC undergraduates who have completed 30 credits are required to select a major. To ensure that exploring students are prepared to meet this requirement, the Advising Center offers intensive advising that involves monthly meetings with students, goal setting assistance, and support on choosing a major. Recently, the Advising Center has partnered with several academic departments to create informational videos that describe the various majors and career pathways associated with different fields ([RE278](#)). To ensure maximum access to advising services, in recent years the Advising Center has established satellite services in each of the Cultural Centers and Veterans Services. In addition to advising exploring students, the Advising Center also works with students on academic probation (students with less than a 2.0 grade point average) to help them regain good academic standing ([RE281](#)). Career Services also affords students the opportunity to explore career choices as they consider their choice of major.

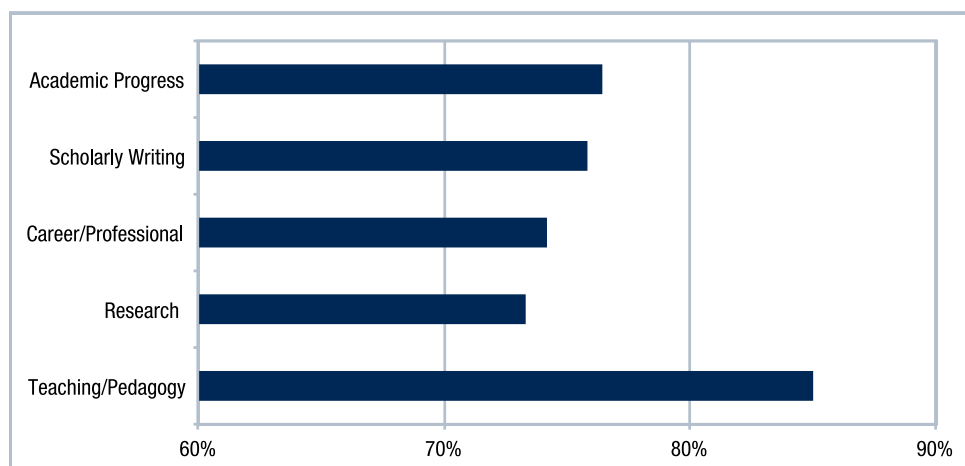
Students with declared majors are assigned a faculty advisor from the appropriate discipline. UNC instructional faculty assume an advising load, variable by program and unit, and undergraduate students are required to connect with their faculty advisor each semester in order to receive a new personal identification number, which is required for course registration. This mechanism helps promote and ensure at least one contact (face to face or online) between students and the faculty advisor each semester. Faculty work with students on their general education requirements and four-year plan of study, which all degree programs have developed and make available online ([RE348](#)). UNC does not have a uniform approach to advising across all colleges; however, programs are generally attentive to the quality of advising via program review and the faculty evaluation process. For example, the College of Natural and Health Sciences (NHS) evaluates student experiences with advising. In data collected in December 2012, the majority of NHS students reported their advisors were easy to contact, provided helpful information about their majors and campus resources, guided them in choosing classes and considering options after graduation, and were interested in individual student success ([RE170](#)).

Satisfaction with undergraduate advising meets or exceeds rates reported from similar institutions nationwide.

Data collected from graduating seniors in the CIRP College Senior Survey suggests that the majority of students report meeting at least occasionally with their advisor to discuss career plans, with a slight increase between 2012 and 2014 ([RE263](#)). Overall satisfaction with advising meets or exceeds rates reported from similar institutions nationwide, with approximately two-thirds of UNC students reporting they were satisfied or very satisfied with the academic advising they received. These data are disaggregated by major (where the number of responses makes this possible), and shared with programs during the program review process as another mechanism for evaluating and improving advising. The Graduate School surveys graduate students through

an annual exit survey that includes questions about program faculty and advising. Data suggest that students have generally positive experiences with the various types of advising and support they receive from faculty as shown in Figure 4.6

Figure 4.6. Graduate student satisfaction with types of advising guidance received



Source: 2012-2013 Graduate Exit Survey

While all students have the opportunity for individual advising from faculty, some colleges and programs also provide group advising or supplemental advising from professional advisors. For example, business students receive supplemental advising in the Monfort College of Business Advising Center from professional advisors who assist with transfer issues, eligibility for the major, and general education advising ([RE377](#)). UNC's undergraduate Nursing program has a competitive admissions process, and students seeking to attain a nursing degree enroll as pre-nursing majors. The program provides group advising to pre-majors that assists them with understanding the program's pre-requisite and admissions requirements ([RE175](#)). Elementary education majors receive advising from the Elementary Advising Center through optional individual and mandatory group advising sessions. Professional advisors help teacher candidates navigate program requirements and understand state policies for licensure.

Students participating in certain co-curricular programs receive supplemental advising that does not replace the advising provided by professional and faculty advisors. These programs, discussed in greater detail in Sub-Component 3.D.1, include the Center for Human Enrichment, the Cultural Centers, the Honors Program, the McNair Scholars Program, Cumbres, Student-Athlete Academic Support, and the Stryker Leadership Development Program. The supplemental advising offered in these areas is typically focused on either a specific aspect of a student's academic and or professional development or intended to address the unique needs of different

The Advisor Communication and Information Share Group helps advisors remain current on policies that may impact students.

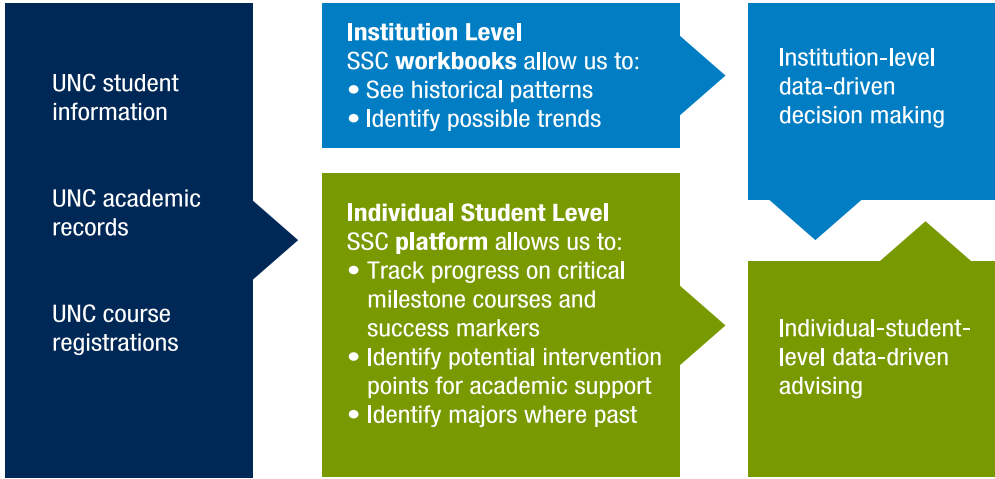
groups of students (e.g., student athletes, first-generation students, etc.). In addition to the career advising provided by faculty, UNC also offers a full service Career Services office that employs professional career counselors to help students with everything from exploring careers and selecting a major, finding employment and internships while pursuing their studies, and transitioning into the world of work after graduation ([RE300](#)).

The Advisor Communication and Information Share Group consists of professional advisors from across campus, along with the Registrar, the Director of Financial Aid, a representative from Extended Campus, and faculty members. This group serves to help advisors remain current on policies that may impact students, particularly those related to financial aid eligibility. It shares best practices used in various areas, and invites campus departments to attend and present information relevant to advising. For example, in 2012-2013, Information Management and Technology (IMT) presented and reviewed how to use the university's reporting software tool for managing student reports and caseload information. Another example is a special session conducted with the Center for International Education to provide advisors with information about how to best serve international students.

In 2014, UNC implemented two initiatives intended to enhance current advising practice on campus: DegreeWorks and Student Success Collaborative (SSC). First, UNC adopted in DegreeWorks in 2014 to support advising. DegreeWorks is a web-based degree audit and advising system that replaces the platform previously used at UNC (CAPP). DegreeWorks offers a user-friendly system with several enhanced capabilities that CAPP did not provide. Because we began training and implementation in Fall 2014, we do not have data available at the time of this report to evaluate the impact on advising. Prior to implementation, however, the Registrar conducted several information sessions with faculty and professional advisors to seek feedback and identify concerns ([RE87](#)). Responses indicated advisors believed the new software would enhance their ability to effectively advise students.

Second, UNC joined the Student Success Collaborative, sponsored by the Education Advisory Board. The SSC harnesses the power of data analytics and predictive modeling to help institutions better understand success factors and barriers, using the institution's own data to change how it addresses advising. The SSC aggregates previously disparate data on student information, academic records, and course registration to identify historical patterns and trends, identify risk factors based on characteristics that extend beyond the traditional demographic variables used in many models, and develop more precise and sophisticated interventions that promote academic achievement and degree completion. Figure 4.7 illustrates how the SSC works.

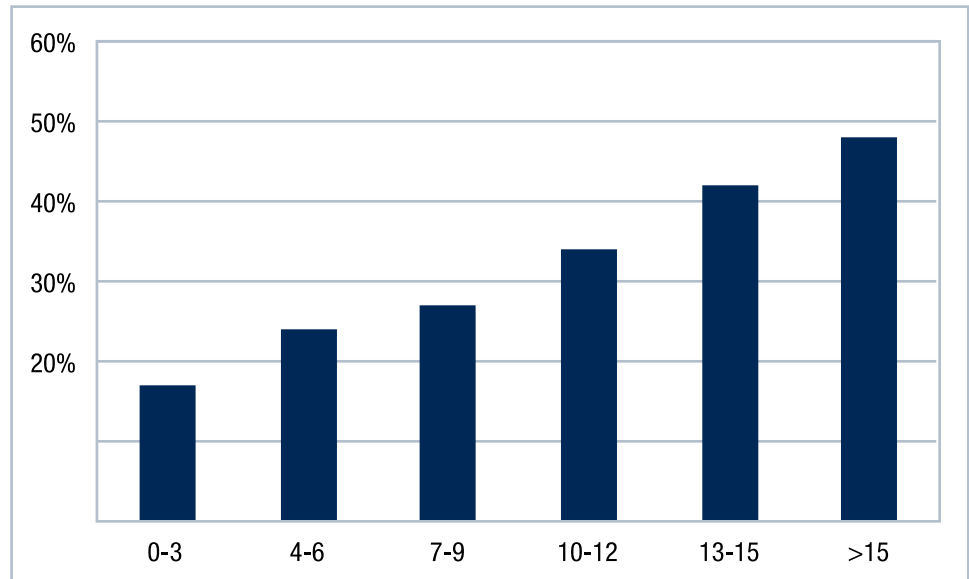
Figure 4.7. Student Success Collaborative model



UNC piloted the SSC in Spring 2014. The SSC is a web-based platform that analyzes UNC-specific longitudinal data to provide information for student advising and to identify trends that inform broader student support practices. SSC data confirmed some trends we previously knew to be true but also presented some trends that surprised us. For example, the data confirmed that students who are undeclared when they enroll are less likely to graduate as compared to students who declare a major upon matriculation. Knowing the difficulties of undeclared students, UNC had already switched from a peer advising model to a professional advising model within Academic Support and Advising, with an enhanced focus on advising undeclared students. One trend that surprised us, however, was a finding that students who had transferred in credits from another institution (whether they started at UNC or elsewhere) were more likely to graduate. We also learned and were surprised by the finding that students who complete more credits in their first term of enrollment are more likely to graduate (Figure 4.8) (RE189). UNC leadership, colleges, and individual academic units are using these data to develop action plans to support student success. Beginning in Spring 2014, several academic units began using the platform in their advising process. Data are being collected to evaluate the effectiveness of the action plans and use of the platform for advising.

UNC leadership, colleges, and academic units began developing action plans in Spring 2014 based on Student Success Collaborative data.

Figure 4.8. First term credits earned and graduation of UNC students



Source: Student Success Collaboration Presentation

In addition to implications for advising, these data also can be used to inform pricing and financial aid decisions, given the fact that the ability of our students to take more credits is affected by the number of hours they spend working to meet educational and living expenses.

Sub-Component 3.D.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 institutions offerings).

The university provides a variety of resources, facilities, and technologies to promote and support teaching and learning. In a rapidly changing, technologically advanced society, UNC, like many other public institutions in these challenging times, must attend to maintaining, updating, and adding new learning resources and facilities. Careful planning, including the judicious use of new and existing student fees, along with funding from donors and external grants, has allowed the institution to respond to these challenges. UNC’s capital assets are book valued at approximately \$256 million, 71% of our total assets. Facilities and capital planning is one of our five Support Plans, which are based on the university’s Academic Portfolio, Research, and Enrollment Plans (three of our nine Core Plans). It considers both short-term needs and the university’s goals for multiyear, systemic planning.

SSC data are used to improve advising, support increased persistence and graduation, and inform pricing and financial aid decisions.

Capital planning considers both short-term needs and UNC’s multi-year planning goals.

Over the last several years, the university has developed plans and made strategic investments to address the following needs:

- Smart classroom refresh plan (\$1.2 million per year)
- Faculty computer refresh plan (\$200 thousand per year)
- Implementing course fees for small instructional and research equipment needs
- Using strategic investment funds for faculty start-up equipment needs
- Investment in our Animal Research Facility
- Performance venue improvements.

In recent years, state funding for capital projects has diminished. To help the university prioritize capital project requests, UNC has adopted a process for evaluating projects based on the university's Strategic Framework, Planning Map, and fund-raising priorities. Specific criteria were developed for each category of request, with nearly \$14 million allocated to deferred maintenance and small capital projects in 2013-2014 ([RE237](#)). Among the funded projects were updates to the Financial Education Center in the Monfort College of Business, soundproofing practice rooms in the School of Music, digital technology in the Psychological Services Clinic, and installing a classroom alert system.

The building inventory at UNC is quite diverse. The campus in Greeley has over 200 designated classroom and teaching laboratories in ten academic buildings, with additional non-classroom spaces available for learning activities ([RE422](#)). Although schedulers typically assign courses in buildings near the college in which a particular discipline is housed, all rooms are considered general classrooms, and specific use is based on demand ([RE335](#)). Consistent with UNC's goal to provide small classes, the average classroom size on campus varies between 525² feet to 700² feet. Typical class size at the undergraduate level ranges from 20 to 200 students, with master's and doctoral-level classes ranging from 5-30 students. The physical conditions of all buildings are reviewed and evaluated every three years and classified according to any needed maintenance and repairs required in order to meet functional needs.

Faculty are encouraged to use the university's online course management system, Blackboard, to organize their courses, give quizzes and exams, post homework assignments, and provide students with timely evaluations. A Blackboard "shell" is created for each scheduled course. In addition to Blackboard, faculty have access to and training on a wide range of learning technologies, including classroom clickers, Camtasia, and exam scoring support ([RE145](#)). As discussed elsewhere in this document, the Center for the Enhancement of Teaching and Learning, CETL, provides workshops and support on technology tools and learning technologies through workshops, and partners with Instructional Design and Development for training in

UNC prioritizes capital requests based on the Strategic Framework, Planning Map, and fund-raising goals.

instruction design and Quality Matters. The university maintains a site license for an online survey tool, Qualtrics, which provides unlimited access to faculty and students conducting survey research ([RE400](#)). To support the assessment of student learning, the university adopted an online assessment management system, TracDat, in 2005. While some departments and programs consistently used the software and found it helpful for storing and reporting assessment information, many faculty struggled with the system, finding that its internal structure was not intuitive. In response to faculty concerns and a desire to better support their work in student assessment, the university decided to adopt a new assessment system, LiveText, in 2013. Programs in the College of Education and Behavioral Sciences began using LiveText for course and program-level assessment in academic year 2013-2014. Additional discussion of LiveText will be provided in Criterion 4.

UNC has 270 technology-enabled classrooms.

The use and availability of classroom technology has grown rapidly over the last decade. The university currently has 270 technology-enabled classrooms and other academic spaces that are equipped as follows: 120 podium-based smart/high tech classrooms; 148 wall panel/projector (or flat panel) rooms, 21 of which have a high tech cart available; and two Smart Karts (flat panel display on a mobile stand). In addition to these technology-supported instructional spaces, the university maintains 228 computer labs or computer-equipped classrooms with a total of 1,751 computers available to students. In addition to standard software packages, UNC provides access to over 140 specialized software packages (Windows and Mac) that support teaching and learning in discipline-specific technologies to ensure that students are skilled and current in the latest technologies relevant to their field ([RE183](#)). For example, the College of Performing and Visual Arts maintains a Music Technology center, which houses music labs, multimedia suites, and a state-of-the-art recording studio. Through the center, students and faculty have access to iMac digital audio workstations in the labs, with digital pianos and complete MIDI integration. Additional space is available for digital audio recording and editing, including surround sound, digital sound synthesis, film scoring and multimedia projects. This is but one example that explains graduating seniors' generally high levels of satisfaction with UNC's technology and computing assistance, with 94% of survey respondents indicating they were satisfied with technology ([RE62](#)). Similar computer labs and smart classrooms are available at UNC's satellite facilities.

94% of graduating seniors were satisfied with technology and computing assistance at UNC.

UNC assesses student fees for programs and courses with high technology and equipment needs to ensure that students have access to modern and sophisticated resources within their disciplines. For example, UNC science programs house an impressive holding of modern scientific instrumentation. These include a 400 MHz NMR, a scanning electron microscope, a confocal microscope, an x-ray diffraction spectrometer, and numerous spectrometers and chromatographs. The instrumental holdings and laboratory facilities are sufficient to allow the Department of Chemistry and Biochemistry to meet the rigorous certification standards of the American Chemical

Society. Other examples of facilities and technology resources that support student learning in the physical and health sciences include: (1) a nursing simulation lab that uses a high fidelity simulator to provide undergraduate students opportunity to develop integration of nursing skills with critical thinking and problem solving skills; (2) a food science lab for students in the Nutrition and Dietetics programs; (3) a mathematics education room equipped with technology for producing videos used in flipped classrooms; (4) the Energy and Nanoscience Research Lab, an undergraduate research facility that focuses on solar cell design and the characterization of materials; and (5) the Animal Research Facility that supports faculty and student research in Exercise Science, Biology, Chemistry, and Psychology. These are but a few examples of the science-based facilities on campus ([RE173](#)).

Clinical practice sites are central to a number of programs at UNC. To illustrate, undergraduate and graduate students experience hands-on learning opportunities in the Speech-Language Pathology and Audiology Clinic, the Psychological Services Clinic, the Reading Center, and the Rocky Mountain Cancer Rehabilitation Institute. These facilities combine service to the local community with applied learning in ways that benefit students and the general public, as well as supporting faculty and student community-based research and learning. In addition to these clinics and centers, students also gain valuable learning experiences by working in the Research Consulting Lab and the Social Research Lab. In the former, graduate students serve as consultants for faculty, staff, and students, advising researchers on social science research design and quantitative and qualitative data analysis. Both undergraduate and graduate students gain experience with survey research methods in the Social Research Lab, which conducts contracted survey studies for internal and external clients. The Education Innovation Institute, which connects research, policy, and practice to drive the improvement of teaching and learning, engages graduate students in applied research and internships. Students also have access to state-of-the-art facilities funded by generous endowments that provide resources for applied learning in their disciplines. For example, the Journalism department's Hanson Journalism Writing Center, in a recent program review, was described by the external reviewer as an impressive facility ([RE164](#)). Donors also fund state-of-the-art technology and equipment in the Monfort College of Business ([RE379](#)).

UNC houses a large selection of books, journals, and other materials in University Libraries, which includes the James A. Michener Library and the Howard M. Skinner Music Library. The libraries meet the instructional and research needs of faculty and students and carry a large number and variety of volumes and journals with collections of approximately 1.5 million items in monograph, periodical, government document, audio-visual, and microform formats. Located on West Campus, Michener is the main library building on campus. The Skinner Music Library is located near the School of Music on Central Campus and holds a collection of more than 100,000 scores, books, periodicals, and recordings. The state-of-the-art facility, which opened

Clinical practice sites combine services to the local community and applied learning in ways that benefit students and the general public.

in 1997, primarily serves the curricular needs of music and musical theatre students and faculty but is open to all members of the campus ([RE409](#)). University Libraries has an extensive interlibrary loan program, and Digital UNC complements the physical holdings ([RE118](#)). Along with its large collection of physical holdings, UNC subscribes to a full range of electronic collections, databases, and online repositories such as JSTOR, ProQuest, and Academic Search Premier (EBSCOhost). These are available to on-campus and distance students.

To further support the university's mission, UNC has several art galleries and museum collections. These are summarized in Table 4.16.

Table 4.16. Galleries and museum collections

Site	Collection
Archeology and Anthropology Labs	In addition to laboratory equipment, these labs include artifact collections, fossil casts, and skeletal collections for teaching forensic anthropology and human paleontology.
Herbarium	The Herbarium is a core repository of 24,000 plant specimens from the southern Rocky Mountain region and the high plains.
Greenhouses	The School of Biological Sciences maintains two greenhouses with materials used to support teaching and learning.
Mariani Gallery	The Mariani Gallery is maintained by the School of Art and Design and exhibits faculty and visiting collections.
Natural History Museum	The Natural History Museum holds a collection of vertebrate and invertebrate specimens with a focus on animals from the Rocky Mountain west.
Oak Room Gallery	The Oak Room Gallery features undergraduate and graduate student work ranging from solo Honors and Graduate Thesis exhibits to group shows representing various program areas.
Rock and Mineral Specimens Library	The Department of Earth and Atmospheric Sciences maintains a collection of rock and mineral specimens.

PLANNING FOR THE FUTURE

Despite the impressive array of facilities and learning resources UNC has to offer, recent comprehensive program reviews of several disciplines have identified unmet needs, particularly in the areas of rehearsal and performance facilities, nutrition, and hospitality. While some of these needs are being addressed through short-term renovation and capital improvement projects, UNC's Board recently approved a proposal to seek funding for the construction of a Campus Commons ([RE72](#)). The Campus Commons will bring together a redesigned core of student support services, serving as a central hub for the broad range of programs that are currently dispersed across campus (Sub-Component 3.E.1 provides a more detailed discussion of UNC's student services programs). In addition to providing a one-stop service for students, the

facility will also address the basic curricular needs of students in several programs. For example, the Campus Commons will house a 600-seat performance hall that will provide instructional, rehearsal and performance space for the more than 1,100 undergraduate and graduate students in the performing arts ([RE94](#)). The Campus Commons will contain a 400-seat auditorium that will serve our unmet need to offer large academic events and workshops. It will also provide an opportunity for students in Business, Nutrition, and Recreation, Tourism, and Hospitality to partner with UNC's Dining Services to gain hands-on learning experiences in managing catering operations and a café. Additional information about the Campus Commons is provided in the Introduction and Criterion 5.

Sub-Component 3.D.5

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

UNC uses many strategies to provide guidance in the effective use of research and information resources in order to promote the acquisition and understanding of knowledge. (Many of these strategies were described in Criterion 2 and earlier in this chapter in Sub-Component 3.B.5.) This guidance helps students connect knowledge to other knowledge, ideas, and experiences and apply knowledge to daily life through basic and applied research. All undergraduates are introduced to the effective use of information resources in a three-credit required college research course. In addition to this course, University Libraries offers students direct one-on-one support for information literacy including issues related to academic integrity, copyright, and privacy. Combining innovative, active learning techniques with a “thoughtfully experimental” approach to curriculum design, librarians teach one-time sessions and credit-bearing courses to familiarize students with library research techniques and tools. Recently, the Instructional Services Department of University Libraries was recognized by the Association of College and Research Libraries as one of five university library programs in the country that demonstrate best practices in pedagogy in their first-year Core Library Instruction Program (CLIP) ([RE365](#)).

As students progress through their academic degree programs, they have multiple opportunities to apply and demonstrate competency in information literacy, as evidenced by the 96% of graduating seniors who report they occasionally or frequently were called on to evaluate the quality or reliability of information they received ([RE62](#)). The vast majority of undergraduate degree programs require a culminating or capstone project involving research. Some programs emphasize and encourage undergraduate research by making information about research opportunities publicly available on their websites. For example, the School of Biological Sciences maintains a list of faculty with ongoing research projects in which undergraduates may participate ([RE293](#)). The Physics Department also provides information online about student research opportunities ([RE393](#)). One indirect indicator that UNC students are well prepared

The Campus Commons will provide instructional, rehearsal, and performance space for over 1,100 students in the performing arts.

The Association of College and Research Libraries recently recognized UNC's Instructional Services Department as one of five university library programs in the country that demonstrates best practices in pedagogy.

in the effective use of research and information resources is the substantial percent of alumni who report that their undergraduate education at UNC prepared them for graduate studies (87%) ([RE122](#)).

While all undergraduates have opportunities to gain research experiences, students seeking more advanced research experiences are supported through programs such as the Honors Program and the McNair Scholars Program. The Honors Program is open to all undergraduate students who meet eligibility requirements, and the McNair Scholars Program, a federally-funded TRIO program, serves a select group of juniors and seniors who are first-generation, low-income, or from underrepresented minority populations. Both programs provide research instruction and out-of-class faculty-mentored research experiences. To expand support for undergraduate research, the university created the Office of Undergraduate Research in 2011. Directed by a faculty member, the Office of Undergraduate Research is housed in the Center for Honors, Scholars and Leadership, which provides office space and administrative support. The goals of the office include supporting undergraduate research across all colleges, providing a centralized location identifying opportunities for research, promoting and recognizing undergraduate research excellence, helping students obtain financial support and grants for research, and providing opportunities for research presentations. One of the major initiatives of the Office of Undergraduate Research is the publication of the *Undergraduate Research Journal* ([RE429](#)). The journal is refereed through a blind review process and serves as a vehicle for teaching and scholarly improvement. Authors may request a meeting with the editors to discuss how to improve their research and writing for future scholarly endeavors. The journal formalizes the interconnection between research and teaching, and it recognizes the accomplishments of students and faculty by showcasing the quality research occurring across disciplines at UNC.

UNC's graduate faculty are active researchers who engage graduate students in a range of academic research opportunities. All programs require an introduction to graduate research course; most master's programs and all doctoral programs require additional research methods courses that actively integrate research into the curriculum. One example is the Counseling Psychology program, which combines practitioner experience with the training of psychologists to understand, conduct, and use psychological research ([RE315](#)). Graduate students are afforded opportunities to share their research through the program's Counseling Psychology Research day celebration. Past celebration events have featured over 30 research presentations, many of which were collaborative endeavors between faculty and students. Many graduate students from this program and others present their work at UNC Research Day and the successful Graduate Research Night, which most recently included over 130 master's and doctoral students. Graduate students also have access to the Statistical Consulting Laboratory, library programs, professional development in the Graduate

School on such topics as the Internal Review Board, and via UNC's membership in the Collaborative Institutional Training Initiative (CITI), online course modules are available on the Responsible Conduct of Research. All of these guide graduate students in the effective use of research and information resources.

Core Component 3.E.

The institution fulfills the claims it makes for an enriched educational environment.

UNC fulfills the claims we make for an enriched educational environment through the organizational structure and resources we dedicate to fulfilling our mission (inputs) and evidence of the impact on students and their perceptions of the education they receive (outputs).

Sub-Component 3.E.1.

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

The university provides services that support equal learning opportunities for all students. UNC faculty members subscribe to a teacher-scholar model in which excellence in instruction is grounded in research, scholarship, and the production of creative works, as well as engaged service. Support for the continuous improvement of teaching, learning, research/scholarship, and service is provided through university programs, policies, and practices. The educational experience continues outside of the classroom through student support services and engaged learning opportunities. Students are immersed in an enriched educational environment and an atmosphere promoting social integration and student development. All co-curricular programs have student learning and development as their core purpose. The university's organizational structure reflects this by the placement of UNC's student services programs in the Division of Academic Affairs, with leadership of all academic and student support services reporting to the university's Chief Academic Officer, the Provost (Figure 4.9).

Co-curricular programs are housed in Academic Affairs and have student learning and development as their core purpose.

Figure 4.9. Organizational structure in Academic Affairs

PROVOST				
Colleges	Student Services Units			Other Units
EBS HSS MCB NHS PVA UC	Enrollment Management & Student Access	Office of Student Engagement	University College/ Undergraduate Studies	Assessment Center for International Education
	Admissions Campus Recreation Dining Services Financial Aid Housing & Residential Education Veteran Services	Career Services Counseling Center Cultural Centers Dean of Students Disability Support Services Student Activities Women's Resource Center Stryker Institute Cultural Centers	Advising Center for Human Enrichment Honors McNair Orientation President's Leadership Program Student Athlete Support Tutoring Undergraduate Research University 101 CETL	Community & Civic Engagement Compliance Extended Campus Graduate School & International Admissions Registrar Research University Libraries

UNC's diversity mentoring program in our residence halls promotes an inclusive environment for residents within each building.

Undergraduate students' immersion into a rich educational environment begins with their early experiences in the residence halls. Housing and Residential Education supports the overall university mission by offering educational environments and connecting students to involvement opportunities that promote student engagement (RE358). Living on campus introduces students to a dynamic environment committed to supporting their overall academic and social experience. The academic experience is enhanced by additional programs and services within Housing and Residential Education such as the following: a faculty-in-residence program which creates purposeful interactions between faculty and students, student-staff members who assist with mentoring first year students, and co-enrollment opportunities which promote a cohesive educational experience at UNC by creating opportunities for students to take at least one academic course with their floor cohort. UNC offers an engaging and intentional diversity mentor program in each of our residence halls, which promotes inclusive environments for residents within each building (RE327). The program staff are grounded in social justice principles through an intensive training program which includes ongoing staff development opportunities. The staff – student and professional – provide ongoing activities, opportunities for dialogue, and events which foster a greater understanding of social justice principles for each of our residential hall communities throughout the academic year. Housing and Residential

Education also provides leadership opportunities for incoming students as part of the Lead On Camp, which promotes leadership development, involvement on-campus, and jumpstarts the students' connection with the university ([RE372](#)). Additional leadership opportunities include serving as a resident assistant for approximately 50 students, working the front desk as a desk attendant in a 24/7 desk operation, and serving as an elected Residence Hall Association executive or hall council student leader.

To further enrich the UNC student experience, our campus provides an array of opportunities to explore, discover, connect, and engage in students' unique college experience. Specifically, these programs strive to provide meaningful student interactions, help students become integrated into the community, and ultimately, help students succeed at UNC and beyond (many of these programs have been discussed in detail throughout this report). Table 4.17 describes how UNC's student services programs actively contribute to the educational experiences of students in support of university priorities and goals, particularly the goals of the Academic Plan related to teaching, learning, and the educational experience of students.

UNC's Lead On Camp promotes leadership development, involvement on campus, and opportunities to jump start students' connection with the university.

Table 4.17. Representative contributions to the educational experiences of students outside the classroom

Program	Activities
Admissions	Provides opportunities for student employees to develop valuable, transferable skills in communication, marketing, teamwork, and problem-solving.
Advising	Enables students to make well-informed decisions to achieve their educational goals.
Campus Recreation	Promotes the development of personal and interpersonal skills in areas such as leadership and communication.
Center for Human Enrichment	Requires students to develop individual success plans in their first year, identifying academic and personal goals as well as the resources and strategies necessary for achieving these.
Center for International Education	Provides comprehensive pre-departure sessions to prepare students for study abroad and re-entry sessions to integrate experiences into future learning and career goals.
Counseling Center	Trains doctoral students pursuing careers in counseling, contributing to their professional growth and development.
Disability Support Services	Sponsors workshops for students and organizes campus activities to support awareness of the program, services, and knowledge of people with disabilities.
Honors, Scholars, and Leadership	Sponsors multiple global learning opportunities such as Expedition Yucatan International Service-Learning Program, Soliya Connect Program, and community-based partnerships (Boys and Girls Club, East African Community, etc).
Marcus Garvey Cultural Center	Developed and implemented a book discussion club on the experiences and history of African American people.
Student Activities	Draws from student development theory to guide student interactions and program delivery.
Tutoring	Uses CRLA-based tutor training focused on learning processes and outcomes, providing tutors with the training necessary to engage tutees in their own academic success.

Note: Examples provided are highlights rather than a comprehensive list of all activities that contribute to UNC’s educational mission.

Sub-Component 3.E.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.

As previously noted, UNC began using the CAS Standards as the evaluative framework for our student services departments in 2010. Over a five-year cycle, each program has or will complete an initial baseline evaluation of current performance in relation to the Standards through a comprehensive program review (more on this process in Criterion 4). One of the CAS Standards describes the specific learning domains that various functional units should promote and develop in students (Table 4.18).

The CAS Standards describe the learning domains that UNC's student services programs should promote and develop in students.

Table 4.18. CAS learning domains

-
- Knowledge acquisition, integration, construction, and application
 - Cognitive complexity
 - Intrapersonal development
 - Interpersonal competence
 - Humanitarianism and civic engagement
 - Practical competence
-

Source: CAS Professional Standards for Higher Education, 8th edition (2012)

As each program completes the baseline review, it considers the extent to which program mission and structure support student learning and development. Since UNC initiated this process, evidence of contributions to students' educational experience has been validated qualitatively through internal and external review. External reviewers, while pointing out potential areas for improvement, have generally lauded the quality of services provided by our student services departments, especially given the fact that many were affected by hiring freezes and reduced resources during the economic downturn.

Strengths

- UNC employs a thorough and robust process for developing, delivering and evaluating all academic programs, including internal faculty review, administrative oversight, external curricular reviews, and accreditation. The university ensures that specific learning goals are consistent across all modes of inquiry and course delivery through the mechanisms entailed in program review, faculty evaluation, and established departmental criteria.
- UNC's curricular design develops broad learning in the liberal arts and sciences through the Liberal Arts Core (LAC) and builds on that foundation, integrating major-specific skills and knowledge into a broader humanistic framework. Further, the LAC's international and multicultural studies requirements provide a global vision necessary for understanding today's changing world. Diversity is acknowledged both explicitly in the UNC curriculum and implicitly in its academic culture and environment, including an institutional action plan for Equity and Diversity where diversity of thought and culture are valued and infused into every aspect of our practices.

- Most programs require students to complete a degree-specific capstone or summative project, which can include research papers, performances, portfolios, or completion of external tests or practicum experiences. Graduate programs require comprehensive exams, a thesis or capstone project, or dissertation depending on the degree level. All of these promote an integrated learning experience.
- UNC has given attention to building, in numbers and qualifications, the faculty needed for effective, high-quality programs and student services. Criteria for faculty qualifications and credentials are clearly delineated in the Board Policy Manual and followed in university hiring processes. All instructors are evaluated regularly in accordance with established institutional and departmental policies. UNC promotes faculty and staff professional development through an extensive range of on and off campus professional development opportunities, funding, and other support mechanisms.
- UNC offers many options that promote opportunities for student-faculty interaction, including regular office hours and a residence-hall faculty-in-residence program. Moreover, all UNC staff members who provide student support services are appropriately qualified and trained through a range of ongoing and continually updated professional development opportunities and training.
- UNC provides quality academic and social support services for student learning and effective teaching, including Housing and Residential Education, support for diverse student populations, and a range of academic support and enrichment programs. Specific orientation, advising, and preparatory instruction processes are in place to adequately prepare and direct entering students to appropriate courses and programs. Academic support and advising is managed both at the faculty and advisor level, as well as through specific campus units dedicated to providing these tutoring and support services.
- UNC offers students and instructors an extensive infrastructure and resources (classrooms, technology, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections) necessary to support effective teaching and learning. These are continually reviewed, evaluated, and maintained in order to meet functional needs.
- UNC fulfills the claims we make for an enriched and comprehensive educational environment, and our co-curricular programs are well suited to our mission and effectively contribute to the educational experience of our students. These contributions include the ways in which UNC provides services that support equal learning opportunities for all students, coupled with a vibrant learning and living community.

Future Actions

- Although UNC is doing a commendable job in academic advising, we still lack agreed-upon institutional standards for quality advising. Advising standards have been implemented at the college and unit level but might be characterized as piecemeal. In conjunction with the “one-stop” student service model that is proposed for the Campus Commons project and the adoption of the Student Success Collaborative for data-driven advising, we anticipate that advising will become more consistent across the university, and the adoption of Degree Works will add powerful resources for faculty and professional advisors, which is also expected to improve advising.
- The Integrated Student Support Plan is beginning to take shape through the implementation of the Student Success Collaborative, planning for the one-stop model, and supplemental academic instruction programs in mathematics and English. However, there is significant work to be done to organize our disconnected student advising efforts into the one-stop advising program. The goal is to coordinate and integrate various forms of non-faculty student advising and support into a seamless process where students are provided a one-stop, case-management approach to assisting them in succeeding to graduation. This means working together with over ten different units that are currently involved in some form of academic advising and coordinating the one-stop model with faculty and staff involved in advising within the colleges.
- While there is significant work being done across campus to assess student learning in and out of the classroom, there are some areas for improvement. Most notably, the university has not conducted systematic direct assessment of learning in the Liberal Arts Core (LAC) at the institutional level. Such assessment is localized within the departments that contribute courses to the LAC. This was one of the motivating factors for the university’s application to participate in the HLC Assessment of Student Learning Academy, and the Task Force participating in the Academy has made recommendations we are beginning to implement. The adoption of LiveText is expected to improve our efforts in this area as well as the quality of data available within and across programs to better understand what and how well students are learning.

Criterion 3 Resource Exhibits

RE#	Document (as titled in the Electronic Evidence Room)
RE3	2009 Image Survey Summary
RE4	2011 Image Survey Summary
RE6	2013 Image Survey Summary
RE11	2014-2015 Graduate Catalog
RE12	2014-15 Undergrad Catalog
RE20	Board of Trustees Policy Manual
RE26	Community and Civic Engagement Plan
RE27	Discoveries in the Public Interest
RE28	Diversity and Inclusion Plan
RE35	Fiscal Year 2015 June Book
RE38	Internationalization Plan
RE39	LAC Task Force Spring 2014 Report
RE41	MCB Employee Handbook
RE43	New Degree Program Planning Proposal
RE52	UNC Program Review_Academic
RE54	UNCResearchPlan_2012-2015
RE56	Program Review Report-Tutoring Center
RE61	2013 HERI Faculty Survey
RE62	2014 College Senior Survey
RE72	BOT Minutes June 13 2014
RE87	Email Degree Works April 19 2012
RE94	Five-year Fiscal Sustainability Plan
RE118	UNC Libraries Comparative Statistical Report 2011
RE119	University_Regulations
RE120	Honors Program Thesis Handbook
RE122	2012-2013 Undergraduate Alumni Survey
RE123	2013 Image Survey Students
RE124	2013 Image Survey Alumni
RE126	Assessment Fair Schedule 2014
RE127	2014 Assessment Report CHE
RE128	2014 Assessment Report IEP
RE129	2014 Summary I'm First
RE130	2014 Assessment Report Orientation

RE131	2014 Assessment Report Tutoring
RE132	Advising Program Review Report
RE133	ALI Overview and Description
RE135	ASRM Research Evening Spring 2010
RE136	HLC Assessment Academy Application
RE137	Assessment Mini-Grant Proposal_LAC Area 6
RE138	Authors and Artists 2013
RE139	CAS SAGS for Admissions
RE140	CAS SAGS for Advising
RE143	CETL Data Analysis Presentation
RE144	CETL Faculty Fellows Workshops
RE145	CETL Professional Development Descriptions
RE146	CETL Professional Development Report
RE147	CIE External Reviewer Report
RE148	College Competes Recognition
RE152	Counseling Center Program Review Report
RE153	Dance Education Proposal Phase 1 and 2
RE154	Diversity Coursework Analysis
RE156	Email J Henderson October 15 2013
RE157	Fall 2014 Tutoring Course List
RE159	HERI Faculty Survey Report 2007
RE160	HERI Faculty Survey Report 2010
RE161	HERI Faculty Survey Report - 2013
RE162	HSS Policies and Procedures Manual 2014
RE163	i@unc proposal SAI math and English
RE164	JMC External Review--April 2013
RE165	LIB_FacultyWorkPlansReappointmentandEvaluation
RE166	Liberal Arts Core Course Criteria
RE167	Liberal Arts Council August 2014 Retreat Minutes
RE168	Making Program Review Meaningful
RE170	NHS_Advising Survey
RE172	NHS Faculty Evaluation April 2013
RE173	NHS Learning Facilities
RE174	Phase 1 Proposal Master of Arts in Teaching Diverse Learners
RE175	PreNursingAdvisingSpring2015
RE176	Pricing and Enrollment Discussion

RE177	Program Review Memo - Counseling
RE178	Program Review Memo-JMC
RE179	PVA Faculty By laws
RE181	Sample Dual Enrollment Trigonometry Syllabus
RE182	Sample UNC Trigonometry Syllabus
RE183	Software Packages
RE184	SSAI Overview and Description
RE185	SSAI and SSAI-PR Participants
RE186	SSAI Projects
RE187	SSAI-PR Overview and Description
RE189	SSC Presentation
RE191	UNC Executive Summary-ACHA National Health Assessment
RE192	Works in Progress Symposium
RE218	Course Designations
RE226	2013-2014 Graduate Exit Survey
RE237	Fiscal Year 2014 June Book
RE263	CIRP and HERI Summary Report
RE264	Program Requirement Analysis
RE268	Undergraduate Capstone Requirements
RE272	Adjunct Handbook
RE273	Graduate Teaching Assistant Orientation
RE274	Honors Program Handbook
RE275	NHS Research Celebration
RE278	Academic Advising website
RE281	Academic Probation website
RE285	Admissions website
RE288	UNC Virtual Tour
RE293	Biological Sciences Research Active Faculty
RE299	Campus Recreation Mission and Vision website
RE300	Career Services website
RE301	CAS website
RE304	Center for International Education website
RE305	CETL webpage
RE306	CETL Faculty Development Forums 2013
RE307	CETL Faculty Fellows
RE315	Counseling Psychology Research

RE321	Dean's Leadership Council webpage
RE326	Diversity and Equity Website
RE327	Diversity Mentor Information
RE328	Dual Enrollment Adjunct Faculty webpage
RE334	Extended Campus webpage
RE335	Facilities Master Plan
RE342	Faculty Research and Publication Board website
RE347	Financial Aid website
RE348	Four Year Advising Plans
RE351	Graduate New Student Orientation website
RE353	Graduate School webpage
RE355	gtPathways website
RE356	Hiring Procedures
RE358	Housing and Residential Education Mission
RE359	Housing and Residential Education website
RE365	Information Literacy Best Practices
RE368	Instructional Design and Development webpage
RE369	Intensive English Program website
RE372	Lead On Leadership Camp
RE375	Mathematics Teacher Leadership Center website
RE377	MCB Advising website
RE379	MCB Technology webpage
RE387	Office of Research webpage
RE389	Office of Undergraduate Research webpage
RE393	Physics Research Website
RE397	PVA Calendar
RE398	Quality Matters website
RE400	Qualtrics website
RE405	Residential Learning Communities website
RE409	Skinner Music Library
RE412	Specialized Accreditation webpage
RE414	Stryker Institute for Leadership webpage
RE415	Student Engagement website
RE416	Student Health Center website
RE418	Student Success Workshop Series
RE422	UNC Campus Map

RE424	UNC High School Dual Enrollment Program website
RE426	UNC Mission and Vision Statements
RE429	UNC Undergraduate Research Journal
RE431	University 101 Outcomes website
RE432	University Assessment Council website
RE436	Veteran Services Press Release
RE706	EAB_SSC_UNC_Predictive_Workbook
RE711	Student-AthleteAcademicSuccess
RE721	L_NotificationMathTLC.pdf
RE729	GradFacultyDocResearchEndorsement
RE738	2015_CEC_Letter
RE780	NursingConference
RE781	Schedule_of_Classes
RE782	LiberalArtsCore
RE783	AdjunctAssessmentMiniGrant
RE784	CEBS_comprehensivereviewguidelines
RE785	StaffingWorksheet
RE786	PromotionTenureInformation
RE787	SocialMobilityIndex2014
RE788	BridgeProgram
RE821	LiveTextMatrix
RE825	LACSurvey

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Teaching
and Learning:
Evaluation and
Improvement

CRITERION 4



Criterion 4: 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.

The University of Northern Colorado aspires to be a premier institution of teaching and learning among the region's research universities. In an environment of heightened competition, scarce financial resources, demands for accountability, and changing student demographics, the university can and must distinguish itself through the quality of its teaching and learning. As a selective doctoral research university, we know that teaching and learning take place most effectively when instruction, infrastructure, and support services work in concert and when we are attentive to the need for the institution to collect and use the data that will help us to improve. UNC uses a thorough program review process to assure that data-driven improvement takes place for both academic and co-curricular areas. The university also employs appropriate specialized accreditation to assure that programs meet broadly accepted national and international quality standards. We have sought to improve our assessment practices through investments in infrastructure and through educating and involving faculty in effective assessment practices in order to infuse the ongoing assessment of quality broadly into the university's culture.

Core Component 4.A.

The institution demonstrates responsibility for the quality of its educational programs.

Maintaining the quality of our educational programs is a central university priority. Toward this end, the university establishes policies and practices that assure ongoing attention to the currency of the curriculum, the adequacy of resources, and the integrity of program delivery. Academic and student services programs regularly and systematically engage in self-study that focuses on quality indicators the programs and the university have identified as important. The results of program review are used for program and institutional level planning and decision making, and annual report updates ensure that programs continue to make progress towards achieving the goals identified through the program review process. In addition to program review, the university also maintains the integrity of the credits we transcript, both those completed at UNC and credits earned elsewhere.

Sub-Component 4.A.1.

The institution maintains a practice of regular program reviews.

UNC maintains a practice of regular program review that is administered by the Office of Assessment on behalf of the Provost ([RE52](#), [RE53](#), [RE216](#)). The program review process for academic programs was revised in 2007 and again in 2011, and UNC began requir-

Academic and student services programs regularly and systematically engage in self study that focuses on quality indicators the programs and the university have identified as important.

UNC began requiring student services programs to complete program reviews in 2010.

At UNC, we believe that program review is most effective when conducted collaboratively by faculty, staff, administrators, and students.

ing its student services programs to complete program reviews in 2010. The principles underlying program review at UNC are outlined in Table 5.1

Table 5.1. Program review guiding principles

-
- The purpose of program review is to support, develop, and maintain high quality academic and student services programs.
 - Program review is most effective when conducted collaboratively between faculty, staff, administrators, and students.
 - Processes should respect disciplinary missions and cultures while also recognizing the primacy of the university’s mission.
 - Program review should be evidence-based and comprehensive, including the evaluation of student learning outcomes, program-defined quality measures, and institutional data.
 - Internal and external peer review ensures objective evaluation of program strengths and challenges.
 - Program review should reflect on the past to inform decisions about the future.
 - Program review is most effective when conducted in a non-punitive environment where the goal is to identify barriers to desired levels of quality and collaboratively develop strategies for overcoming these barriers.
-

Programs conduct comprehensive self-studies at least once every ten years, with most programs completing reviews every five years. The ten-year time frame was established in order to accommodate the accreditation cycles of programs with specialized accreditation. In lieu of UNC’s program review self-study, accredited programs have the option of submitting their accreditation reports, with a brief addendum that addresses issues the university has determined are important for future planning. The program review calendar is established within each college and student services division. On average, approximately ten academic and five student services programs complete program reviews each year. Academic programs that offer both undergraduate and graduate degrees typically address all degree levels within a single program review report ([RE206](#), [RE750](#)).

ACADEMIC PROGRAM REVIEW PROCESS

Academic program review typically occurs over an 18-month period that begins with a meeting between the program leader (school director or chair), the college dean or designee, and the Assessment Director. At this meeting, conducted in early fall semester, information about the program review process, timelines, and requirements is discussed, and any questions the program has are addressed. Each program receives a report that contains longitudinal data collected by the institution such as enrollments, credit hours generated, and degrees conferred ([RE213](#)). These data are

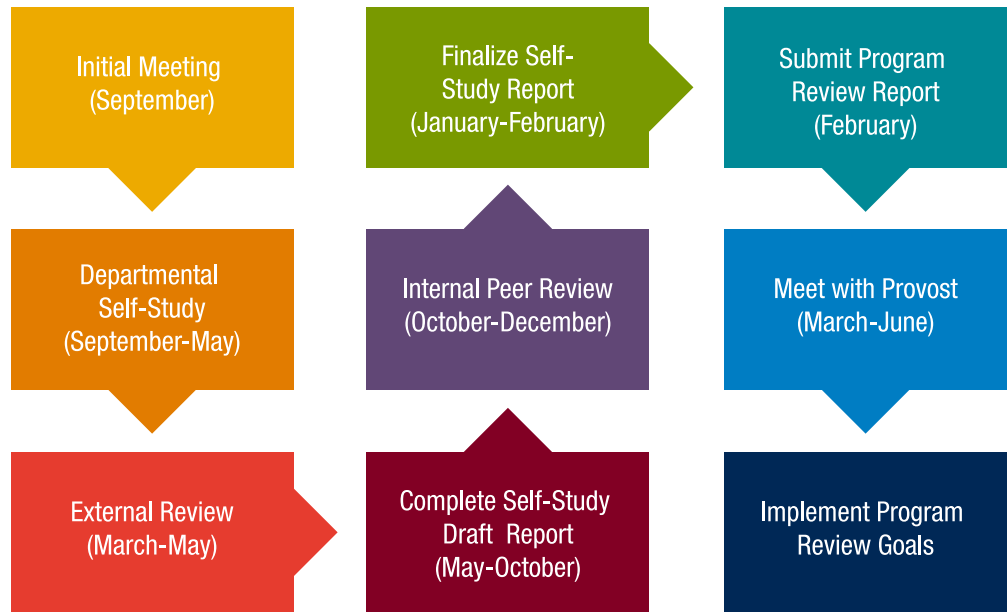
updated annually and available to the program online. In addition to the institutional data, undergraduate programs receive reports of their students' responses to the CIRP College Senior Survey, and all degree levels receive placement data from the annual Alumni Survey (when there are sufficient responses to support disaggregation). For small programs or those with low response rates, the Office of Assessment may administer additional alumni surveys to improve the quality of information available to those programs. For example, a special survey was conducted for the Women's Studies program (since renamed Gender Studies) in 2011 ([RE217](#)).

Over the next several months, program faculty conduct a self-study using the institutional data provided, assessment data collected and maintained by the program, and other relevant information (national trends within the discipline, accreditation standards, etc.). Using this information, programs conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats), and prepare an initial draft report. An external reviewer, selected collaboratively by the program and the college dean, visits the campus, typically in spring semester. The university provides up to \$2,000 per program to fund the external review, which is usually sufficient to cover all associated costs. The role of the reviewer is to provide objective, third-party expertise on issues such as the currency of the curriculum, faculty qualifications, the quality of facilities and other program resources, and other topics relevant to the specific discipline. Programs with specialized accreditation may substitute the accreditation site visit for the external review. The program uses its SWOT analysis and feedback from the external reviewer to develop goals for the next five years and also to identify resources necessary to achieve these goals. These are incorporated into a second draft, which is reviewed by the college dean and a college-wide committee established in each college. Programs with graduate degrees also send a copy of the draft to the Graduate Council, which worked with the Office of Assessment in 2012-2013 to develop a specific section of the report that addresses questions related to review of graduate education. Feedback from the Graduate Council is used to generate a set of specific recommendations for improvement in graduate programs. Programs use the feedback from the internal review process to finalize the self-study report, which is submitted to the Office of Assessment in early spring the year after the process began ([RE199](#)). Figure 5.1 provides a graphic representation of the program review process for academic programs.

External reviewers provide objective, third-party expertise on the currency of the curriculum, faculty qualifications, and program resources.

Feedback from the Graduate Council is used to generate specific recommendations for improvement in graduate programs.

Figure 5.1. Program review process for academic programs



The program review process concludes with a meeting between the program’s leader, faculty, Dean, Assessment Director, Associate Provost, and Provost to collaboratively determine future actions within the context of the Planning Map.

The program review process concludes with a meeting between the program’s leader, faculty members, the college dean, the Assessment Director, and the Provost. The Associate Provost for Undergraduate Studies attends meetings with undergraduate programs, and the Associate Provost for Graduate Studies participates in meetings with graduate programs. At this meeting, participants have an opportunity to reflect on the program review process, and this feedback is used to make improvements to the process where necessary (RE223). Program strengths are acknowledged in the meeting, but the main focus is to determine how best to use the program review results for future planning and resource decisions, in the context of the nine Core Plans. Those present collaboratively decide on a set of specific actions to be completed during the next review period. Resource requests are addressed, and specific timelines and deadlines are often established as well. A memorandum is prepared to document the results of the program review, and the program’s progress on completing the actions described in the memo is documented through annual reports and the next comprehensive self-study, effectively closing the loop on the process. Results, described in Tables 5.2 and 5.3 in the next section, are also used to inform decisions related to annual hiring plans, capital requests, and technology projects.

STUDENT SERVICES PROGRAM REVIEW PROCESS

In many respects, student services program review mirrors the academic program review process. Specifically, the review involves a self-study conducted by the program, external review by someone with content expertise, and a culminating meeting with the Provost. The process differs in two significant ways: (1) the use of a national set

of standards as the evaluation framework; and (2) mandatory participation in a three-day training on conducting program review. A team of representatives from each of the student services areas worked with the Office of Assessment to develop the program review guidelines for UNC's student services programs. Because program review was new to many of these areas, the team recommended that the university incorporate national standards to provide a framework for program evaluation. The use of national standards helped the university and the programs engage in a more objective review process and develop a shared understanding of what constitutes quality in the delivery of student services programs. We decided to use the Council for the Advancement of Standards (CAS Standards) for program review ([RE301](#)). Originated jointly by the American College Personnel Association and the National Association of Student Personnel Administrators over 30 years ago, the CAS Standards are regularly reviewed and updated by higher education experts, most recently in 2012. The current standards address program performance in 12 categories:

Mission	Ethics	Financial Resources
Program	Law, Policy, & Governance	Technology
Organization & Leadership	Diversity, Equity, & Access	Facilities & Equipment
Human Resources	Institutional & External Relations	Assessment & Evaluation

To address the distinct missions of the different student services units, specific CAS self-rating guides describe expectations for how various programs should apply the standards. Programs use these rating guides to evaluate how they are performing in the various categories, synthesizing the results to identify underlying strengths and weaknesses, which are summarized in a SWOT analysis.

To facilitate stronger self-studies, the Office of Assessment developed a training program, the Student Services Assessment Institute for Program Review, which all programs must complete prior to initiating the program review process ([RE187](#)). Conducted over a three-day period each summer, the training is attended by teams from each program consisting of the program director or coordinator and additional staff members. The curriculum includes sessions on each of the CAS Standards, the basic program review process, SWOT analysis, and writing the self-study report. To date, all programs have completed the training.

PROGRAM REVIEW EFFECTIVENESS

Although the university continues to make adjustments to the process to ensure the best possible use of faculty, staff, and administrator time, overall, program review works as intended. Common themes that have emerged from feedback provided by programs include both positive and negative remarks, with most of the latter related to the work involved in completing the self-study. In spite of the time and energy

UNC uses the national CAS Standards as the evaluation framework for student services programs.

All student services programs are required to complete a three-day training, developed by the Office of Assessment, prior to beginning the program review process.

required, most programs report that the process was beneficial in helping the program stay focused on its mission, plan for the future, and take the time for meaningful dialogue and reflection about student learning (RE223). Many programs cite the external reviewer and the meeting with the Provost as particularly positive aspects of the program review process.

Program review outcomes vary depending on the program and the nature of the issues identified through the review process; however, the process has produced several improvements to individual programs and has also influenced and contributed to institutional planning and budget processes. Tables 5.2 and 5.3 highlight a representative sample of program review outcomes since our last accreditation visit.

Table 5.2. Sample of academic program review outcomes

Program	Outcome
Africana Studies	Created new major with emphasis in secondary teaching.
Business	Developed and launched following programs: MBA, Master of Accounting, and interdisciplinary Software Engineering.
Criminal Justice	Developed a certificate program in Criminal Investigations
Economics	Developed common syllabi for all economics Liberal Arts Core courses, including common learning outcomes and course materials.
Geography	Expanded GIS instruction, including adding a minor in Geographic Information Science.
Gerontology	Expanded interdisciplinary partnerships by requiring coursework in other disciplines and converted contract-renewable position to a tenure-track line.
Human Rehabilitation	Changed course delivery format from weekends to evening and afternoon classes with positive reactions from students.
Journalism and Mass Communications	Acquired new digital equipment and software.
Recreation, Tourism, & Hospitality	Hired new full-time faculty member (new line) to meet growing demand for the major.
Science Education	Created and appointed director to improve coordination and oversight of interdisciplinary undergraduate and graduate Science Education programs.
Theatre Studies	Began renovations to performing arts venue (Langworthy Theatre).
Women's Studies	Changed name to Gender Studies to reflect changes in the discipline.

Table 5.3. Sample of student services program review outcomes

Program	Outcome
Admissions	Revised view book and campus tours to place greater emphasis on academic programs.
Campus Recreation	Added an Outdoor Pursuits program that provides 100 bicycles for checkout as well as a gear shop, trips program, and workshops.
Center for Human Enrichment	Renovated facilities to address accessibility, safety, and confidentiality issues.
César Chávez Cultural Center	Addressed staffing needs by converting administrative support position to assistant director and adding a graduate assistant. Stabilized funding for all of the cultural centers by changing Student Fee Allocation Process.
Honors, Scholars, and Leadership	Initiated significant structural changes to the Honors and President's Leadership Programs (PLP), creating a new required research methods course for Honors students and redesigning the PLP curriculum.
GLBTA Office	Addressed transition of the office to the status of a center, similar to the cultural centers.
Marcus Garvey Cultural Center	Clarified appropriate levels of engagement in recruitment activities to ensure program staff have adequate time to deliver support to currently enrolled students. Altered funding structure to ensure more predictable annual funding levels.
New Student Orientation	Implemented new summer schedule to provide more opportunities for students to meet with advisors from their colleges.
Student Activities	Completed assessments of specific programs and activities using CAS learning and developmental outcomes.
Tutoring Center	Purchased TutorTrac, automated several program operations, and developed measurable student learning outcomes to assess program efficacy.

Program review results were used to stabilize funding for all four Cultural Centers.

Sub-Component 4.A.2.

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

All credit transcribed at UNC is evaluated. The curriculum approval process, described in Criterion 2, assures that courses meet approved standards of rigor prior to being added to the catalog. UNC awards credit based on the U.S. Department of Education definition of a credit hour (34 C.F.R. § 600.2). Policies assure that courses meet the minimum contact minutes per credit hour regardless of whether the course is offered in a standard 16-week term or through an alternate format (Tables 5.4 and 5.5) ([RE198](#)).

Table 5.4. Minimum contact minutes

Credit Hour(s)	Contact Minutes	Hours
1	750	12.5
2	1500	25
3	2250	37.5
4	3000	50
5	3750	62.5

Table 5.5. Weekend format

Credit Hour(s)	Meeting Day Minimum Requirement
1	2 days
2	4 days over 2 weekends
3	6 days over 3 weekends
4	8 days over 4 weekends
5	10 days over 4 weekends

In 2013-2014, nearly 70 faculty members attended Registrar 101, a professional development workshop presented by the Registrar's Office, to learn about policies and practices related to grades, transfer evaluation, and course scheduling.

Faculty are responsible for evaluating student performance in courses, determining the criteria for grading, and assigning grades. The university uses a 4.00 +/- grade point system that includes letter and S/U grades. In circumstances where a letter or S/U grade is not assigned, the university maintains well-defined policies for grades of **UW** (unauthorized withdrawal), **W** (approved withdrawal), **I** (incomplete), and **NR** (applies to courses that require longer than a semester to complete, such as dissertation credits) ([RE350](#)). The Registrar is responsible for assuring the integrity of all credit the university transcripts. Towards this end, the Registrar works closely with the faculty who serve on the Academic Policies Committee, campus administrators, the Provost, and the Steering Committee for the Oversight of HLC and Legislative Academic Compliance. In 2013-2014, the Registrar's Office began offering professional development to faculty through a workshop, Registrar 101, which presented changes in internal and external regulatory policy and practice related to grades, transfer evaluation, course scheduling, and related topics ([RE751](#)). Nearly 70 faculty members have attended these sessions to date.

Students seeking credit for prior learning have several options including the following: Advanced Placement (AP) and International Baccalaureate (IB), military service school, College Level Examination Program (CLEP), and Teacher Cadet Program. Specific courses and examination scores eligible for college credit are described on the university's website ([RE287](#)). Students may transfer up to 30 credits for college-level courses completed at United States military service schools. Similarly, students may also apply a maximum of 30 credits earned through CLEP tests. Stu-

dents who participated in a Teacher Cadet Program in high school may receive credit towards their Professional Teacher Education Program, which is counted as non-residency transfer work.

Sub-Component 4.A.3.

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

Students may apply up to 90 transfer credits from an accredited institution towards the undergraduate degree, and graduate students may transfer up to 9 credits. The Registrar determines which credits are transferable for undergraduate students based on equivalencies approved by academic units. Once these equivalencies are approved by the faculty, they are entered into a transfer library to ensure timely evaluation and consistency in the awarding of credits. The transfer library currently holds over 150,000 course equivalencies and continues to grow as new courses are added. Although UNC's transfer policies assure the proper awarding of transfer credit, one challenge we continue to address is reducing the amount of time between when a student submits courses for evaluation and the determination of course equivalencies by the appropriate faculty. This can be particularly problematic when courses are submitted by students during the summer. Some of the steps UNC has taken to address this problem include creating and maintaining the transfer library, working with unit chairs and directors to accelerate the timeline for review of transfer courses, and establishing and posting transfer guides and articulation agreements ([RE421](#)).

UNC only accepts transfer credit from regionally accredited institutions; The university's policies allow students who have completed coursework at non-accredited institutions to make a formal request to have those credits considered for transfer. UNC posts our transfer policies on the Registrar's webpage and also in the catalog ([RE401](#)). Students who disagree with their transfer evaluation may appeal the decision through an appeals process. Students who are dissatisfied with the outcome of the appeals process may also file a complaint with the Colorado Department of Higher Education.

UNC evaluates credits earned at recognized international universities. The university requires that international transcripts for undergraduate study abroad be evaluated by an approved evaluation service, the American Association of Collegiate Registrars and Admissions Officers International Education Services ([RE447](#)). International student transcripts and international graduate transfer credit are evaluated by Graduate School staff trained in international transcript evaluation.

Sub-Component 4.A.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.

UNC exercises authority over the prerequisites for courses through the university's registration process. Prerequisite courses are identified through the curriculum approval process and then entered into the university's integrated student information system, Banner. Course registration is done online, and the system automatically prevents enrolling in any course for which a designated prerequisite has not been completed. A faculty member may waive a prerequisite after consultation with a student to ensure the student is prepared to succeed in the course. Colorado limits the number of credits required for a bachelor's degree to 120 semester credits, and prerequisites must be included within the 120 limit unless the Board and the Colorado Commission on Higher Education grant an exception ([RE20](#)). Waivers have been granted statewide to teacher-preparation programs, which are capped at 126 hours.

As outlined in Criterion 2, course rigor is maintained through the curriculum review process. Board policy places authority for the curriculum with the faculty ([RE20](#)). Curriculum approval occurs through a series of review processes overseen by faculty at the program, department or school, college, and Provost's office levels. College curriculum committees regularly meet to approve revisions to existing courses and new courses ([RE224](#)). Proposals for modifying or adding courses address various issues related to course rigor such as course objectives, content, requirements, evaluation methods, and required texts or readings ([RE207](#)). The university has established definitions for the various course levels and has policies that ensure the rigor of courses is appropriate to the degree level ([RE218](#)).

All faculty teaching at UNC meet the minimum qualifications as specified by Board policy 2-3-301 ([RE20](#)). The master's degree or equivalent is the minimum qualification for lecturers, and the doctorate or equivalent terminal degree is the minimum for all other faculty ranks. UNC requires original transcripts to be submitted within one month of a job offer and also conducts educational verifications for faculty positions ([RE371](#)). Currently, records are maintained in Human Resources and the colleges. In the future, electronic copies of faculty transcripts will be uploaded into Digital Measures as part of the faculty portfolio.

Instructors teaching in the Dual Credit concurrent enrollment program are considered adjunct faculty and must hold a master's degree in the appropriate discipline. They must follow UNC policies, which are outlined in the UNC Adjunct Faculty Handbook ([RE272](#)). Dual credit course syllabi are reviewed and approved by the

Instructors teaching in the Dual Credit concurrent enrollment program are considered adjunct faculty and must hold a master's degree in the appropriate discipline.

academic department at UNC offering the course to ensure that the learning objectives and requirements are equivalent to those for the campus-based course ([RE181](#), [RE182](#)). Courses completed through Dual Credit concurrent enrollment become a permanent part of the student's college transcript.

Sub-Component 4.A.5.

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

UNC maintains specialized accreditation where appropriate. The decision to seek and maintain specialized accreditation is reviewed by the program faculty, chair/director, college dean, and Provost and is based on the value-added benefit to students and to the university. First, UNC considers whether specialized accreditation is required for certification or licensure within a profession. All degree programs at UNC in fields with this requirement are accredited by their professional association ([RE412](#)). In addition to licensure or certification requirements, UNC also considers whether specialized accreditation provides a competitive advantage to students seeking entry into various professions or advanced study. For example, graduates of UNC's master's-level counseling programs are eligible to become National Certified Counselors because the programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In some cases, faculty and administrators decide that accreditation does not confer sufficient academic benefit to students or to the university. When this is the case, those programs may still use the accreditation standards as aspirational benchmarks for program currency and quality without pursuing accreditation. For example, the Journalism and Mass Communications department, as a result of its most recent program review, decided not to pursue accreditation at the current time but will employ national disciplinary standards for program quality ([RE178](#)).

Sub-Component 4.A.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).

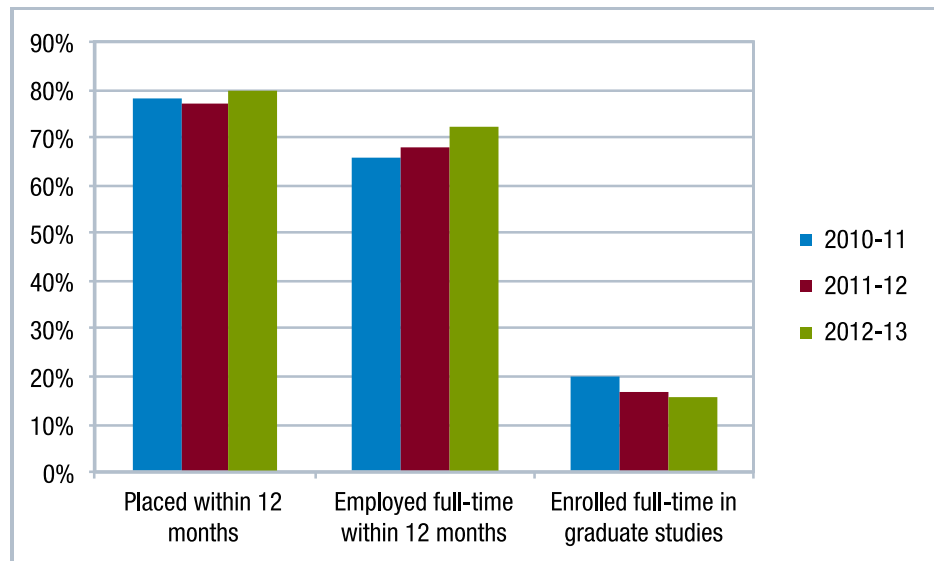
To evaluate the success of its graduates, the university relies on various sources of information. At the institutional level, UNC administers an annual Alumni Survey to all degree recipients 12 to 18 months following graduation ([RE483](#)). The current survey was significantly revised in 2010, and data are available for the last three years ([RE205](#)). Figures 5.2 and 5.3 show placement rates for degree recipients within one year of graduation based on responses to the annual Alumni Survey. Based on the

The decision to seek and maintain specialized accreditation is reviewed by the program faculty, chair/director, college dean, and Provost and is based on the value-added benefit to students and the university.

UNC has implemented new administration strategies for the Alumni Survey in recent years that have contributed to response rates more than doubling over a three-year period.

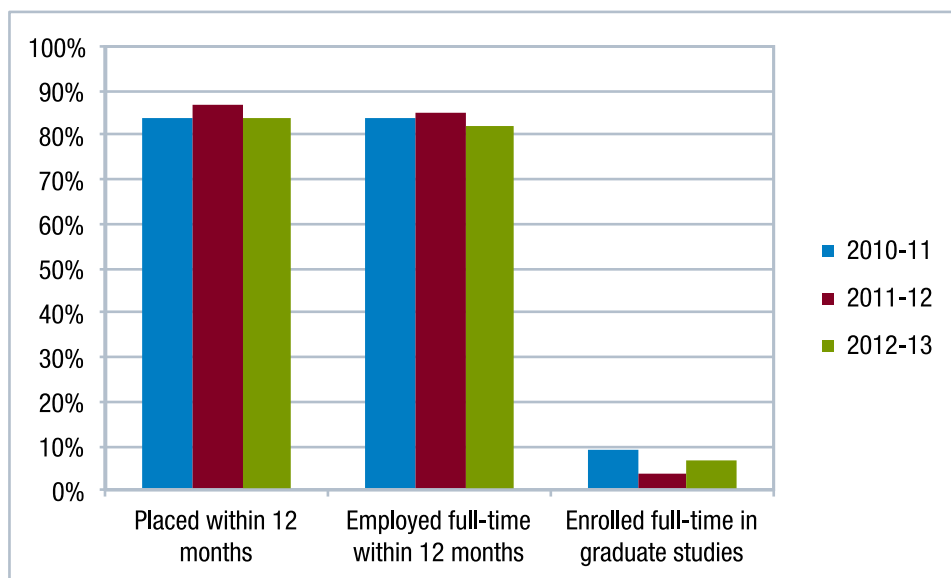
most recent results, full-time employment rates for undergraduate students are lower than we would like to see but consistent with national trends and current economic conditions that place the unemployment and underemployment rate for recent college graduates as high as 53% (RE286). The university continues to modify survey administration processes to increase response rates on the Alumni Survey. For example, we have added a telephone follow-up to non-respondents conducted by students working in the Social Research Lab and also offered iPads as incentives in the most recent survey. We have also been exploring whether the use of social media sites such as LinkedIn might provide a reliable source of placement information in the future. These efforts have contributed to response rates more than doubling since our first administration of the current survey to the 2010-2011 degree recipients

Figure 5.2. Undergraduate degree recipient placement rates (2010-2013)



Source: UNC Undergraduate Alumni Survey

Figure 5.3. Graduate degree recipient placement rates (2010-2013)



Source: UNC Graduate Alumni Survey

Along with basic placement data, the Alumni Survey also collects information about placement in a field related to the major, employment in the state of Colorado, level of preparation for work and graduate studies, and overall satisfaction with their UNC education. Approximately 75% of 2012-2013 undergraduate alumni who are employed reported they were employed full-time in a field related to their major, with over 90% of graduate degree recipients employed in fields related to their degrees. Seventy percent of the undergraduate respondents indicated that their degree prepared them to be successful in their work, and 87% felt well prepared for graduate studies. Eighty-four percent of the 2012-2013 graduate alumni reported feeling their degrees prepared them for success in their careers. Data from the annual Alumni Survey are disaggregated by college and program and shared with faculty and administrators for annual and comprehensive program review. In the most recent survey, at the request of the College of Performing and Visual Arts, items regarding entrepreneurial preparation were included on the survey ([RE752](#)).

Another source of placement data comes from the Graduate Exit Survey, which the Graduate School administers three times annually at the close of each academic term ([RE226](#)). Recent graduates are invited to participate in the survey approximately two weeks after graduation; thus, the Graduate Exit Survey provides valuable data about career placement at the time of graduation. In the most recent survey, 73% of the 2013-2014 graduate degree recipients who responded to the survey reported some degree of satisfaction with their preparation for future career or advanced educational pursuits. Also, the majority (74.3%) of the 2013-2014 graduates responding to the

Data from the annual Alumni Survey are disaggregated by college and program and shared with faculty and administrators for annual and comprehensive program review.

High licensure pass rates demonstrate that UNC's education students possess the requisite knowledge needed for success in their profession.

survey reported holding a job in the field of education (elementary schools, high schools, universities, and community colleges), 14.6% were employed in the health field (healthcare and medical centers), and 11.2% indicated they were employed in other fields (retail, government, and military).

Individual programs regularly collect and evaluate information from sources such as licensure examination rates, advisory boards and employer feedback, and program-specific alumni surveys. For example, the College of Education and Behavioral Sciences collects state and national licensure examination results for teacher candidates and other education professionals (information about other programs that collect licensure and national examination results can be found in the Federal Compliance section) ([RE209](#)). The two-year overall pass rate for teacher candidates was 91%, and the six-year rate for other educational professionals (school counselors, special education, etc.) was 92%. These high pass rates demonstrate that UNC's education students possess the requisite knowledge needed for success in their profession. The School of Theatre Arts and Dance maintains a list of alumni employed in the industry, and the number of UNC alumni appearing in Broadway productions attests to the quality of the program ([RE214](#)).

Core Component 4.B.

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning

UNC is committed to educational achievement and improvement through ongoing assessment of student learning. In recent years, UNC has improved assessment practice through investments in personnel and infrastructure that support assessment of student learning, revisions to program review, and participation in the HLC Academy for Assessment of Student Learning. A brief summary is described below:

- Expansion of capacity to promote a systemic approach to the assessment of student learning outcomes, including an Assessment Office led by a full-time director who reports to the Provost (2007), an assistant director responsible primarily for faculty and staff professional development (2012), a survey specialist (2013), a graduate research assistant (2009), and six Faculty Assessment Fellows (2011), who receive course release time;
- Revisions to academic program review that place greater emphasis on student learning outcomes assessment (2007-2008);
- Implementation of program review for student services programs (2010);
- Improvements in data collection and reporting capabilities, including a site-license for an online survey tool, Qualtrics (2011), and implementation of a new assessment management system, LiveText (2014), to replace TracDat and better track student learning outcomes;

- Appointment of a University Assessment Council (2010), with representatives from each of the colleges and student services divisions, Faculty Senate, and the Graduate Council;
- Implementation of an annual university-wide Assessment Fair (2012) to showcase assessment research and best practices;
- Implementation of an annual mini-assessment grant competition (2013) to support innovative assessment practices;
- Ongoing faculty and staff development in assessment through stand-alone workshops, cohort-based institutes, and university-sponsored conference attendance; and
- Participation in the HLC Academy for Assessment of Student Learning with two projects: (1) transforming the culture of assessment through a focus on program-level assessment (2012); and (2) strengthening the Liberal Arts Core (2013).

While the university has made substantial progress on improving assessment practice, we face several challenges we are working to address through our participation in the HLC Assessment Academy and other ongoing efforts ([RE136](#)). These challenges are described in greater detail in the following sections. Consistent leadership, ongoing professional development, and significant involvement of faculty have resulted in documentable improvements in recent years.

Sub-Component 4.B.1.

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

UNC has clearly stated goals for student learning at the course, program, and institutional levels (the latter was described in detail in Criterion 3). The curriculum review process requires the inclusion of learning objectives for all courses. Assessment of learning at the course level is the responsibility of faculty teaching the course. Faculty employ a broad range of methods for assessing student learning in the courses they teach, as suggested by data from the HERI Faculty Survey ([RE61](#)). For example, 84% of respondents report using rubric-based assessment at least some of the time in their courses, with one-third using this technique in all courses. Ninety-three percent of the respondents indicate they provide formative assessment for student work in progress, with 46% reporting they frequently provide this type of feedback. Nearly all of the respondents explicitly link assignments with course goals or learning objectives.

Academic degree programs articulate program-level learning outcomes that describe what students should know or be able to do by the time they graduate. The university does not require the use of specific assessment methods; instead, program-level learning outcomes are assessed by faculty using methods appropriate to

Consistent leadership, ongoing professional development, and significant involvement of faculty have produced documentable improvements in assessment in recent years.

Ninety-three percent of faculty provide formative assessment for student work in progress.

the discipline. Typically, most programs employ multiple methods consisting of two or more of the following: standardized or locally-developed examinations, capstone or research papers, performances or portfolios, or exit and alumni surveys. Table 5.6 provides a representative sample of program learning outcomes and assessment methods.

Table 5.6. Sample of program-level learning outcomes and assessment methods

Program	Learning Outcomes	Assessment Methods
Accounting	Students will demonstrate competency in the use of professional accounting software.	Junior-level course-embedded assignment, senior-level course-embedded case study
Economics	Students will access, organize, and interpret data and economic literature and apply them to societal issues.	Course-embedded papers and capstone project
Physics	Students will demonstrate the ability to communicate effectively about physics, both within the field of physics and with the general public.	Senior-level poster presentation, oral presentation assessed by peer and faculty-evaluated rubrics
Special Education: Deaf and Hard of Hearing	Students will demonstrate the ability to plan instruction.	Work samples and practicum competency rubric
Theatre Arts: Acting Emphasis	Acting students will have vocal qualities which enable them to be heard and understood clearly in a play, and that convey their characters convincingly and creatively through their voice.	Performance-based course-embedded assignment administered each year as students progress through program

All academic programs participate in an ongoing cycle of comprehensive program review (typically every five years). The program review self-study includes an analysis of student learning outcomes, and programs are encouraged to consider the impact of program structure, resources, hiring practices, technology, and other relevant factors on student learning. Beginning in 2014-2015, graduate programs must include additional indicators of quality, including a discussion of how the program's required coursework, experiential activities, and mentorship support students on their career paths. Embedding student learning outcomes assessment into the program review process ensures that programs are regularly and systematically engaging in assessment of student learning and also provides an opportunity for faculty and administrators to identify programs that need support in effective assessment. Since 2012, the university has used the program review process as one mechanism for recruiting

In program review reports, graduate programs must address quality indicators that describe how the programs support students on their career paths.

programs to participate in the Assessment Leadership Institute, our HLC Assessment Academy project (described in greater detail in Sub-Component 4.B.4).

Sub-Component 4.B.2.

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

When the University Assessment Council was established in 2010, one of its first tasks was to develop guidelines for program-level assessment ([RE210](#)). This work was informed by a set of guiding values summarized in Table 5.7.

Table 5.7. Guiding values for program-level assessment

-
- Faculty and staff within the program are responsible for making decisions about program-level student learning outcomes assessment. These decisions occur in consultation with administrators and other stakeholders through established institutional governance and administrative processes such as program review, curriculum approval, and the budget process.
 - Every program (academic and student services) will participate in student learning outcomes assessment.
 - Every program will use assessment data to evaluate the effectiveness of the curricular and co-curricular offerings to inform program improvement.
 - Assessment methods should be simple, manageable, and program specific.
 - Assessments should be made at several important transition points during students' progress through and upon program completion.
 - Program-level student learning outcomes assessment should be systematic and ongoing.
-

The second and third bullets in Table 5.7 speak specifically to the expectation that all academic and student services programs are expected to assess student learning outcomes. As previously noted, all academic programs have articulated learning outcomes or objectives and are expected to assess what and how well students are learning ([RE568](#)). One challenge the university has identified is related to the methods used by some programs for assessing student learning. While programs have significant autonomy in selecting methods that are best suited to their disciplines, UNC encourages programs to use direct methods of assessment that provide authentic evidence about what students know or can do. A limited number of programs continue to rely primarily on course grades or indirect methods such as self-report data from surveys and exit interviews. The university's recent adoption of LiveText has enhanced our ability to gain a deeper understanding of the methods programs

The university's recent adoption of LiveText has enhanced our ability to gain a deeper understanding of assessment practices within and across programs.

The university uses aggregate results from program assessment reports to develop additional professional development offerings to strengthen current practice.

Participants in the first cohort of the Assessment Leadership Institute significantly increased their use of direct assessment methods for evaluating program-level learning outcomes.

are using. In 2014, we were able to use the software to conduct an assessment of assessment at UNC to identify strengths and challenges in current assessment practices. Programs receive specific feedback on areas for improvement, and the Office of Assessment uses the aggregate results to develop additional resources and professional development offerings to strengthen current practice.

Evidence collected from our HLC Academy project demonstrates the positive impact of professional development ([RE262](#)). For example, an analysis of the assessment plans from programs that participated in the first cohort of the Assessment Leadership Institute (ALI) shows that all participating programs made significant increases in the use of direct assessment methods for evaluating program-level learning outcomes ([RE221](#)). Data from ALI cohorts two and three will not be available until May 2015 and May 2016 respectively.

While there is room for improving assessment methods, evidence collected from the 2014 Assessment Report shows academic programs are using the results to identify areas for improvement. Table 5.8 provides a sample from across the university that illustrates how academic programs are assessing student learning and using the results for program improvement.

Table 5.8. Use of student learning assessment in academic programs

Program	Learning Outcome	Result	Follow-Up
Audiology (AuD)	Students will demonstrate comprehensive knowledge of theory and clinical practices.	Students exceed the national average on the Praxis examination (national certifying exam) in Audiology.	Curriculum will be maintained; however, program will add oral case studies to further supplement student learning and assessment.
Business (BS)	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable solution.	Overall scores from an ethics rubric showed that students did not achieve the performance goal.	Results referred to a faculty committee who decided the ethics case was confusing and did not provide a clear ethical dilemma. A new case was written to be used in Spring 2014.

Chemical Education (PhD)	Students will possess the necessary skills to allow them to undertake research in chemical education.	All students successfully defended their dissertation. The quality of the defense is currently not measured other than anecdotally.	The department's Assessment Committee will evaluate whether qualitative or quantitative measures would be useful for assessing this outcome. It is likely that a rubric, to be used at the dissertation defense, will be constructed.
Counseling (MA)	Students will meet expectations for treatment planning and case conceptualization.	Students consistently meet expectations; however, faculty believe the current rubric needs to be revised for more rigorous evaluation standards.	Faculty revised rubric to begin using in Fall 2014.
Human Services (BS)	Students will read, write, and think critically and discuss topics in Human Services.	Over 80% of students successfully completed written reports and oral presentations.	To increase the percentage of students who successfully meet this outcome, faculty will allow first drafts to be submitted prior to the final written report.
Journalism (BA)	Students will be able to write script or copy for a specific mass medium.	Grammar, punctuation, and style need more emphasis.	More instruction in grammar, punctuation, and style might be added. Greater weight might be placed on these areas in grading.
Theatre Studies (BA)	Students will be able to recognize and analyze various styles and genres of dramatic literature and put that analysis into practice in production.	In general, students show incremental improvement. Students report that practical projects are most effective in teaching them this skill.	More project-based courses have been added to the elective curriculum and a new course, Dramaturgy, was created and added in 2013.

Source: 2014 LiveText Assessment Reports

Prior to the introduction of program review for our student services and co-curricular programs, the university did not require these programs to document student learning and development outcomes. As these units have completed their first program reviews, several are beginning to develop and assess learning outcomes. Many of the

UNC's model for professional development in assessment includes participating in workshops, completing assessment projects, and sharing what is learned in the annual Assessment Fair.

New Student Orientation worked collaboratively with campus partners to create a curriculum map for the two-day event that connects learning outcomes to program offerings and presentations.

program staff are novices in this area, and the Office of Assessment is working individually and through professional development offerings to increase knowledge and skill in assessment. For example, in Summer 2014, a workshop series on using focus group methods for program assessment was launched with 29 participants from 10 departments ([RE202](#)). As part of the workshop series, participants are required to complete an assessment project and report on what they learned at the spring 2015 Assessment Fair ([RE201](#)). This requirement ensures that participants apply what they learn in the workshops and also share what they learn with the campus, thus contributing to institutional best practices in assessment. The model in which participants attend a series of workshops, complete a relevant project, and share what they learned is a hallmark of the professional development offered by the Office of Assessment.

As UNC's student services programs continue to improve their assessment of student learning, several departments stand out as model programs for effective assessment. For example, Campus Recreation developed student learning outcomes after completing its program review and began assessing these outcomes in spring 2014 ([RE196](#)). As a result of its assessment activities, the program will begin offering more structured drop-in opportunities for students to build new connections. New Student Orientation worked collaboratively with campus partners to develop measurable and attainable learning and development outcomes for the two-day orientation program ([RE130](#)). The department used these outcomes to begin conversations with Orientation presenters about aligning session content to the overall learning outcomes, creating a version of a curriculum map for the program that helps Orientation staff and campus presenters understand where content is being introduced and reinforced throughout the two-day experience. University 101 is a three-credit freshman seminar that supports students' transition to college by focusing on learning and study skills. The program has a robust assessment cycle that includes the collection of course-embedded direct measures of student learning as well as institutional data on persistence and completion rates ([RE197](#)). University 101 was recently recognized by the Colorado Department of Higher Education as one of eight exemplary programs in the state that promote postsecondary completion ([RE148](#)).

Sub-Component 4.B.3.

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

UNC aims to be an institution in which data drive a culture of continuous improvement. Many of our programs make extensive use of assessment data to improve the quality of teaching and learning. For example, the Monfort College of Business (MCB) has a robust Assurance of Learning program. Six learning goals have been developed for business and accounting majors, and an Assurance of Learning committee oversees the measurement of those goals and the use of the data to improve their program ([RE754](#)). MCB developed Key Performance Indicators (KPIs), which are

used in its continuous improvement processes related to student learning, as well as faculty, curriculum, technology, and other issues. One KPI is the performance of MCB students on the Educational Testing Service (ETS) Major Field Exam in Business. MCB has used this exam since the early 1990s to benchmark its student performance to national norms ([RE755](#)). These results are reviewed by faculty, and curriculum changes are implemented if needed to improve student outcomes. Students have been performing at the 90-95th percentile level since 2003, so the changes made to the curriculum recently have been modest based on the results, but curricular changes have been made in the past. Inputs to these KPIs also include the results from the Educational Benchmarking, Inc. (EBI) surveys in which MCB participates. Graduating students and alumni are surveyed, and these results are tracked and used to improve student learning. Both graduating students and alumni are surveyed regarding the effectiveness of courses within their program. The KPIs are used to inform decisions on strategic planning and other initiatives that might be undertaken. For example, MCB added an advisor in the MCB Advising Center based on feedback from the EBI surveys.

The College of Education and Behavioral Sciences (CEBS) monitors education students' performance throughout their program of study. Alumni are also surveyed to determine their perceptions about their programs given their job experiences. Additionally, CEBS works with those who employ its graduates to get an external view of the quality of their graduates. The college publicizes its assessment results on its website to document program and graduate quality and to direct program improvement ([RE302](#)). Revisions being made to the secondary teacher preparation programs are based on assessment results. Additional examples of how assessment results are used to improve student learning can be found in Table 5.9.

Faculty and administrators in the College of Performing and Visual Arts (PVA) used assessment data as the basis for developing a proposal to create a new Certificate in Entrepreneurial Arts that was selected for funding in the first round of the Innovation@UNC (I@UNC) initiative ([RE826](#)). Data collected from the Alumni Survey suggested that while the majority of recent PVA graduates were satisfied with their degree (89%), only 64% felt their major had sufficiently prepared them for success in their careers. Additional data collected through UNC's participation in the Strategic National Arts Alumni Project (SNAAP) were consistent with the UNC Alumni Survey results, with only 7% of recent graduates reporting they felt their programs had provided appropriate entrepreneurship training. Focus groups with students and faculty provided additional data that laid the groundwork for identifying specific areas of focus for the proposal. When fully implemented, the new certificate will provide applied curricular and co-curricular entrepreneurial experiences that will contribute to our students' ongoing success after graduation.

The Monfort College of Business has used the Educational Testing Service Major Field Exam in Business since the 1990s to benchmark student performance to national norms.

Table 5.9. Examples of assessment data being used for improvement

Unit	Assessment Data Used	Sample Improvements
Art and Design	Results of sophomore-level e-portfolio reviews	The School of Art and Design changed the content of its fundamentals class.
Graduate School	Graduate Student Professional Development Feedback Form Focus Groups	Improved professional development offerings. Distributing results to graduate faculty.
Monfort College of Business	Exiting Student Survey (EBI) ETS Major Field Exam in Business Alumni Survey (EBI) Student Survey (Internal survey) Internal Assessment data on the College's Six Learning Goals	Revised BACS 101 Business Computing based on internal assessment data on the technology learning objective. Revisions to the curriculum are being made based on the communication learning objective.
Music	Capstone course survey Final music history assessment	Music education changed advising policies. Music history increased levels of composer and period recognition instruction in the curriculum.
New Student Orientation program	New Student Orientation uses assessment data, collected through a feedback survey from students and parents to inform program improvements.	Changes were made to scheduling options for students, advising delivery, and faculty advisor compensation based on feedback collected.
School of Biological Sciences	UNC Program Review process resulted in a goal to expand research experiences for undergraduates such that at least 20% of graduating majors participate prior to graduation.	At least 45% of undergraduate students had a research experience from 2007 to 2012.
Teacher Education	Exiting Student Survey Alumni Survey Employer Information	Revised the Secondary Teacher Preparation Program

Source: 2014 LiveText Assessment Reports

Sub-Component 4.B.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.

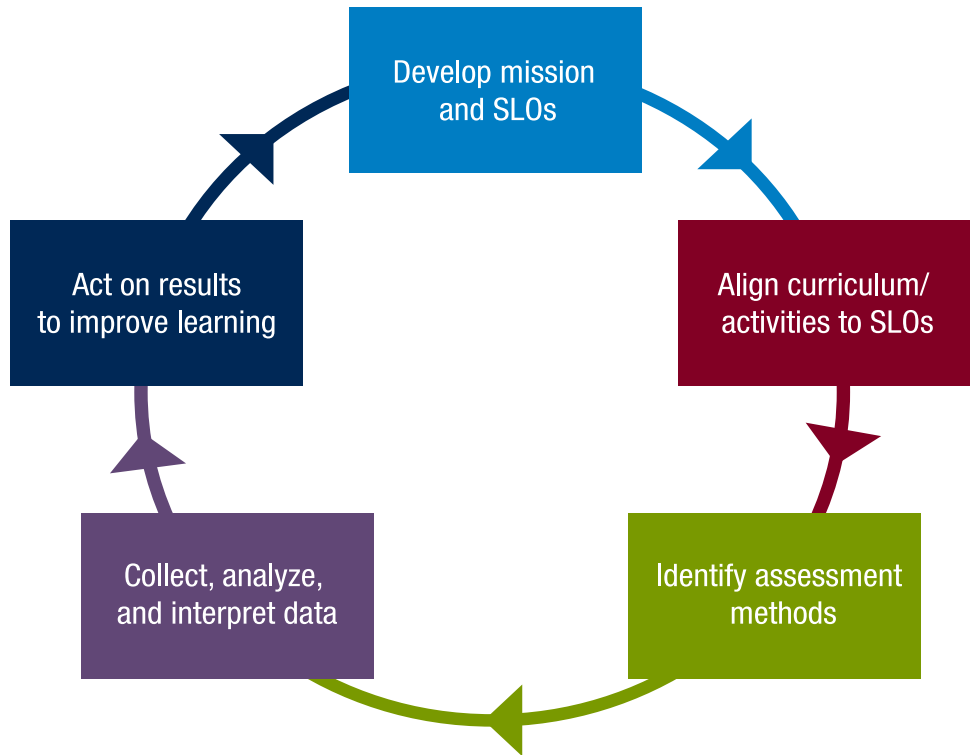
To promote effective assessment, the university has invested in organizational infrastructure, faculty and staff development, and technology. Since the last accreditation visit, the organizational structure for assessment has changed considerably. The Office of Assessment is housed in Academic Affairs, with the director reporting to the Provost. This organizational placement reflects the importance of assessment in promoting student learning and outcomes assessment and ensures strong administrative support for the development and implementation of assessment policies, practices, and initiatives. In 2005, the university had a full-time Assessment Director who was supported by two graduate assistants. The Assessment Office has grown since that time to include a full-time director, a part-time assistant director, a part-time survey specialist, and one graduate research assistant. The most substantial change, however, was the conversion of a full-time staff position in 2011 to fund reassigned time for six faculty members to serve as Assessment Fellows. This change was made at the recommendation of the University Assessment Council, who recognized a need for improving communication about assessment with faculty ([RE212](#)).

The university's processes and methodologies to assess student learning are derived from best practices informed by the work of assessment experts such as Mary Allen, Marilee Bresciani, Peter Ewell, and Peggy Maki ([RE222](#)). We have relied on the assessment literature to inform our values for assessment: namely, that the purpose of assessment is to provide information to faculty and staff about what and how well students are learning, that assessment for purposes of improvement rather than accountability is most effective, and that assessment is most useful when faculty and staff are actively engaged in the assessment process. The Office of Assessment partners with faculty and staff to create a dynamic and supportive environment that contributes to student learning. Our organizational structure reflects these values by the inclusion of Faculty Assessment Fellows who serve as assessment experts and liaisons within their respective colleges and the presence of a University Assessment Council, whose membership includes faculty and staff representatives from the colleges and student services divisions ([RE219](#), [RE432](#)).

In its first year, the University Assessment Council developed definitions and guidelines for program assessment of student learning. One of the challenges UNC had and continues to address is the need for a common language of assessment that clarifies for faculty and staff the meanings, purposes, and use of assessment. The Council developed a definition of assessment as an iterative cycle of continuous feedback for making decisions about curricular and co-curricular offerings and activities ([RE210](#)). The assessment cycle is illustrated in Figure 5.4.

We believe that assessment is most effective when focused on improvement rather than accountability, with improvement efforts providing more useful information about what and how well students are learning.

Figure 5.4. Program assessment cycle



We have consistently used this definition of assessment and have embedded it in all faculty and staff development on the topic.

The University Assessment Council plays an important role in helping the university identify and respond to challenges related to assessment.

The University Assessment Council plays an important role in helping the university identify and respond to challenges related to assessment. For example, in addition to recommendations for increasing faculty involvement and developing definitions and guidelines, the Assessment Council was instrumental in four major ongoing assessment initiatives: the annual Assessment Fair, participation in the HLC Assessment Academy, establishment of an annual Assessment Mini-Grant competition, and replacement of the university’s previous assessment management system, TracDat, with LiveText. The first Assessment Fair was held in February 2012. Its purpose was and continues to be as a forum for faculty and staff to share and learn from the work of colleagues at UNC regarding assessment research and best practice (RE194, RE195). In addition to serving as a showcase for the assessment work occurring on campus, the Assessment Fair provides compelling evidence of the ways faculty and staff are using assessment to improve student learning. The 2014 Assessment Fair featured 15 oral presentations from faculty and staff and eight poster presentations (RE126). Table 5.10 provides an example of some of the topics that have been covered since the Assessment Fair began in 2012.

Table 5.10. Sample of Assessment Fair presentations (2012-2014)

Presenter/Department	Presentation	Description
Lyda Ellis, Assessment Faculty Fellow, University Libraries	Learning Outcomes 101: Getting Started	Introduction to writing program-level student learning outcomes
Jason Byrnes, Assessment Faculty Fellow, Music Education	What are you REALLY measuring? Increasing validity through authentic performance tasks	Construction of authentic performance tasks through backward design
Deborah Romero, Hispanic Studies	Video as a Teaching and Assessment Tool in Undergraduate Studies	Role of video as an instructional tool, assessment design, and rubrics
James Erekson and Youb Kim, Reading	Indisposed: Designing Programs that Address Professional Dispositions	Tools to help faculty incorporate the development of professional dispositions in program and course design
Cathy Heise, Karen Krob, and Melissa Hoffner, Tutoring	Assessing UNC's Centralized Tutoring Program: Process and Preliminary Results	Process for implementing and refining program assessment, results, and future implications
Kathleen Dunemn, Nursing	Design of a Program-Level Assessment Plan for a New Master's of Science in Nursing Program	Developing assessment plan, methods, and use of LiveText ePortfolio platform
Brian Johnson and Stephen Wright, Counseling Psychology	Aligning Competency Benchmarks to Professional Accreditation Standards	Using assessment methods to meet accreditation standards, incorporate competency benchmarks, and inform curriculum and program changes
Richard Jurin, Environmental and Sustainability Studies	Using Student Majors within Your Program Assessment	Using student feedback to develop a mission statement and program learning outcomes

During their first year, the Faculty Assessment Fellows conducted a listening tour in their respective colleges to better understand faculty perspectives and experiences with assessment. Key findings included the following:

1. One critical roadblock is a perception that assessment is done for external audiences and regulators rather than for faculty and their programs (accountability focus);
2. Classifying assessment as a service activity diminishes the value of assessment for faculty;
3. Faculty often work in isolation from colleagues, limiting the opportunity for meaningful structured and unstructured conversations about student learning and assessment; and
4. A lack of meaningful feedback on assessment leads to confusion about the purpose and value of assessment ([RE203](#)).

Data collected by the Faculty Assessment Fellows led UNC to apply to the HLC Academy for Assessment of Student Learning.

These findings were shared with the University Assessment Council, resulting in a recommendation that UNC apply to the HLC Academy for Assessment of Student Learning ([RE136](#)). UNC has been a participant in the Academy since 2012. We started with one project, led by the Faculty Assessment Fellows and Assessment Director, focused on changing the culture of assessment from a focus on accountability to one focused on improvement (a second project related to the Liberal Arts Core was added in year two and is discussed in Criterion 3). The primary strategy we used was the implementation of the Assessment Leadership Institute (ALI). The ALI is a professional development program designed and taught by faculty for faculty ([RE756](#)). Each year, up to ten teams of faculty from various academic departments are recruited and selected to participate. The program consists of a series of monthly two-hour workshops, with each workshop focusing on one aspect of effective assessment planning. Faculty teams attend the workshops and then work on homework with other faculty in their department between sessions. Homework assignments are designed to help programs design an assessment plan over time by focusing on each step, such as writing program-level learning outcomes, creating a curriculum map, and so on. Participating programs receive a \$2,500 institutional grant. They are expected to revise or create a new assessment plan and curriculum map, complete an assessment project, and present on what they have learned at the next Assessment Fair. Since the ALI started, one cohort has completed the program, one will complete it in May 2015, and a third started the program in Fall 2014. To date, 26 programs have participated with approximately 70 faculty attending workshop sessions. Ongoing evaluation of the project suggests that it is an effective model for building capacity among programs for effective assessment practice; however, it is a time-intensive model ([RE262](#)). At the conclusion of our HLC Academy Project, we will use what we learn to develop new strategies for supporting faculty work in assessment.

At the conclusion of our HLC Academy Project, we will use what we learn to develop new strategies for supporting faculty work in assessment.

While the ALI has proven to be effective, we are limited in the number of programs that are able to participate each year. Also, because the purpose of the ALI is to support faculty development, it is not open for student services professionals. For this reason, in 2013, we began awarding assessment mini-grants of up to \$1,500 per grant to support assessment work of individuals and programs. Faculty and staff are eligible for funding, and they are required to present their work at the Assessment Fair and also to submit a final report on their project. To date, 21 projects have been funded. Table 5.11 shows a sample of funded projects.

Assessment mini-grants provide support for faculty, staff, and programs to improve assessment practices.

Table 5.11. Sample of assessment mini-grant projects

Grantee(s)	Project
Jack Barbera, Chemistry and Biochemistry	Using Math Placement Scores to Assess Students' Readiness for General Chemistry
Evgeniya Borisova, Heidi Holycross-Lui, and Elaine Steneck, Intensive English Program, Center for International Education	Building a Better IEP Placement and Exit Exam
Corina Brown and Richard Hyslop, Chemistry and Biochemistry	Development and Implementation of an Assessment of Students' Abilities to Transfer Knowledge of Organic Chemistry to Biochemistry
Coni Francis, Alena Clark, and Jamie Erskine, Nutrition and Dietetics	The Effect of Proctoring on the Outcome of Online Exams
Nancy Matchett, Philosophy	Adjunct Teaching in the Liberal Arts Core
Sara O'Donnell and Kendra Spahr, University Libraries	Evaluating the Freshman User Experience at University Libraries
Sonja Rizzolo, Aubreana DeForest, Daniel DeCino, Molly Strear, and Suzanne Landram, Graduate School	Graduate Students' Experiences and Perceptions of Co-Curricular Activities
Anna Ursyn, Art and Design	Interactive Assessment of Electronic Visuals

A strong indicator of good practice is an organized effort to record and maintain data about university programs and students. For many years, UNC used an assessment management system, TracDat, for this purpose. In 2013, the university decided to transition from TracDat to a new platform, LiveText. This decision was based on many factors, including faculty dissatisfaction and frustration with TracDat, sporadic use by programs, challenges in aggregating data across the university, and a need by some accredited programs for more robust data collection and reporting of course-level and field experience outcomes. After investigating many systems, the University Assessment Council recommended that LiveText would be an effective

documentation platform for programs with specialized accreditation while also providing a more user-friendly interface for program-level assessment. Faculty in teacher education began using the system in 2013 for course and field experience assessment. All degree and student services programs provided brief, narrative summary reports of their current program-level assessment activities in 2014. LiveText allows us to evaluate program assessment practices across the university to identify best practices as well as specific program and systemic challenges. The information from the first report is being used to inform future professional development offerings and targeted support for individual programs. We will continue conversations about how we can leverage the full capabilities of LiveText to support our assessment efforts.

Core Component 4.C.

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

At the core of the university's Strategic Framework and nine Core Plans lies a commitment to student success. Two of the plans directly apply to retention, persistence and completion: (1) Enrollment Plan and (2) Integrated Student Support Plan. These plans set specific goals and benchmarks for retention, persistence, and degree attainment. These are: (1) increase fall-to-fall persistence of all degree-seeking students; (2) increase fall-to-fall persistence of resident underserved students; (3) increase percentage of credit hours completed/credit hours attempted for first-year students; (4) increase success rates in introductory mathematics courses; and (5) increase success rates in introductory English courses.

Sub-Component 4.C.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.

In recent years, the university has been engaged in systemic planning that is aimed at serving students in fiscally sustainable ways to fulfill our mission as a public research university. To address the goals related to student retention, the university has engaged in intentional conversations around enrollment planning by addressing the continuum from student recruitment through graduation by considering both student access and student success ([RE10](#)). We have also integrated planning for undergraduate, graduate, and Extended Campus enrollment, which is helping us better connect the operational aspects of student recruitment and support. The university's Enrollment Plan is a multi-year plan with the following goals:

1. Have more students earn high-quality degrees that prepare them for work, life, and responsible citizenship.

UNC's enrollment planning considers student access and success.

- 2. Balance enrollment volume and student success to right-size UNC.
- 3. Serve students who reflect the diversity of Colorado and the world around us.

As one of the nine Core Plans in UNC's Planning Map, the Enrollment Plan is connected to and reinforced by the other Core Plans. The Enrollment Plan articulates specific goals and performance targets for undergraduate and graduate persistence and completion (RE10). UNC's Enrollment Plan considers our mission as a public university and our goal to admit not only high-achieving students, but also to seek out students who have the potential to be successful but might not have the opportunity to attend other research institutions in the state. Our plan tries to balance providing opportunity while also realistically assessing a student's potential to be successful at UNC; thus, the goal is not simply to admit more high-achieving students nor to admit students we cannot adequately support. Instead, we try to find a balance between creating opportunity and promoting successful college persistence and completion

PERSISTENCE

Persistence is defined as the fall-to-fall retention of all degree-seeking students who have not graduated. Table 5.12 describes the university's undergraduate persistence goals and Table 5.13 shows the most recent fall-to-fall persistence rates.

Table 5.12. Undergraduate persistence performance indicators

Indicator	2013 Actual	2014 Target
Fall-to-fall persistence of all degree-seeking students	80.8%	81.3%
Fall-to-fall persistence of underserved resident students	79.6%	80.4%
Freshman credits earned vs. attempted	84%	85%
Math gtPathways course success rate	78%	79%
English gtPathways course success rate	80%	81%

As one of the nine Core Plans in UNC's Planning Map, the Enrollment Plan is connected to and reinforced by the other Core Plans.

Table 5.13. Fall-to-fall undergraduate persistence (2013-2014)

	% Graduated	% Persisted at UNC	% Persisted in same college at UNC	% Persisted in same program at UNC
All undergraduate students	20.6%	82.1%	77.4%	72.6%
Resident	20.7%	82.3%	77.6%	72.8%
Non-resident	18.5%	78.8%	74.7%	70.3%
Full-time	19.5%	83.1%	78.1%	73.1%
Part-time	31.9%	72.9%	70.7%	67.6%
Freshman	0.0%	68.1%	58.1%	53.3%
Sophomore	0.0%	82.3%	76.4%	67.7%
Junior	7.8%	87.2%	84.8%	79.6%
Senior	61.7%	91.8%	91.2%	89.1%

Source: 2014 Fall Census Report

To increase student persistence, the university has implemented several strategies. As part of the Integrated Student Support Plan, the university is participating in the Student Success Collaborative (discussed in greater detail in Criterion 3). The Student Success Collaborative (SSC) provides proactive, accurate information to students, faculty, and advisors to alert them to courses in which the student may need additional support and other information that helps students stay on track towards graduation. A separate project funded through an Innovation@UNC (I@UNC) grant will develop and provide supplemental instruction to students in foundational math and English courses that serve as gateways to later success in college ([RE163](#)). Persistence among underserved students continues to lag behind the majority population, and to reduce the gap, UNC has developed the following strategies:

- Establishing satellite advising sessions in the four Cultural Centers to provide better access to advising and encourage more students to take advantage of services offered in the Office of Academic Support and Advising;
- Expanding targeted sections of University 101 to students in the Center for Human Enrichment’s Student Support Services program and to Denver Scholarship Foundation students;

- Specific programs offered by the Cultural Centers on topics related to persistence such as applying for financial aid and other campus resources;
- Intensive advising for Denver Scholarship Foundation students;
- Creation (in Fall 2012) of the Student-Athlete Summer Bridge program, administered by University College through the Student-Athlete Academic Success Office; and
- “Discover You” career group, an 8-week session for first-generation and Pell-recipient students in their first or second year to explore career and educational interests.

UNC has established two goals related to the persistence of graduate students:

1. Increase persistence in specified programs with historically high withdraw rates between program midpoint and initiation of thesis/capstone/dissertation; and
2. Increase persistence in specified programs with historically high withdraw rates between initiation of thesis/capstone/dissertation and graduation.

COMPLETION

Goals for undergraduate degree completion are incorporated into UNC’s performance contract with the State ([RE215](#)). These include conferring degrees at a level at or among the top 25% of peer institutions and annually increasing the three-year rolling average for the graduation rate of transfer students. In recent years, UNC has seen a downward trend in six-year undergraduate graduation rates, decreasing from a high of 50% for the 2002 cohort to 45% for the 2006 cohort. Our participation in the Student Success Collaborative (SSC) is intended to provide the university with the predictive analytics that will enable us to understand academic patterns that are correlated with lower than desired graduation rates. One early finding that has emerged from the SSC is a positive relationship between the number of credits earned in the first year and degree completion ([RE189](#)). UNC has identified the timely completion of credits as a key indicator of progress towards degree, and efforts such as the I@UNC project and the Student Success Collaborative are important strategies for increasing the percentage of freshman credits earned.

The “Discover You” 8-week career workshop series provides opportunities for first-generation and low-income students to explore career and educational interests.

Efforts such as the I@UNC project and the Student Success Collaborative are important strategies for increasing the number of freshman credits earned.

UNC has also established completion goals for its graduate students. Table 5.14 describes these targets.

Table 5.14. Graduate student completion targets

	2013 Fall Census Actual	2014 Fall Census Target
Graduate degrees and certificates awarded	809	906
Master's Graduation Rates (3-year)	74%	75%
Master's Graduation Rates (5-year)	81%	82%
Doctoral Graduation Rates (5-year)	40%	40%
Doctoral Graduation Rates (7-year)	50%	51%

Sub-Component 4.C.2.

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

UNC collects and analyzes student retention, persistence, and completion at the university and program levels. These data are updated regularly by Institutional Reporting and Analysis Services (IRAS) and made available to stakeholders via the university's website ([RE367](#)). An interactive reporting tool, Tableau, allows viewers to find information on enrollment, persistence, and completion rates along with other student demographic data. UNC's Enrollment Planning Team works closely with IRAS to collect and analyze institutional data on student persistence and completion, using these data to evaluate progress towards established benchmarks and to set new performance targets when necessary ([RE10](#)). UNC's integrated student information system, Banner, facilitates data analysis of institutional data, and our recent partnership with the Student Success Collaborative has enhanced the data available to the institution through the data mining and predictive analytics available with the platform. Enrollment, persistence, and completion data are disaggregated by program and made available through the university's online reporting tool, Insight, which program chairs and directors can easily access ([RE204](#)). These data are updated annually to support ongoing longitudinal analysis of persistence and completion trends within individual programs. UNC ensures that programs monitor persistence and completion rates through annual progress updates and the five-year program review.

UNC ensures that programs monitor persistence and completion rates through the five-year program review and annual progress updates.

Sub-Component 4.C.3.

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

The university uses data to inform practice at the university level while disseminating information to the Board of Trustees and university administrators. At the institutional level, the Enrollment Planning Team, in collaboration with units responsible for recruiting and retaining students, establishes strategies for helping the university meet its performance targets. Examples of how UNC has used the data from these analyses include the following:

- Began a university initiative to offer an enhanced math placement test administered during New Student Orientation to ensure that students are prepared to be successful and to increase pass rates. This is also a component of an Innovation@UNC initiative to offer robust Supplemental Academic Instruction in targeted sections of first-year math and English Composition courses ([RE163](#)).
- Implemented an exit survey for students who withdraw at the semester and end of year to better understand factors that affect student withdrawal. Survey data were analyzed to help the university target interventions for those factors that are within our control.
- Implemented Discover You Career Group to improve fall-to-fall persistence of underserved students of color ([RE757](#)).
- Initiated a mandatory orientation program for transfer students to increase their persistence.
- Piloting communication campaign to reduce attrition in graduate programs with historically high withdrawal rates.
- Restructured thesis, capstone, and dissertation resources to improve completion rates of graduate students.

UNC's recent partnership with the Student Success Collaborative (SSC) has opened new and exciting avenues for using institutional data to improve student outcomes. In Summer 2014, the Provost charged her leadership team (college deans and academic administrators) to develop action plans for their colleges based on SSC data analysis. Examples of emerging strategies resulting from this initial analysis are summarized in Table 5.15.

The Graduate School is piloting a communication campaign to reduce attrition in graduate programs with historically high withdrawal rates.

The School of Art and Design is using data from the Student Success Collaborative to redesign advising within the major.

Table 5.15. Examples of strategies emerging from Student Success Collaborative

Unit	Strategy
Academic Review Committee	This committee considers academic suspension appeals. It is considering how SSC data could be used to inform the appeals process.
College of Education and Behavioral Sciences	Data were used to identify lower-level Psychology courses that are predictors of later student success.
College of Natural and Health Sciences	Several programs in the college plan to review the sequence of courses in the major, particularly early requirements for multiple science courses and the number of electives within the senior year.
Monfort College of Business	The college is looking at Liberal Arts Core courses that predict success in the business major.
School of Art and Design	Data show a longitudinal trend of students struggling in their junior and senior year. These data are being used to redesign advising within the major so that students receive more consistent support throughout the entire undergraduate experience. The school is considering appointing a faculty advising coordinator to serve as an in-house expert and resource for other advisors within the school as another strategy for improving advising.
School of Music	Data show that students who don't achieve an "A" or "B" in the freshman-level music theory course are less likely to graduate. The School is considering implementing a required tutoring program for students who fall below a minimum grade for the course, with tutoring provided by graduate music students.

Some students move to other institutions of higher education, but unfortunately, many non-persisting students leave without a plan for finishing their degree. Non-persistence is especially troubling when former students do not move over the short term or long run to another university to complete their education. A collection of inter-related strategies for increasing enrollment and enhancing students' success through graduation (and beyond) will address this problem:

1. As previously discussed, in Spring 2014 we launched the pilot implementation of the Student Success Collaborative (SSC). To summarize, the SSC provides the campus with insights into graduation and persistence trends, identifies students at risk for not graduating in a declared major, and identifies specific academic concerns for students not normally seen as "at risk," such as students with a 2.0-3.0 cumulative grade point average.
2. UNC replaced its previous graduation audit tool, CAPP, with Degree Works, a more robust and user-friendly web-based tool that helps students and advisors monitor progress toward degree completion.

3. The transition from TracDat to LiveText supports efforts at continuous improvement in our academic programs. When fully implemented, LiveText will provide real-time and longitudinal reports on student learning at the course and program level, serving as a powerful tool for monitoring students' learning and the impact of improvement efforts over time.
4. Finally, UNC has planned a new building, the Campus Commons, which will be devoted to a re-imagined integrated student support system for increasing enrollment and degree completion, offering a welcoming entry point for prospective students, alumni, and the community, and serving other academic needs. For the past year, UNC faculty, staff, and students have worked together to conceive a radically distinctive space that will become the gateway to campus.

The Campus Commons will promote students' persistence and success through integrated advising intended to help students navigate their education ([RE94](#)). From the time they first see the campus as prospective students until they walk across the stage at graduation, UNC will provide students with a one-stop support system such that in a single conversation our students will be able to address a myriad of challenges. It goes without saying that run-around is the enemy to a confused and struggling student. Navigators will assist students in matters such as determining how to transfer courses from another institution, connect with faculty about changing majors, resolve overdue payments, add or drop a course, address financial aid problems, obtain career counseling, find job and internship listings, maneuver around university websites or the brick and mortar campus, and, in the case of exploring students, receive academic advising. In this new arrangement, students will meet with trained and caring staff who assess needs, identify possible solutions, and provide options for enrichment. The integrated student support system will supplement and support advising done by faculty and staff in the academic units. It brings the university's many resources to the doorstep of students, thereby increasing chances that each student receives tailored help in accessing university-wide programs, services, and expertise.

A re-imagined integrated student support system will provide a one-stop solution for helping students address challenges and resolve problems that become roadblocks to their success.

Sub-Component 4.C.4.

The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

UNC applies standard methodologies for collecting and analyzing student data. Standards and data definitions are informed by the Common Data Set and the Integrated Postsecondary Education Data System (IPEDS). For data collection, UNC uses an integrated student information system, Banner, which includes demographic data, enrollment information, grades, course information, and other data points. The Registrar serves as the data steward for student data and is responsible for authorizing access to the system for entering and retrieving student data. Permission to interact with Banner is closely monitored to ensure data integrity, and the university maintains a team of faculty and staff, including the Registrar, that regularly meets to set policies and procedures for student data. Institutional Reporting and Analysis Services (IRAS) is responsible for analyzing and reporting on student retention, persistence, and completion data, among other institutional data reports. IRAS is staffed by employees with training in statistics and report writing and serves as the official source of all institutional reporting on student outcomes.

The university has identified a peer group for institutional benchmarking of persistence and completion based on a set of narrowly defined criteria. The goal in identifying a peer group was to choose institutions that resemble UNC in critical areas related to student success such as academic preparation and socioeconomic status rather than to identify aspirational institutions ([RE208](#)). The criteria used to select the peer group included factors such as institutional characteristics, student demographics, entering test scores and high school GPAs of first year students, and the mix of academic undergraduate and graduate programs. The university also reviewed Delta Cost Project and Educational Trust data. Analysis of institutions similar to UNC yielded a peer group of nine universities:

- | | |
|-----------------------------|--|
| Ball State University | Middle Tennessee State University |
| Northern Arizona University | Indiana University of Pennsylvania |
| Louisiana Tech University | University of North Carolina at Greensboro |
| Montana State University | University of Louisiana–Lafayette |
| University of South Dakota | |

Comparison data from these institutions are collected and reviewed periodically by the Enrollment Planning Team to monitor progress and set future performance indicators.

For program level data, a task force consisting of college administrators and the Directors of Assessment and Institutional Reporting and Analysis Services worked collaboratively to develop the Program Review Summary Report ([RE213](#)). For several

years, faculty and college administrators expressed concerns about the accuracy of program data. The task force spent approximately 18 months, beginning in 2010, investigating and correcting coding errors associated with program-level data, designing a standardized program review report, developing data definitions for all data elements in the report, and testing and refining the report for data integrity ([RE211](#)). Since the task force completed its work, the accuracy of program data has dramatically improved, and when questions arise, we now have a process for addressing inaccuracies in the data and ensuring that programs have accurate information for decision making.

Strengths

- UNC's program review process has moved the university forward significantly. It is tied to planning and resource allocation; it is directly connected to the Provost; it makes use of external review; it is not merely a bureaucratic exercise but is designed to give meaningful feedback for improvement; and it is structured to leverage the work done for special accreditations.
- UNC maintains specialized accreditation for all programs where it is required for licensure or certification. The university considers the value added to students and the institution in deciding whether to pursue and maintain specialized accreditation.
- The university has improved our assessment practices through investments in infrastructure, such as Digital Measures, LiveText, the Student Success Collaborative, and staff positions in the Office of Assessment.
- UNC has brought about increasing levels of faculty involvement in assessment. The university has worked to increase capacity by providing resources and opportunities for faculty development and leadership. Notable examples include the Faculty Assessment Fellows, the University Assessment Council, and faculty participation in the Assessment Leadership Institute, Annual Assessment Fair, and Assessment Mini-Grants. Also, two different faculty teams have participated in the HLC Academy for Assessment of Student Learning and have brought their projects back to the campus for implementation.
- The university has made student persistence and completion a strategic priority and uses student data thoughtfully and appropriately to develop improvement initiatives that promote student success.

Future Actions

- Recent efforts to evaluate assessment practices revealed that some programs continue to rely on indirect assessment methods or engage in assessment as a reporting activity rather than a process for improving teaching and learning. Investments in assessment resources and participation in the HLC Assessment Academy suggest the university has the capacity and the will to address these issues. UNC will continue its efforts for faculty and staff development and deploy LiveText more widely as a tool for assessment.
- The university has set specific goals and standards regarding student retention and degree completion, and there is a university-wide interest in improving student success. UNC must work to ensure that student-success and completion goals such as those established in the Enrollment Plan become more fully integrated with unit- and program-level goals and their assessment, so that these efforts are operationalized in a systemic, coordinated fashion across the university.
- UNC's undergraduate retention and completion rates are not optimal, and improvement is a priority. As the university continues developing the Integrated Student Support Plan and expands our use of the Student Success Collaborative, information about student persistence and completion goals and activities should become more readily available to all stakeholders. More specifically, the promise of the "one-stop" student-support model that is the cornerstone of the Campus Commons project should be used as a key strategic venue for integrating data and practices.
- As UNC grows our presence in the graduate education sector, the Graduate School will place even more emphasis on market analysis and data collection from existing students and program graduates in order to meet the needs of a changing market and enhance its role as an evidence-based practitioner in graduate education.

Criterion 4 Resource Exhibits

RE#	Document (as titled in the Electronic Evidence Room)
RE10	2014-15 Enrollment Plan
RE20	Board of Trustees Policy Manual
RE52	UNC Program Review_Academic
RE53	UNC Program Review _ND
RE61	2013 HERI Faculty Survey
RE94	Five-year Fiscal Sustainability Plan
RE126	Assessment Fair Schedule 2014
RE130	2014 Assessment Report Orientation
RE136	HLC Assessment Academy Application
RE148	College Competes Recognition
RE163	i@unc proposal SAI math and English
RE175	PreNursingAdvisingSpring2015
RE181	Sample Dual Enrollment Trigonometry Syllabus
RE182	Sample UNC Trigonometry Syllabus
RE187	SSAI-PR Overview and Description
RE189	SSC Presentation
RE194	2012 Assessment Fair
RE195	2012 Assessment Showcase Presentations
RE196	2014 Assessment Report Campus Recreation
RE197	2014 Assessment Report University 101
RE198	AcademicCourseSchedulingUserGuide
RE199	Academic Program Review Timeline
RE201	Focus Group Workshop Assessment Projects
RE202	Focus Group Workshop Participants
RE203	HLC Assessment Academy Project Description
RE204	Instructions for Program Review Data
RE205	Longitudinal Alumni Survey Results
RE206	Mathematical Sciences Program Review Report
RE207	NHS Curriculum Committee Course Syllabus Guidelines
RE208	Peer Analysis Enrollment Planning
RE209	PLACE PRAXIS
RE210	Program Level Student Learning Outcomes Assessment
RE211	Program Review Data Definitions
RE212	Proposal to Reorganize Assessment Office

RE213	Sample Program Review Data Report
RE214	THEA Alumni
RE215	UNC Performance Contract
RE216	UNC Program Review Guidelines - Accredited
RE217	Women's Studies Alumni Report
RE218	Course Designations
RE219	Faculty Assessment Fellows
RE221	ALI Cohort 1 Assessment Plan Analysis
RE222	Assessment Bibliography
RE223	Program Review Feedback Summary
RE224	Sample of Curriculum Committee Minutes
RE226	2013-2014 Graduate Exit Survey
RE262	ALI Evaluation Report
RE272	Adjunct Handbook.pdf
RE286	AP Article on College Graduate Employment
RE287	AP_IB_CLEP_Military Credit
RE301	CAS website
RE302	CEBS Teacher Quality website
RE350	Grading Policy
RE367	Institutional Reporting and Analysis Services
RE371	Job Opportunities for Faculty and Administrative Exempt Staff
RE401	Registrar's website
RE412	Specialized Accreditation webpage
RE421	Transfer of Credits Evaluation website
RE432	University Assessment Council website
RE447	AACRAO IES website
RE483	Institutional Surveys
RE568	Sample LiveText Assessment Report
RE750	Sociology_Program_Review
RE751	Registrar_101
RE752	Alumni_Entrepreneur
RE754	MCB_AOL_Procedures
RE755	MCB_Accreditation_Report
RE756	ALIOverview
RE757	DiscoverYou
RE826	PVA_I_at_UNC_Proposal

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Resources,
Planning,
and Institutional
Effectiveness

CRITERION 5

Sound planning, strategic investments, and sustainable cost savings measures helped the university weather the worst of the economic downturn.

Criterion 5: 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.

UNC is celebrating its 125th birthday this year, and, as President Norton noted in the 2014 State of the University Address, change and challenge have been constants throughout our history as an institution ([RE228](#)). While UNC has not been immune to the financial challenges resulting from the recent recession, sound planning, strategic investments, and sustainable cost saving measures have helped the university weather the worst of the economic downturn with minimal impact on our educational programs and services. Our current situation requires us to respond to three challenges: (1) society's need for more educated people; (2) growing public questioning of the value of higher education as public funding declines and students bear more of the cost; and (3) an increasingly competitive higher education environment. UNC anticipated these challenges and began working to address them more than a decade ago. We have a realistic understanding of both the challenges and the action we must take to continue to respond to them.

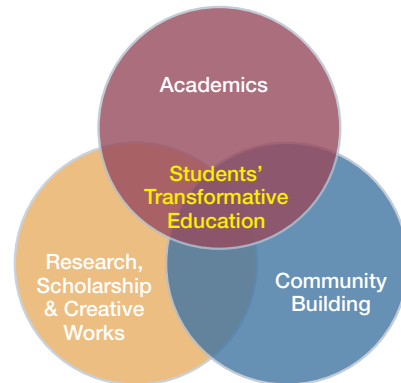
When UNC last applied for continued accreditation, we had just completed a traditional strategic planning process called Charting the Future ([RE235](#)). That process, which began in 2003 in response to significant state budget reductions, was initiated with the understanding that the landscape for public higher education had permanently changed and we needed to transform how we operated as an institution. Charting the Future was not well-received on campus, but the lessons we learned from that work prepared us for the successful development of UNC's Academic Plan (2007), Strategic Framework (2009) and Planning Map (2012), which are the foundation for ongoing university planning and resource allocation ([RE49](#), [RE5](#)).

The Academic Plan articulates UNC's desire to be an exemplary teaching and learning community, a vision that includes:

- making UNC a model for transformational learning that integrates all aspects of our students' experience;
- engaging the greater community as partners in teaching and learning; and
- building a superior faculty of teacher scholars and a community of employees dedicated to the teaching and learning community.

The Academic Plan and UNC’s mission as a public research university are the starting point for the Strategic Framework, shown in Figure 6.1, which gives further definition to the Academic Plan’s vision for an exemplary teaching and learning community. The Strategic Framework specifies that as an exemplary teaching and learning community, UNC will provide students with opportunities for transformative education by focusing on the intersections among academics, research and community.

Figure 6.1. UNC Strategic Framework



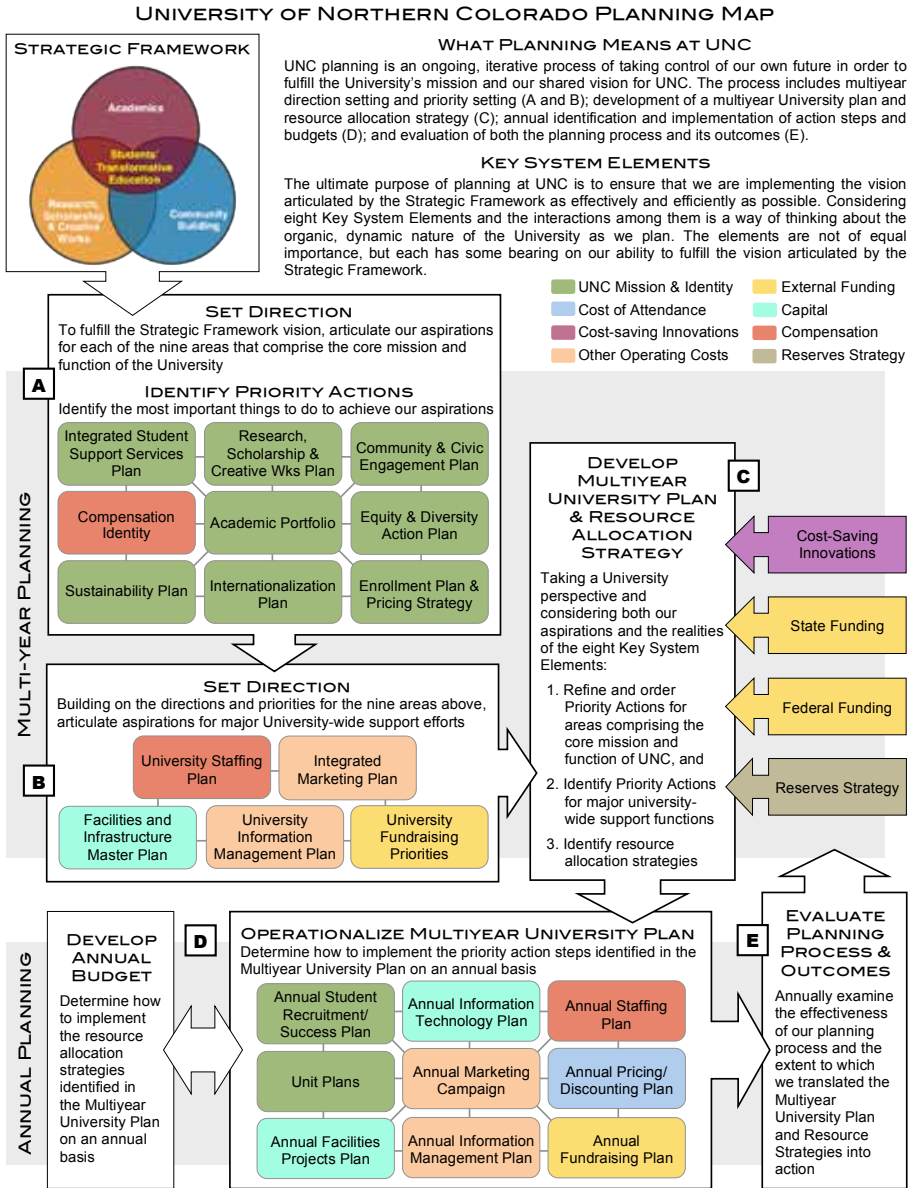
In order to operationalize the Strategic Framework, we mapped out the planning process that we now refer to as our Planning Map. The Planning Map shows in greater detail how we will continue to provide high-quality transformative learning opportunities for students through our exemplary teaching and learning community. It consists of nine Core Plans that articulate aspirations and action steps for nine areas comprising the core mission and function of UNC, as well as five Support Plans to address major university-wide support functions necessary to implement the Core Plans. These plans are developed collaboratively by committees of faculty, staff, and administrators. We operationalize these multiyear plans one year at a time through annual budgets and action steps. Figure 6.2 shows the Planning Map.

Our planning acknowledges that the university is a complex system that operates in the context of a larger ecosystem.

Our planning acknowledges that the university is a complex system, not simply a collection of individual units, and that we operate in the context of a larger ecosystem. To facilitate systems thinking in planning, we consider eight interdependent Key System Elements: UNC mission and identity, external funding, cost of attendance, cost-saving innovations, employee compensation, capital, other operating costs, and reserves strategy. The Key System Elements describe contextual factors to be considered in planning. They help us take a systemic, macro-level view of the university in the context of dynamic, interrelated forces that shape our landscape. The mission and identity element is paramount. The importance of the other elements varies, as does the extent to which we can control them, yet all have some bearing on our ability to deliver on UNC’s mission.

In addition, to ensure that planning drives resource allocation, we transitioned from thinking about budgets one year at a time to a multiyear financial planning process, and we now consolidate cash balances and reserves into a centralized university fund (what we refer to on campus as the “revenue river”), that allows us to be more flexible in responding to the changing environment and to direct resources to highest priorities (RE250). These efforts allowed us to avoid across-the-board cuts, program closures, and layoffs experienced by many other institutions during recent years.

Figure 6.2. University of Northern Colorado Planning Map



UNC is identifying innovative growth opportunities, developing new revenue streams, and creating sustainable cost savings.

Core Component 5.A.

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

UNC's resource base has changed in recent years as a result of public disinvestment in higher education. Across Colorado's public institutions, the average relative contributions from the state and from students has reversed. From 2000 to 2012, state support dropped from funding 68% of institutions' budgets to funding 34% while students' contribution rose from 32% to 67%. At UNC in fiscal year 2014-15, tuition, fees, and room and board charges will account for approximately 67% of net operating revenue, with state support contributing 21% ([RE79](#)).

UNC's tuition and fees are the lowest among Colorado's public research institutions, and while future tuition increases will be necessary, we cannot achieve fiscal sustainability solely by increasing the cost of attendance. This fact is a driving force in UNC's strategic planning. We are placing significant emphasis on identifying innovative growth opportunities, developing new revenue streams, and creating sustainable cost savings by refining operational practices to be more effective and more efficient. Because we have redesigned our planning and budgeting processes so that our strategic intentions drive resource allocations, we are better positioned than at any time in UNC history to ensure that our resources, both human and financial, are directed toward providing students a high-quality education.

Sub-Component 5.A.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.

Like many public institutions, UNC has experienced dramatic volatility in state funding in recent years. After Colorado's revenue plummeted in the early 2000s, the state made significant cuts to higher education funding in 2003 and 2004. UNC's state appropriation was \$42.4 million in 2002; in 2004, it was \$33.6 million, the same as in 1996. As the economy improved, the state began to reinvest, and UNC's funding reached \$44.1 million in 2009. But by 2012, again in keeping with the downturn in the economy, our funding was reduced to \$32.8 million, less than we received 16 years earlier. The state moved back to reinvesting in 2013, and UNC received \$37.4 million for fiscal year 2015. About halfway through this maddening roller coaster ride, we determined that we could not in good conscience allow the university to be whipsawed by the ups and downs of state funding, and we began a serious quest for sustainable fiscal stability.

In the fall of 2009, the state was using federal stimulus dollars to backfill higher education budget cuts, and institutions expected to see a precipitous drop in funding when federal stimulus dollars were gone. We estimated that UNC could lose \$14 million of its \$44 million in state funding by 2012. To respond, we launched the planning effort that produced our Strategic Framework and then our Planning Map, and we began building a university reserve by identifying sustainable and one-time cost savings. The reserve was intended to allow us to smooth out the effect of the anticipated funding loss over several years to (1) give us time to be thoughtful about cost cutting and (2) protect students from a significant and sudden tuition increases.

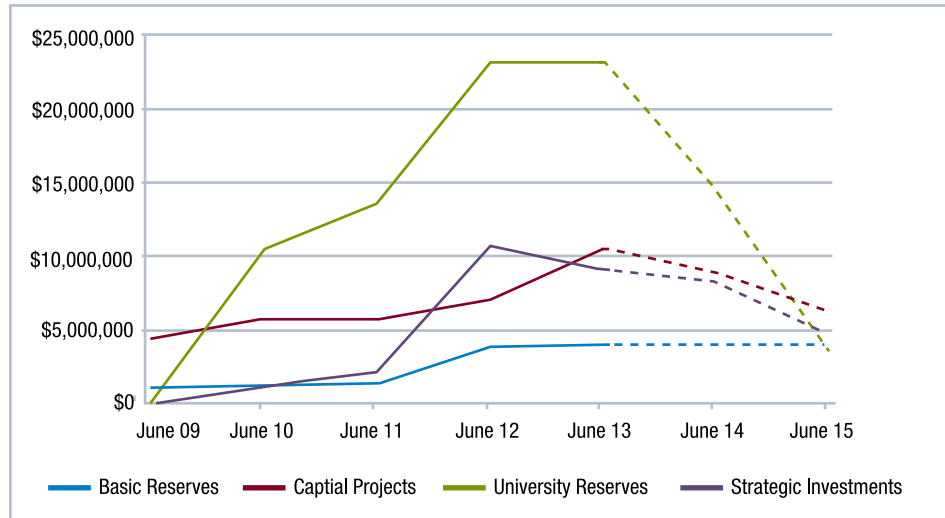
Fortunately, the funding “cliff” was not as precipitous as projected, which put UNC in a position to focus instead on moving forward. We are now spending down reserves to make strategic improvements that position UNC to succeed in a dramatically changing higher education landscape. We are building the university’s capacity to generate revenue by investing in innovation, academic quality, student support, faculty and staff, and externally focused functions such as marketing and fundraising. Investments in innovation are specifically targeted at piloting innovative ideas for launching new academic programs, reaching new student populations, developing and testing new pedagogies, and improving how we support students.

Spending down reserves is a transition strategy designed to move UNC from its historical dependence on state funding to fiscal sustainability. We have articulated how we will re-balance revenues and expenditures before the reserve is depleted in a Five-year Fiscal Sustainability Plan, which is discussed further in Sub-Component 5.C.4 ([RE94](#)). It is important to note that these reserves were created in response to the nation’s most recent fiscal crisis. It has not historically been our practice to hold significant reserves. A decade ago, our only centrally identified reserve was a required bond reserve of \$750,000. Although many units then carried cash balances from one fiscal year to the next, we did not centrally track those de facto reserves. At that time, from the university perspective, our reserve strategy was to maintain enough flexibility for minor contingencies such as a 1% to 2% state funding reduction or tuition shortfall in any given year ([RE790](#)).

We began a concerted effort to accumulate reserves in 2009 in response to the fiscal crisis, as shown in Figure 6.3. Because of these efforts, we currently have sufficient fiscal, human, physical, and technology resources to support the educational mission of the university, *and* we are building our capacity for future expansion and improvement.

UNC responded to the 2009 fiscal crisis by building up our reserves, which we are now strategically investing to succeed in a dramatically changing higher education landscape.

Table 6.3. Strategic use of cash reserves (2009-2015)



Source: Five-year Fiscal Sustainability Plan

FISCAL RESOURCES

UNC’s audited financial report for fiscal year 2013 shows total assets of \$353.2 million and total liabilities of \$179.6 million, for a net position of \$173.6 million (RE59). Of this amount, \$49.8 million was unrestricted. Moody’s has assigned UNC an underlying rating of A1, and Standard and Poor’s rates the university A, with both forecasting a stable financial outlook for UNC (RE240, RE253).

UNC’s estimated total budget for fiscal year 2015 is \$205.7 million in gross operating revenue, less \$24.7 million in discounting (institutional scholarships and waivers), for net operating revenue of \$181 million. Annual budgets are developed within the multiyear Planning Map that supports academic quality, student access and success, and long-term fiscal sustainability. The budget operationalizes the nine Core Plans and five Support Plans, which state our institutional priorities as we respond to changes in the external environment such as demographic shifts in the college-going population, fluctuating state and federal economic conditions, and evolving public needs and interests. Examples of planning-driven investments in the fiscal year 2015 budget include:

- From the Enrollment Plan: \$3.6 million increase in institutional financial aid and discounting;
- From the Compensation Identify Plan: \$3 million increase in salary and benefits for employees;
- From the Annual Facilities Projects Plan: \$10.7 million in deferred maintenance and small capital projects; and

- From the Research, Scholarship and Creative Works Plan, Internationalization Plan, and Community and Civic Engagement Plan: \$6.4 million in multiyear strategic investments.

HUMAN RESOURCES

UNC is committed to ensuring that we have the appropriate number of faculty and staff to deliver on our mission. The Academic Plan clearly identified the importance of recruiting and retaining high-quality faculty and staff, and the Planning Map addresses this priority through the Compensation Identity and Staffing Plan (one of the five support plans) ([RE57](#), [RE785](#)).

The Compensation Identity (explained in greater detail in Sub-Component 5.A.3) sets forth both a university-wide commitment to compensation and a specific, attainable compensation target. This transparency and commitment to reach a specified compensation target demonstrate UNC's commitment to establishing and maintaining sustainable practices for recruiting and retaining well-qualified faculty and staff.

The Staffing Plan supports the priorities identified in the nine Core Plans and other support plans. Staffing considerations examine how proposed staffing will advance goals from the Planning Map, evidence of need, scope of impact (e.g., whether the benefit will extend beyond the unit), other potential ways to address the need, and the worst-case-scenario if the hire is not made. An example of planning-driven staffing to be funded in fiscal year 2016 is two staff positions to assist in recruiting and supporting students from China, a priority identified in both our Enrollment Plan and International Plan, which is also a key component of our fiscal sustainability strategy. We will also fund faculty positions in two programs where enrollments have been increasing significantly, Environmental and Sustainability Studies and Computer Information Systems. Another example is our investment in University Relations staff to enhance marketing efforts to achieve the enrollment growth identified in the Enrollment Plan. In addition, our program review process for both academic and co-curricular units includes a discussion about the need for realignment of staff positions in service to meeting our strategic goals. Changes addressed in the Staffing Plan that emerged from the program review process include conversion of an administrative assistant position to an assistant director position in the César Chávez Cultural Center; conversion of contract renewable faculty positions to tenure track in Gender Studies and Gerontology programs; and creation of a Science Education Director position.

As shown in Tables 6.1 and 6.2, UNC currently employs 1,698 full-time (n=1,356) and part-time employees (n=342). Since 2006, according to IPEDS data, UNC has increased the total number of full-time and part-time employees by 149 and 77, respectively.

The Staffing Plan supports the priorities identified in the nine Core Plans and other support plans.

With regard to faculty, in fiscal year 2015, UNC employed a total of 770 faculty, an increase of 136 from 2006. Over this same time period, the number of full-time faculty increased by 44 and part-time faculty by 92.

The total number of staff employed in fiscal year 2015 was 928. As shown in Table 6.2, the number of staff has increased and decreased slightly every year since 2006. Overall staff numbers have increased by 90, with full-time staff increasing by 105 and part-time decreasing by 15. As mentioned above, staffing plans and program reviews guide the strategy for the appropriate faculty and staff mix and decisions are aligned with our strategic plans.

Table 6.1. Full- and part-time faculty at UNC

	Full-time	Part-time	Total	% FT	% PT
Fall 2006	446	188	634	70.35%	29.65%
Fall 2007	438	223	661	66.26%	33.74%
Fall 2008	458	179	637	71.90%	28.10%
Fall 2009	488	206	694	70.32%	29.68%
Fall 2010	498	217	715	69.65%	30.35%
Fall 2011	492	191	683	72.04%	27.96%
Fall 2012	483	254	737	65.54%	34.46%
Fall 2013	504	260	764	65.97%	34.03%
Fall 2014 ^a	490	280	770	64.00%	36.00%

Source: IPEDS Human Resources (HR) survey component.
 Note: Faculty headcounts are at census date, November 1.
^aPreliminary data

Table 6.2. Full- and part-time staff at UNC

	Full-time	Part-time	Total	% FT	% PT
Fall 2006	761	77	838	90.81%	9.19%
Fall 2007	770	78	848	90.80%	9.20%
Fall 2008	816	82	898	90.87%	9.13%
Fall 2009	790	84	874	90.39%	9.61%
Fall 2010	850	75	925	91.89%	8.10%
Fall 2011	813	72	885	91.86%	8.14%
Fall 2012	839	60	899	93.33%	6.67%
Fall 2013	865	57	922	93.81%	6.18%
Fall 2014 ^a	866	62	928	93.32%	6.67%

Source: IPEDS Human Resources (HR) survey component.
 Note: Faculty headcounts are at census date, November 1.
^aPreliminary data

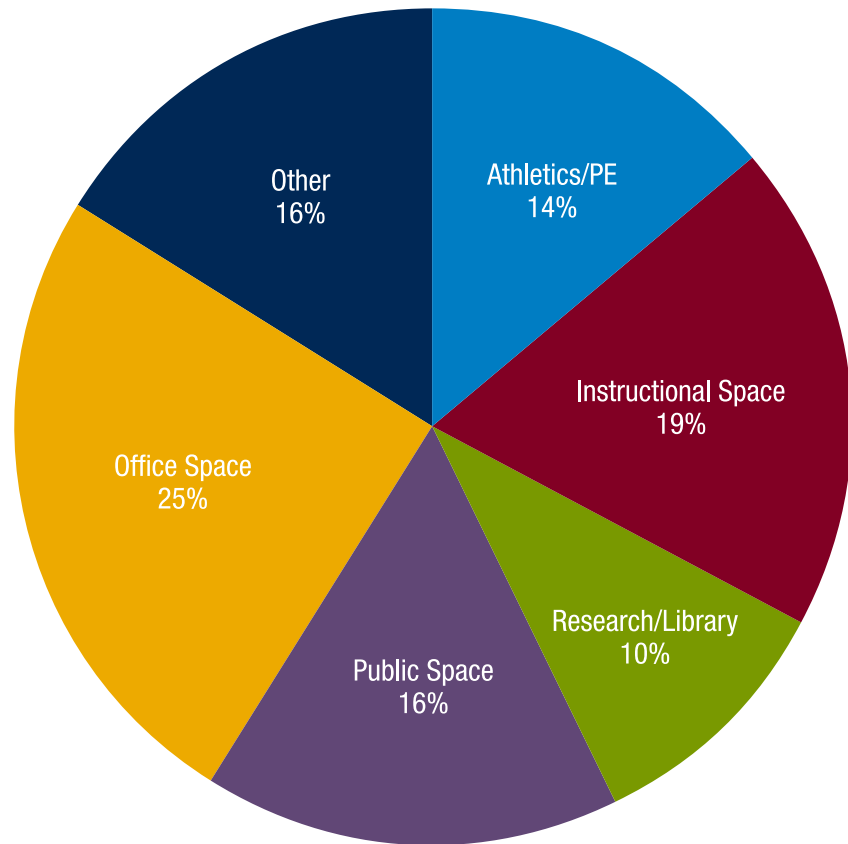
PHYSICAL RESOURCES

UNC's facilities and capital equipment are the university's most significant financial assets. We report the book value of capital assets at \$256 million; the current replacement value is \$716 million, with furniture and equipment insured at a value of \$82 million ([RE35](#)). We invested \$9.6 million in capital in fiscal year 2013 and \$11.4 million in 2014 and will invest about \$10.7 million in 2015. We have significantly increased UNC's investment in capital over the past several years as state capital funding declined; our annual investment in capital typically totaled less than \$1 million in the early 2000s. Capital projects over the past three years include improvements and renovations to instructional and performance spaces, building maintenance, residence hall renovations, and multiple small projects with budgets less than \$200,000. We also remodeled our instructional space at our Loveland off-campus location at Centerra in 2009 by adding five smart classrooms.

Our campus in Greeley and satellite centers in Loveland, Denver, and Colorado Springs serve a variety of curricular and co-curricular activities and needs. Our classroom and seminar spaces accommodate a range of class sizes and instructional needs (e.g., digital technology, moveable seating for group work). On the campus in Greeley, 76 buildings (classroom, residence, and service) meet our current needs for living and learning spaces. Our off-campus locations are also appropriately equipped to deliver instruction. Our Denver Center at Lowry has 12 classrooms, two computer labs, free parking, a kitchen with microwaves and a refrigerator for student and staff use, and a study room ([RE791](#)). Our Loveland center has eight classrooms, two conference rooms, a computer lab, study areas, and a kitchen for student and staff use, and our Center at Colorado Springs has five classrooms, one computer lab, a kitchen with microwaves and a refrigerator for student and staff use, and a study area.

A space utilization study was conducted at our Greeley campus in 2012 by a private firm that examined whether the campus has sufficient classrooms and how classroom space is used ([RE255](#)). The study found that UNC's classroom space is generally comparable to that of similar institutions and classroom usage falls within guidelines recommended by the Colorado Commission on Higher Education. Figure 6.4 shows how space on the UNC campus is used.

Figure 6.4. UNC space distribution



Note: “Instructional space” includes classrooms, teaching laboratories, and open laboratories. Examples of “public space” include merchandising facilities, field buildings, food facilities, lounges, exhibit spaces, and so on. “Other” space includes inactive space, central warehouses, and vehicle storage. Residential facilities are not included in this figure.

We have also been assessing and addressing the need for co-curricular space, including spaces for academic services and programs, and faculty/staff offices. After a review of space needs in 2005, the ground level of Michener Library was remodeled over a four-year period to create new spaces for offices of Disability Support Services; Honors, Scholars and Leadership; Academic Support and Advising; and the Center for Human Enrichment. These spaces better meet the needs of an increasing number of students who use these services. In addition, we have invested in repairs and updates at our Cultural Centers to better accommodate both programmatic and academic advising needs. When programs expand and hire additional faculty or staff, we often make room for them by subdividing existing offices or converting other space (e.g., storage) into offices. However, in some instances, we have limited options to address space needs. For example, in one of our oldest academic buildings, Frasier Hall, a few faculty share their office with a teaching assistant.

The Campus Commons project that UNC developed a program plan for in 2013-2014 is designed to address future space concerns. We have submitted a capital construction plan, which was approved by our Board of Trustees, to the state and are now working to secure funding for the project. The Commons, which will be located at the heart of campus, will be home to a radically redesigned core of integrated student support services; provide enhanced academic facilities for students in performing and visual arts, business, nutrition, and hospitality programs; serve as a gateway to campus; and better connect UNC to the larger community. This project is described in detail in the Introduction.

TECHNOLOGY

We have made consistent enhancements to our technology infrastructure since our last accreditation visit. As discussed in Criterion 3, UNC has 270 technology-enabled classrooms and other academic spaces and maintains 228 computer labs or computer-equipped classrooms with a total of 1,751 computers available to students. University Libraries also allows students to check out laptops for use while they are in the library. In addition to standard software packages, UNC provides access to over 140 specialized software packages (Windows and Mac) that support teaching, learning, and research with discipline-specific technologies to ensure that students are skilled in the latest technologies relevant to their field. We also support and maintain a high fidelity simulation laboratory that uses interactive technology to increase nursing students' access to health care education as well as technology needed for instruction and research in biology, chemistry, physics, exercise science, anthropology, geography, earth and atmospheric sciences, and education.

The university has also invested in appropriate technology for supporting academic and business operations such as Banner, Blackboard, DegreeWorks, Student Success Collaborative, and LiveText. In addition, we have instituted a computer refresh schedule to replace faculty computers every five years ([RE279](#)). This ensures that faculty have access to technology necessary for performing their responsibilities, creates a fair and equitable system for updating technology equipment, and allows the university to plan ahead for these expenses.

UNC assesses a technology fee for graduate and undergraduate students to provide resources for equipping smart classrooms, wireless access, computer laboratories, and educational software ([RE419](#)). We publicize to students in campus computer labs, on UNC's website, and through other venues how their fees are being used. The fee, which is generally subject to an annual CPI increase, provides sufficient funding to meet our technology needs.

The Campus Commons project is designed to address future space concerns.

UNC provides access to over 140 discipline-specific software packages that support teaching, learning, and research.

Sub-Component 5.A.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.

Resource allocation at UNC is driven by the Planning Map, which places the academic mission of the university as its central priority. As a public not-for-profit university, UNC disburses no revenues to a superordinate entity.

The Academic Plan and UNC’s mission as a public research university were the starting point for developing the Strategic Framework and Planning Map. When the Academic Plan was completed in 2007, a number of campus units began to link their own planning to it, and it became a fundamental consideration in the annual budget process. However, we did not articulate detailed steps for systemic implementation of the Academic Plan beyond the decisions made in the budget process. It became clear that we needed to do so, and in Fall 2009 we launched a university-wide planning effort to further refine and systemically implement the vision articulated in the Academic Plan. The first step in this process was to clarify that our vision for an exemplary teaching and learning community is one that provides students with opportunities for transformative education by focusing on the intersections among academics, research, and community. We called this our Strategic Framework and illustrated it with the Venn diagram in Figure 6.1 above.

In order to operationalize the Strategic Framework, we mapped out the planning approach that we now refer to as our Planning Map. In other words, the fundamental purpose of all planning is to create transformative learning experiences for students at the intersections of academics, research, and community. The nine Core Plans articulate aspirations and action steps for nine areas comprising the core mission and function of UNC, the areas crucial to creating transformative learning experiences for students. The five Support Plans, which are subordinate to the Core Plans, address major university-wide support functions that are necessary to implement the Core Plans. All of this planning also considers the eight Key System Elements to ensure that plans are systemic and grounded in the real context in which UNC operates. The Key System Elements, which are discussed in the introduction to Criterion 5, are UNC mission and identity, external funding, cost of attendance, cost-saving innovations, employee compensation, capital, other operating costs, and reserves strategy. The direction, goals, and priorities that emerge from the planning process drive resource allocation decisions, thereby ensuring that educational purposes receive highest priority. Figure 6.5, the UNC Planning Continuum, summarizes the planning efforts described above.

The fundamental purpose of all UNC planning is to create transformative learning experiences for students.

Figure 6.5. UNC planning continuum



In addition, we have established two budgeting practices that further ensure educational purposes are the highest priority in resource allocation. First, our effort to ensure funds are spent on identified priorities does not stop when funds are allocated; if allocated funds are not fully expended, they are collected centrally (our “revenue river”) to be redirected to priorities. Second, we do not use across-the-board mandates to identify cost savings or reduce budgets. Any budget reductions are driven by priorities and principles (e.g., centralization of cash balances).

Sub-Component 5.A.3

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

Goals described in the university’s mission documents include providing a student-centered educational experience characterized by effective teaching and support, the promotion of lifelong learning, the advancement of knowledge through research and scholarship, and a commitment to engaged service. These goals as well as the vision articulated through our Strategic Framework are realistic given UNC’s organizational structure, resources, and opportunities. The need to ensure that planning is grounded in reality was one of the reasons we identified the eight Key System Elements, which were discussed in the Criterion 5 introduction and Sub-Component 5.A.2. The examples that follow demonstrate the alignment of institutional actions with UNC’s goals and vision and highlight decisions made in light of the reality of UNC’s current resources and position.

ENROLLMENT PLAN: DUAL FOCUS ON ACCESS AND SUCCESS

UNC has historically identified providing access to underserved students as an important component of our mission, values, and goals. The university is cognizant of both access barriers and concerns about student academic preparedness that can result when pricing and enrollment management strategies are designed to increase revenue, and our enrollment planning is designed to avert these problems.

We seek out not only high-achieving students, but also those with potential who might not find opportunities at other research universities. Our goal is to “bend the

At UNC cost savings are driven by priorities and principles rather than across-the-board mandates.

Our goal is to “bend the success curve” for promising students who might not find opportunities at other research universities.

success curve” for these students—to help them achieve greater success than traditional indicators predict. At the same time, we want the students we admit to have a reasonable chance of succeeding at UNC given the resources we can provide them. With students who are less academically prepared, we strive to find the balance between creating opportunities and realistically evaluating their current potential to succeed at UNC. This philosophy is important when we talk about increasing persistence; it is not our goal to increase persistence by simply admitting higher-achieving students, but neither is it our goal to enroll students whom we cannot adequately support, both academically and financially ([RE10](#)).

UNC continues to invest in funding undergraduate and graduate grants, scholarships, tuition waivers, and other direct forms of student financial assistance to ensure that students from diverse academic and socioeconomic backgrounds continue to have access to UNC (Table 6.3). Our discounting strategy balances our desire to (1) attract a diverse population of students who have a reasonable chance to succeed at UNC; (2) have an affordable net price; and (3) optimize net revenue. This approach illustrates both our student-centered focus and the need for realistic planning and targeted resource allocation decisions.

Table 6.3. Institutional discounting (fiscal years 2012-2015)

	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Budget
Undergraduate Tuition	\$62,960,647	\$64,343,312	\$63,658,072	\$66,465,414
Institutional Scholarship	(\$13,501,737)	(\$15,199,565)	(\$15,947,449)	(\$16,302,602)
Discounted Revenue	\$49,458,910	\$49,143,747	\$47,710,623	\$50,162,812
Discount Percent	21.4%	23.6%	25.1%	24.5%
Graduate Tuition	\$13,706,521	\$15,253,400	\$15,947,032	\$16,865,432
Institutional Scholarships & Waivers	(\$3,530,751)	(\$3,853,105)	(\$4,052,737)	(\$4,471,176)
Total Revenue	\$10,175,770	\$11,400,295	\$11,894,295	\$12,394,256
Discount Percent	25.8%	25.3%	25.4%	26.5%

COMPENSATION IDENTITY PLAN: SALARY INCREASES

During the height of the economic downturn, faculty and staff salaries were frozen in fiscal years 2010, 2011, and 2012 as a cost-saving measure. While the salary freeze allowed the university to avoid more drastic measures such as layoffs and staff reductions, we were concerned that this would affect our ability to recruit and retain highly qualified personnel, particularly in some high-demand and highly competitive academic disciplines. The university, led by the Director of Human Resources, responded by working with Faculty Senate and the Professional Administrative Staff Council to develop the Compensation Identity Plan. This plan was first implemented in fiscal year 2013.

The plan is intended to establish sustainable practices for providing competitive compensation to recruit and retain faculty and staff to deliver on our promise of transformative education to students. It gives us a meaningful way to incorporate competitive compensation targets into our budget and to be forthright with our current and future employees about compensation. To realize this compensation identity, we set five-year targets, beginning in fiscal year 2013, that were designed to move UNC salaries to 90% of the average salaries at our peer institutions, tracked by the College and University Professional Association (CUPA) annual salary surveys. In the past three years, the university has allocated over \$16 million for faculty and staff salary and benefit increases (\$5.9 million in fiscal year 2013, \$5.9 million in fiscal year 2014, and \$4.5 million in fiscal year 2015) ([RE236](#), [RE237](#), [RE35](#)).

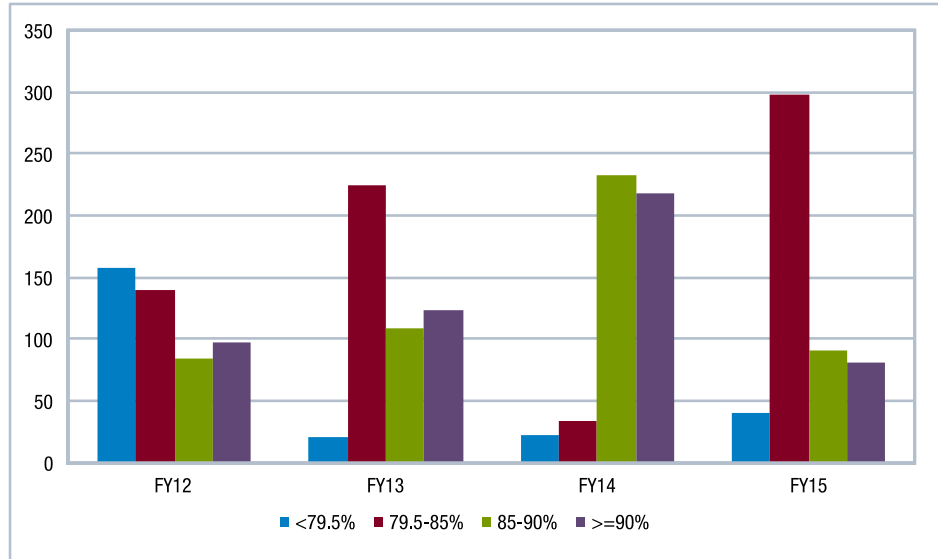
FACULTY COMPENSATION

The allocation of salary dollars has been based on our goal of reaching our 90% target. In the first two years of implementing our Compensation Identity Plan, we used the CUPA data for a peer group that was made up of ten universities. Using these ten universities as our primary comparison group, overall average faculty salaries increased from 83.7% of adjusted CUPA in fiscal year 2012 to 91.2% in fiscal year 2014 ([RE792](#)). The average percent of CUPA for each rank exceeded 89.7% in fiscal year 2014.

We discovered, however, that using the small peer group (1) caused swings in the CUPA salary averages if one university did not report its salary data and (2) meant we didn't have CUPA matches for all of our faculty. In response to these problems, for fiscal year 2015, we changed the peer group. In consultation with the Salary Equity Committee of the Faculty Senate, we decided to begin using CUPA's Doctoral All pool of 161 universities as the peer group for calculating the discipline-based percent for individual compensation decisions. The Doctoral All pool provides us with a more complete and consistent comparison than the group of ten universities we previously used. This change reduced the volatility in individual pay data, provided a rank and discipline match for all of our faculty positions within the same comparison group, and included a broader representation of faculty across many different types of universities. After moving to the Doctoral All comparison group for fiscal year 2015,

our average faculty salary dropped to 84.2% of the CUPA average salary. Nonetheless, the last three years show an upward trend in the number of faculty moving closer to our goal. Figure 6.6 shows the number of faculty at each level by fiscal year and the impact of moving to the Doctoral All peer group in fiscal year 2015.

Figure 6.6. Faculty count by CUPA comparison level (fiscal years 2012 – 2015)



STAFF COMPENSATION

Over the last several years, the criteria for determining whether positions are exempt from the State Classified System have changed, resulting in more exempt employees at UNC. Over 500 of our employees are now considered exempt administrative employees. Unlike faculty positions that can be compared both internally and externally using discipline-specific rank and tenure peer data, many of the exempt administrative positions are difficult to compare because structures and job descriptions vary widely. It has become clear that we need a better taxonomy for categorizing exempt positions before we can develop meaningful comparisons for compensation targets. We are working now to (1) develop a taxonomy that will identify bands of employees with similar responsibilities to ensure we have internal equity in how we compensate employees with similar duties and (2) gather market data to identify pay ranges for the bands. These efforts will result in a compensation and pay structure that fulfills the first two objectives in the Compensation Identity Plan for exempt staff.

NINE CORE PLANS: MULTIYEAR STRATEGIC INVESTMENTS

Multiyear investments to implement priorities identified in several of the nine Core Plans are part of our strategy for using reserves to invest in strategic improvements that build revenue-generating capacity and position UNC for future success, as described in Sub-Component 5.A.1. Examples of these investments include:

- Research, Scholarship, and Creative Works Plan: Over \$1.0 million was spent in fiscal year 2013 on support for individual faculty research, scholarship, and creative work endeavors and included such activities as start-up packages for new faculty, funding for Sponsored Research Fellows, the Pilot Workload Reassignment Program, and travel; funding was also provided to support housing the operations of the Secretariat of the Rocky Mountain Modern Language Association and the peer-reviewed journal Rocky Mountain Review in the Department of Hispanic Studies;
- Community and Civic Engagement Plan: \$170,000 to begin implementing the plan by establishing an office, hiring a director, and initiating activities to promote engagement;
- Integrated Student Support Plan/Academic Portfolio Plan: \$160,000 to support the Student Success Collaborative described in detail in Criterion 3; and
- Academic Portfolio: \$526,000 in online course development.

Similarly, the Innovation@UNC initiative (I@UNC), a campus-wide RFP process for innovative ideas, is investing \$1 million dollars over two years to support developing new programs, reaching out to new learners, implementing new pedagogies, and promoting student success, which align with elements of our enrollment, student success, and academic portfolio planning ([RE363](#)).

These examples offer evidence of strategic efforts to fulfill UNC's mission and vision even in the face of limited resources. We have adapted our planning and budgeting processes to better support our mission and vision, and we continue to dedicate resources to meet realistic goals that align with our mission.

Sub-Component 5.A.4.

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

The university ensures that all classified, exempt, and faculty employees are appropriately qualified and trained by adhering to a variety of processes and procedures. These processes can be divided into three distinct phases: (1) hiring documentation and procedures; (2) professional development; and (3) employee evaluation. Each of these phases is described below.

HIRING AND DOCUMENTATION

Hiring processes are clearly delineated for three different employee classifications: faculty; classified staff, who are considered State employees; and exempt staff, who hold a variety of administrative roles ([RE356](#)). Qualifications for faculty and exempt positions are determined by the hiring department and search committee tasked with selecting appropriate candidates, whereas qualifications for classified staff are

Innovation@UNC is investing \$1 million dollars in developing new programs, reaching out to new learners, implementing new pedagogies, and promoting student success.

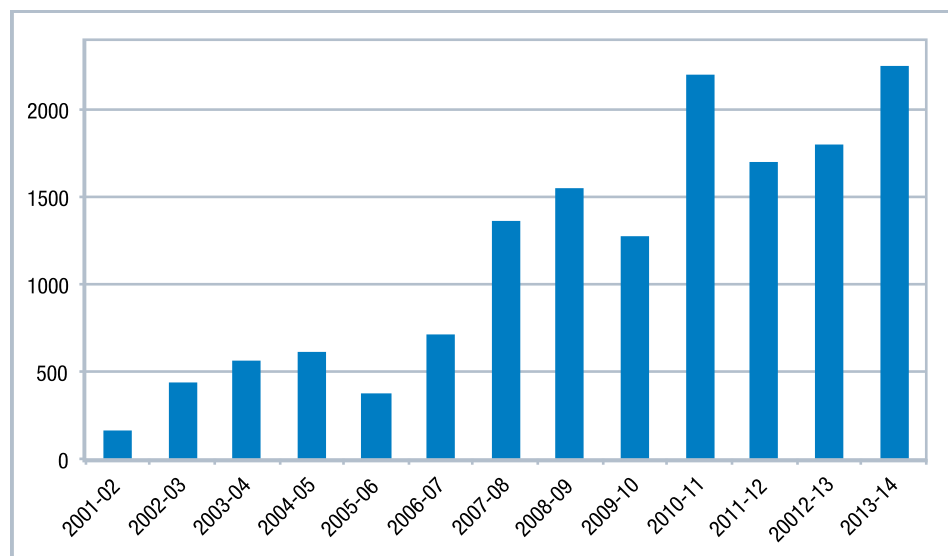
Since 2006 there have been 12,863 registrations for workshops and forums offered by the Center for the Enhancement of Teaching and Learning.

generally defined by the State of Colorado. All classified and exempt positions are further defined in an individual Position Description Questionnaire (PDQ), which is maintained by Human Resources ([RE106](#)). To ensure transparency and the broadest possible hiring pool, all UNC job vacancies are published on our publically available Human Resources website ([RE361](#)). Exempt and faculty positions are also advertised in *The Chronicle of Higher Education*, the Affirmative Action service offered by *HigherEd Jobs*, *Hispanic Outlook*, and *Black Issues in Higher Education* to attract a diverse pool of candidates, and in other locations at the search committee’s discretion.

PROFESSIONAL DEVELOPMENT

A number of resources are available to support ongoing employee training and professional development (many of these are described in Criterion 3). The Center for the Enhancement of Teaching and Learning (CETL), established from our Charting the Future planning in 2003-2004, offers employees a variety of workshops and seminars on such topics as effective teaching methods in large classes and effective use of software applications. Another training opportunity available to all UNC employees is the SkillSoft on-line training program, which provides over 600 course offerings at no charge and includes a tracking function to alert supervisors when staff have completed a training module. Data show that since 2006 there have been 12,863 registrations for CETL workshops and forums and 2,386 SkillSoft online course enrollments. The most popular workshop topics include assessment, educational technology, teaching and learning, software applications, university planning, leadership, and diversity. As Figure 6.7 shows below, participation has increased significantly since CETL was established.

Figure 6.7. Center for the Enhancement of Teaching and Learning registrations (2001-2014)



Tuition remission agreements are also in place for UNC employees to take courses at UNC, Colorado State University (CSU), and Aims Community College. Full-time employees may take up to nine credit hours per year at UNC or CSU and up to six credit hours per semester at Aims. Employees who are less than full-time are allowed tuition remission in proportion to their employment assignment. Since 2006, UNC has granted 887 waivers to employees and granted 87 so far this year.

Over the last ten years, the development and adoption of new technologies has changed significantly in our society and in our university environment. In order to be more effective and efficient in all of our university operations, we have moved the majority of our processes from paper to a digital environment. This includes functions associated with gathering and tracking academic information, analyzing institutional data, processing applications, registering students, and administering financial aid. With this change comes the need for systematic and on-going training in these new technologies, such as the Banner Student Information System. In response to this, the fiscal year 2016 Staffing Plan will invest in a new position that will be responsible for developing an on-going training program for faculty and staff on Banner and other platforms.

Faculty and staff can also access support for scholarly activities and development opportunities that addresses departmental needs. For example, the Provost Fund for Scholarship and Professional Development is available to support faculty research, scholarship, and professional activity ([RE793](#)). Faculty can also apply for support funds from the Faculty Research & Publications Board under their New Project Program (NPP) ([RE342](#)). These grants help support the startup of new research and creative projects. Both faculty and professional staff can apply for travel support through the Annual Scholarly Activity Travel Support (ASATS) fund ([RE232](#)). The Office for Sponsored Programs also helps faculty and staff secure and manage external funds through a variety of support services. The Summer Support Initiative provides support for writing grants, performing research, or pursuing creative works during the summer months ([RE229](#)). Tenured faculty are provided the opportunity to apply for semester or academic year sabbatical leave to pursue in-depth scholarship, research, or creative endeavors ([RE251](#)). Also, departments may offer employees opportunities to attend national or local conferences relevant to the department's needs. Taken together, these programs and resources provide a wide variety of funding and support opportunities to ensure that faculty and staff are well equipped for continued effective performance.

EMPLOYEE EVALUATION

UNC employees receive periodic evaluations to provide feedback for improvement and identify opportunities for professional development. The State of Colorado defines the process for classified staff evaluation, and the Board Policy Manual and Universi-

The Summer Support Initiative provides support for writing grants, performing research, or pursuing creative works.

ty Regulations define the process for faculty and exempt evaluation ([RE20](#), [RE119](#)). Faculty evaluation is addressed in the Board Policy Manual 1-1-307 and 2-3-801 and University Regulations 3-3-801 through 3-3-806. Exempt staff evaluation is addressed in the Board Policy Manual 2-2-102 and University Regulations 3-4-112 through 3-4-117. University Regulations also address the evaluation of department chairs in 3-3-301(4), school directors in 3-3-1101(4), and deans in 3-3-1102.

Classified employees are subject to state regulations that include a standardized process for performance evaluation. All classified employees have a yearly planning confirmation and overall evaluation done with their immediate supervisor; this is known as the Colorado Performance Pay System ([RE310](#)). Under-performing employees may require a remediation plan; outstanding employees may receive a reward in the form of a pay increase or promotion.

Faculty evaluation criteria are established at the school, department or program level with input from the Dean and Provost, and the process for each type of evaluation is outlined in Board policy. Faculty complete either annual or biennial review, pre-tenure review in their third year, comprehensive review for tenure in either the fifth or sixth year, and post-tenure comprehensive reviews every five years thereafter. Depending on the type of evaluation, the Chair/Director, Dean and Provost also provide feedback along with the faculty ([RE20](#), [RE119](#)). University Regulations and Board Policy also outline the process for faculty to appeal an evaluation decision and the option to file a grievance. Adjunct faculty reviews are determined at the unit level and may be formal or informal.

Exempt staff performance planning and evaluation is an annual process with two phases. In the first phase, the planning phase, the supervisor and employee together outline duties, responsibilities, activities, and expected outcomes for the employee for the coming year. In the second phase, the evaluation phase, the supervisor reviews, with the employee, the employee's performance in carrying out duties and activities and in achieving the outcomes established for the employee during the planning phase.

Sub-Component 5.A.5.

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

STRATEGIC PLANNING DRIVES ANNUAL BUDGETING

As noted earlier, UNC's Planning Map is the basis for financial planning and resource allocation. The direction, goals, and priorities that emerge from planning drive resource allocation decisions to ensure that educational purposes receive highest priority. In addition, when allocated funds are not fully expended, they are returned to the

university's "revenue river" to be redirected to priorities. Like all UNC planning, the budget process looks at the eight Key System Elements (UNC mission and identity, external funding, cost of attendance, cost-saving innovations, employee compensation, capital, other operating costs, and reserves strategy) to provide further context for decisions.

Prior to the development of the Planning Map, which establishes the link between strategic planning and budgeting, budgets were developed by and negotiated between chairs/directors and deans and then between deans and vice presidents and were not well connected to or aligned with university-wide goals and strategic planning. The end result was that: (1) there was no set of guiding priorities upon which to make unit-level budget decisions; (2) there was an inequitable distribution of resources among units; (3) units that had cash-funded operations (e.g., fees, auxiliary activities, extended campus offerings) had access to more operating and discretionary funds (e.g., support for faculty start-up, technology purchases), which created over- and under-resourced units; and finally, (4) there was no university-wide direction to guide critical investments in areas such as compensation, research/scholarship, capital needs, or staffing. Now, for the first time in UNC's recent history, we have a budget allocation process whereby strategic plans developed by faculty, staff, and in some cases, students, drive resource allocations and adjustments.

In addition, the introduction of the university "revenue river" concept has significantly changed how we view and manage resources. We have successfully leveraged the power of hundreds of individual funding "rivulets" by directing them into a university "revenue river" that supports strategic investments in the priorities identified in the Planning Map. In keeping with this river concept, the nine Core Plans and five Support Plans do not have their own defined budgets; rather, expenditures are proposed by units that are implementing various components of the plans. For example, the International Plan has a number of goals and objectives, but our initial focus is on academic partnerships and student/faculty exchanges with our partners in East Asian countries. To advance this goal, units requested (and received) funding in their budgets to support the development of partnerships in East Asia, including a 2+2 program in Thailand lead by the College of Education and Behavioral Sciences and visiting scholars from China in the College of Performing and Visual Arts. In addition, funds to support the recruitment of students from China were awarded through the Innovation@UNC process.

BUDGET PROCESS

The budget process timetable establishes roles and responsibilities and a calendar for completing various aspects of the process ([RE795](#)). Each fall, strategic and operational planning priorities for the next fiscal year are identified, and related cost estimates are developed. The development of the Staffing Plan, which is approved in Novem-

For the first time in UNC's recent history, strategic plans developed by faculty, staff, and in some cases, students, drive resource allocations and adjustments.

We have leveraged the power of hundreds of individual funding "rivulets" by directing them into a university "revenue river" that supports strategic investments in priorities.

ber, is a significant part of this work (more than 60% of UNC's budget is personnel). In addition, the Facilities and Infrastructure Master Plan and the University Information Management Plan (two of the Support Plans) are developed through formal Capital Request (which also includes equipment and furnishings) and IT Request processes. Departments submit all budget requests (including capital and IT) through deans or assistant vice presidents, who prioritize them based on how they address academic needs and share them with the area senior vice president or vice president, who further prioritizes them in relation to other requests and how they support the nine Core Plans in the Planning Map. In December, initial budget parameters are established based on emerging information about expected revenue and expenditures and other Key System Elements. In January, the technical budget preparation process is formalized with specific forms, budget entries, and reports with instructions, training and a defined timeline for the campus. In February, a second iteration of the prioritization discussions typically takes place among the units and their respective deans and/or assistant vice presidents, and there is opportunity for further refinement as more information about projected revenues and strategic plans becomes available. Details and decisions are finalized from March to mid-May. Throughout the process, we communicate with and solicit feedback from the Board of Trustees, which approves the final budget each June.

For example, last year funding for capital, equipment, and furnishings included a major investment in redesigning Gray Gym into a theater to address a serious gap in the performance and instructional spaces for our theater and dance students; remodeling of our Psychological Services Clinic that included new video technology; new research space for faculty in Ross Hall; remodeling of kitchen space in Kohl House, home of the Asian/Pacific American Student Services; updates to the Anthropology lab; and graduate student workspace in McKee Hall, to name a few ([RE35](#)).

In order to be transparent about this new paradigm in which strategic planning drives fiscal planning and annual budget building, the Provost and the Chief Financial Officer have made numerous presentations to campus, including presentations to every college's leadership team (comprised of chairs/directors and dean's office staff), campus governance groups, and the Board of Trustees and its Finance and Audit Committee. The President also regularly discusses strategic planning efforts in her annual State of the University address ([RE228](#)). Although we have been working for several years to move away from the old non-systemic, unit-based perspective on budgeting, there clearly is more work to be done to communicate about the university's plan and budgeting processes. Information about the process has still not been conveyed uniformly across campus, and more communication and explanation is in order. It is particularly important that we continue to communicate about the annual outcomes that emerge from the clear link between planning, prioritizing, and annual budgets.

The Provost and the Chief Financial Officer have made presentations to every college's leadership team and other campus groups about our redesigned budget approach.

MONITORING PROCESS

The university monitors revenues and expenditures and reports quarterly to the Board of Trustees ([RE794](#)). These reports include information on cash balances and reserves; accounts receivable; and budgeted, actual, and forecast revenues and expenditures. In addition, reports available through the university's Insight reporting portal give managers financial information about their areas of responsibility ([RE796](#)). The reports include three prior years of actual results plus the current year budget, actual, encumbrances and available balances. These reports are available at any time the user wishes to access them and allow for timely monitoring of revenues, expenses, and transfers across all areas of the institution. The close monitoring of resources throughout the fiscal year affords the university the opportunity to redirect resources as necessary to meet the mission of the institution.

Core Component 5.B.

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

UNC's governance and administrative structures are derived from Board Policy, Part 2: Governance ([RE20](#)). The Board is charged by the Colorado General Assembly as the official and final governing authority of the university. As described elsewhere in this document, UNC's Board consists of seven members appointed by the Governor of Colorado and two non-voting members, one faculty and one student elected by their respective constituencies. The Board delegates authority to the President, who is charged with directing and administering all operations and activities of the university. Shared governance is assured through policy and practice, and the university has established appropriate governance structures to assure fulfillment of our mission.

Sub-Component 5.B.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.

POLICIES TO ENGAGE INTERNAL CONSTITUENCIES

Shared governance is an important institutional value at UNC. A commitment to shared governance is emphasized and maintained throughout the Board Policy Manual, which describes the roles and responsibilities of individuals and representative bodies to participate and advise on matters that affect them. The university has long-standing representative bodies for each of its internal constituencies, including the Faculty Senate, the Student Senate, the Classified Staff Council, and the Professional Administrative Staff Council.

The close monitoring of budgets throughout the year affords the university the opportunity to redirect resources strategically.

Shared governance is assured through policy and practice.

The Faculty Senate is the representative body of the faculty. Article 3 of the Board Policy Manual addresses faculty governance and grants faculty the right to participate in developing and recommending educational policy and in the governance of the university pertaining to academic matters ([RE20](#)). Specifically, Board Policy states that the Faculty Senate may:

1. act for the voting faculty on all matters within the scope of this policy and the faculty constitution as approved by the BOT;
2. receive and consider reports and recommendations from members of the University community as it sees fit;
3. initiate or review policies pertaining to the general welfare of the University, its faculty or students; and
4. transmit resolution regarding any manner concerning the University to the President and/or the BOT, and to the faculty for their consideration and/or further action. (p. 9)

The Faculty Senate regularly exercises these responsibilities as evidenced by the number of Senate Actions approved each year ([RE344](#)). Depending on the type of policy or regulation, Senate Actions may require additional approval by the President, and, for Board Policy, the Board of Trustees.

Student participation in shared governance is also described in the Board Policy Manual. Elected as a representative body of students, the Student Senate has authority over matters such as developing and making recommendations regarding the allocation and management of student fees; enacting resolutions pertaining to student concerns; appointing student committees; and approving and sponsoring programs of interest to the student body ([RE230](#)). The Student Senate historically reviewed and approved expenditures of student fees through the Student Fee Allocation Process, which was often quite contentious. During the 2013-2014 academic year, students invested significant effort in revamping this process and aligning it with the direction of the university's strategic planning. Rather than serving as the arbiter of fee allocations, the Student Senate now facilitates a process for collecting input on fee allocations and shares it with relevant student support units. Decisions about the use of fees consider students' input in the context of other decisions about university priorities. The new process also includes a component, modeled on the Innovation@UNC initiative, for the Student Senate to select and fund approximately \$50,000 in pilot projects annually. The Student Senate will identify a theme each year, and student service providers will make proposals to pilot programs or activities supporting the theme. Successful pilots will be considered in the university budget allocation process for ongoing funding.

The Student Senate has changed its student fee process to realign it with the university's strategic planning.

Classified staff are represented by the Classified Staff Council (CSC), and the Professional Administrative Staff Council (PASC) represents exempt personnel. Although Board Policy does not explicitly define the authority of these bodies, members of both groups participate in Faculty Senate and Student Senate meetings as non-voting members. Both representative bodies are regularly consulted in an advisory capacity in the development of policies and other university regulations relevant to the interests of classified and exempt staff. PASC and CSC have representatives/liaisons who attend meetings of the Faculty Senate, Student Senate, and Board of Trustees.

EXAMPLES OF CAMPUS ENGAGEMENT

Over the last decade, and especially since 2007, UNC executive leaders have tried to systematically improve communication and collaboration with members of the campus community. As a result of these efforts, governance groups for faculty, classified, and exempt staff, and members of the campus community regularly contribute to the development and revision of significant university policies. Recent efforts by campus leaders to invite ideas from faculty and staff have been appreciated and produced invaluable direction for the future. For example, the Salary Equity Committee, a sub-committee of the Faculty Senate, worked with the Provost and Human Resources Director (who both serve on the committee) to develop recommendations on how salary increases will be managed in a given year, review salaries at all levels annually, and craft a report to the university community on salary issues such as parity with peer institutions. In addition, UNC leaders use open forums and feedback mechanisms to foster communication and collaboration among faculty, staff, students and administrators. Notable examples of this are described in Table 6.4.

The Faculty Senate's Salary Equity Committee works with the Provost and Human Resources Director to develop recommendations on how salary increases will be managed.

Table 6.4 Examples of campus communication and collaboration

Planning Activity	Description
Academic Plan	Numerous cycles of faculty and staff input into the Academic Plan in 2007 and subsequent planning refinements (summarized below and in Criterion 1).
Branding Campaign	In 2009, the university initiated a branding campaign that was led by a 36-member campus-wide committee. Members of the campus were involved in the development of the campaign through opinion research surveys, focus groups, and field testing opportunities.
Budget	The President initiated a campus-wide effort to identify ideas for sustainable cost savings in order to avoid making budget cuts in Fall 2010.
Campus Commons	The vision for the Campus Commons, the most recent capital proposal prepared for submission to the Colorado Commission on Higher Education, was led by a steering committee comprised of faculty, staff and students and created with input from over 11 different units involving over 75 people, as well as multiple open forums held across campus involving faculty, staff and students. An open house was held in January 2014, and a "graffiti wall" was installed at the University Center for students to provide feedback.

President Norton initiated a campus-wide effort to identify ideas for sustainable cost savings in Fall 2010.

Students voted to adopt the Quality of Life fee, which has led to campus improvements.

Enrollment Management	The Enrollment Management and Student Access Summit brought together over 150 people from across campus in Fall 2008 to identify shared roles for affecting student recruitment and retention; communicate UNC’s commitment to student access; identify strategies for creating a strategic enrollment management and student access plan; and raise awareness of the changing higher education market.
Graduate Dean Discussions	During 2014-15, visits by the Graduate Dean to faculty in individual graduate programs to discuss enrollments in their programs, recruitment strategies, admission procedures, and possibilities for program enhancement.
I@UNC	In 2013-2014, UNC launched the Innovation@UNC initiative (RE363). The Provost hosted a series of open forums to encourage collaborative teams to develop funding proposals for innovative programs in support of university priorities. All proposals were posted to the university’s SharePoint site, and all employees were invited to review and comment on the proposals. Comment Teams of faculty and staff provided in-depth feedback on five to six proposals. These comments were included in the review process conducted by the Review Team to determine which proposals were funded.
Nine Core Plans	The nine Core Plans that have emerged from the planning work begun in 2009 are developed by advisory groups of faculty and staff. These groups are responsible for preparing goals, strategies, and evaluation of the plans.
Quality of Life	In 2010, administrators worked with the Student Senate to seek student support for a Quality of Life fee that would provide funds for increased bus shuttle service on campus and other enhancements to existing services such as the Counseling Center. Students voted to adopt the fee, which has led to campus improvements such as the Campus Bike Program, which supplies 100 bicycles for students to ride on campus (RE399).
Provost Presentations	During 2014-2015, presentations by the Provost followed by open discussion at college meetings regarding the new landscape of higher education, opportunities for new programs, history and forecast for state funding and other sources of revenue, and the need to focus on increased revenue through new populations of students, new academic programs, concerted efforts to guide students at risk for leaving the university prior to degree completion, and so forth.

Strategic planning is a strong focus at UNC, and planning processes also reflect the university’s commitment to shared governance. For example, the Academic Planning process in 2006-2007 was a university-wide collaborative effort initiated by the Provost and facilitated by a steering committee of faculty, staff, and administrators. They considered the results of recent planning efforts, including UNC’s 2004 self-study report to the Higher Learning Commission and the work of six groups convened in

response to the university's Charting the Future report. Over a 20-month period, the steering committee collected extensive campus input through 45 "campus conversations" held across campus and by inviting feedback via an online form and email.

In Fall 2009 the President launched a university-wide planning effort to further refine the vision articulated in the Academic Plan. The process, which began with the President hosting a series of strategy sessions with campus governance groups and a number of working groups, was designed to be inclusive and transparent, encourage collaboration, identify and connect work that was already under way, and avoid unnecessary committees and duplication of efforts. In the spring of 2011, the President followed up with a listening/learning tour to discuss implementation of the plans. This is the process that developed the Strategic Framework depicting transformative student learning at the intersections of academics, research, and community.

Development of the nine Core Plans and five Support Plans in the Planning Map involves a wide range of internal constituents from administration, faculty, staff, and students. In an effort to have planning be an ongoing process of implementation, evaluation, and plan adjustment, committees that develop plans also participate in ongoing monitoring and reporting of the plan outcomes ([RE257](#)). Efforts are made to keep regular and open lines of communication about plan development and outcomes between advisory committees and the various internal constituents of the university. Public comment periods and open campus meetings are characteristic components of nearly all planning. For example, the draft planning document on Research, Scholarship, and Creative Works was circulated on campus for a five-week period for the purpose of inviting comment ([RE54](#)). Subsequently, the Research Advisory Council summarized feedback, made adjustments to the document, and prepared a coda of comments before submitting the revised plan to the Provost. The group that developed the Community and Civic Engagement Plan took a similar approach, and the Compensation Identity was developed through the Salary Equity Committee of the Faculty Senate, CSC, and PASC governance groups.

Separate but complementary to the planning process, the Provost and President attend various college and governance group meetings, usually at the beginning of the academic year, to give "state-of-the-university" style talks and to receive feedback about our Planning Map and priorities that emanate from these plans. The President also gives an annual State of the University address open to all members of the university community and the general public ([RE228](#)). The Provost and a representative from the President's office attend Faculty Senate meetings during the academic year to share updates on key issues. Enrollment updates and other key information items are shared by the President and Provost with the campus community via email. More recently, the Provost met with every academic and non-academic support unit and governance group on campus to discuss the Five-year Fiscal Sustainability Plan. These meetings were followed-up with the "Extending Our Reach, Preserving Our

The Provost has met with every academic and non-academic support unit and governance group on campus to discuss the Five-year Fiscal Sustainability Plan.

Heritage” communication sent to all members of the campus, which explains in more detail UNC’s response to the changing higher education context ([RE577](#)).

Communication and discussion about strategic direction also occurs between the Provost and her administrative team, the Senior Vice President and Chief Financial Officer and other vice presidents who are members of the President’s executive staff. The Provost’s Leadership Team is comprised of 16 members who are associate provosts, assistant vice presidents, deans, the Registrar, and directors who report directly to the Provost. The purpose of these meetings is to discuss and seek feedback on academic, fiscal, and operational issues. Working committees are formed to work on and discuss details of procedures or strategic plan implementation. The Provost asks Provost’s Leadership Team members to take key university issues, such as proposed Faculty Senate actions, fundraising and development plans, and proposed changes to procedures and processes to faculty and staff for feedback and suggestions as part of the governance process. Evidence of the links in this chain of communication can be found in the agenda and minutes of the Provost’s Leadership Team and College Leadership Team meetings ([RE256](#), [RE259](#)). The Chief Financial Officer/Senior Vice President and her leadership team, and the President and her executive staff, engage campus in similar ways.

UNC is fully committed to shared governance and has policies and procedures in place to support this commitment; however, faculty have not always felt they are sufficiently involved in campus decision making and policy matters, and there is undoubtedly room for improvement. The annual Faculty Senate survey indicated perceptions of insufficient opportunities for input into university decisions ([RE227](#)). Survey data collected since 2007 through the HERI Faculty Survey, however, suggest that faculty perceptions of shared governance have improved over time, as illustrated in Table 6.5 ([RE61](#)).

Table 6.5. Faculty perceptions of shared governance

	2007	2013	Change
Faculty are sufficiently involved in campus decision making. ^a (positive item)	35%	44%	+9%
Faculty are typically at odds with campus administration. ^b (negative item)	89%	66%	-23% ^c
Administrators consider faculty concerns when making policy. ^b (positive item)	48%	59%	+11%

Source: HERI Faculty Survey

^aPercent indicates proportion who agreed with the statement

^bPercent indicates proportion who indicated statement is somewhat or very descriptive of UNC.

^cBecause this item is negatively phrased, the reduction in agreement reflects an improvement in perceptions.

A state survey of all government employees from 2011 suggests that UNC employees report more positive perceptions of their opportunities to participate in shared governance compared to employees of other state colleges and universities ([RE797](#)). For example, UNC employees agree significantly more with the statement that “Where I work, employees are encouraged to participate in making decisions that affect their work” than other state employees. Similar agreement is associated with the statement “When employees have good ideas, management makes use of them.” These responses may reflect the participation of all employees in the survey, while the HERI and Faculty Senate surveys were completed only by faculty. Other institutional surveys of all employees have found significant differences in faculty and staff perceptions of the university, with staff generally reporting more positive impressions. For example, in the 2013 Image Survey, faculty responses were typically less positive than those of exempt and classified staff ([RE6](#)).

Sub-Component 5.B.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.

Legal and financial oversight responsibilities are explicitly covered under Colorado Revised Statutes, the Board Policy Manual, Board Bylaws, and University Regulations ([RE20](#), [RE67](#), [RE119](#)). The Board exercises this authority directly through activities such as approving new or revised Board policies, reviewing and approving the annual budget, hiring and evaluating the President, and delegating authority to the President for managing all aspects of the university. The Board acquires and demonstrates knowledge about the institution through its regular meetings, special meetings, and designation of standing committees such as the Finance and Audit Committee. The Board is informed about various aspects of the university and its operations through standing reports from the President and campus governance groups at each of its regular meetings ([RE294](#)). In addition to these standing reports, the Board meeting agendas include updates on relevant information throughout the year on topics such as enrollment, financial matters, strategic planning initiatives, and personnel items. These reports, which are presented during the meeting, are also included in printed materials sent to the Board prior to each meeting. This process ensures that the Board maintains an appropriate depth and breadth of knowledge about the university and its operations. When necessary, the Board deliberates on action items and votes to determine the outcome. The Board’s Finance and Audit Committee meets each quarter to review enrollment and revenue reports. These meetings assure that the Board carries out its fiduciary obligations through ongoing oversight of the university’s finances. Additional evidence of the Board’s knowledge and exercise of its responsibilities is described in greater detail in Criterion 2.

UNC employees report more positive perceptions of their opportunities to participate in shared governance compared to employees of other Colorado state colleges and universities.

Standing reports from the President and campus governance groups ensure that the Board maintains an appropriate depth and breadth of knowledge about the university and its operations.

Sub-Component 5.B.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.

Participation and collaboration in planning and policy development are encouraged and supported across all levels of the university. As described in 5.B.1, 5.C, and elsewhere in this document, Board Policy articulates the respective roles of the university’s administration and governance groups in establishing institutional-level academic policies, processes, and requirements. The President and her executive staff, associate provosts, assistant and associate vice presidents, and deans work closely with the Faculty Senate and other representative bodies to develop and maintain requirements, policies, and procedures that support the academic mission and goals of the university. For example, in order to work more closely with the Senate on critical matters such as curricular policies, the Provost attends the Faculty Welfare Committee, and the Associate Provost/Dean of University College and the Special Assistant to the Provost attend the Academic Policy Committee.

Along with the formal employee governance groups described in Sub-Component 5.B.1, the university has several standing committees that play formal and/or advisory roles in the development of academic requirements, policies, and processes. Table 6.6 provides a sample of these committees and their respective responsibilities.

Table 6.6. Sample of campus committees

Committee	Composition	Responsibilities
Academic Compliance Steering Committee	Administrators and faculty	<ul style="list-style-type: none"> • Review HLC, state, and federal mandates for academic compliance • Review current UNC policies, procedures, guidelines, and practices for adherence to HLC and legislative mandates • Identify and prioritize compliance issues • Identify institutional barriers to compliance such as lack of policy, policy gaps, or structural impediments. • Develop, vet, and implement plans to resolve compliance issues. • Build campus-wide awareness of academic compliance issues and need to address those issues.

<p>Academic Policy Committee</p>	<p>Faculty and CAO or designee</p>	<ul style="list-style-type: none"> • Review and recommend goals relevant to academic programs. • Review all academic policies, such as admission and graduation requirements, grading system, curriculum development, proposed new programs, academic standards and regulations, academic calendar, faculty evaluation, reduction in force policies, standards of professional ethics and the like. • Receive and review reports and policy recommendations from other academic committees. • Prepare reports for consideration by the Senate.
<p>Assessment Council</p>	<p>Faculty, staff, administrators</p>	<ul style="list-style-type: none"> • Collect and disseminate information regarding best practices for assessing student learning. • Identify faculty and staff professional development needs and recommend strategies for addressing these needs. • Review institutional assessment processes and make recommendations for improvement. • Identify and recognize programs and individuals who demonstrate effective assessment practices.
<p>Faculty Welfare Committee</p>	<p>Faculty and CAO or designee</p>	<ul style="list-style-type: none"> • Consider and recommend policies concerning faculty employment issues such as compensation, promotion and tenure, academic freedom, and related topics. • Examine existing employee benefits. • Conduct reviews of university policies, practices, and regulations relevant to faculty welfare and make recommendations for revision when necessary.
<p>Graduate Council</p>	<p>Faculty Dean of Graduate School</p>	<ul style="list-style-type: none"> • Represent and act on behalf of the Graduate Faculty on matters related to the governance of graduate programs. • Study and recommend policy on issues related to Graduate Faculty, graduate students, and graduate studies.

Information Technology Committee	Faculty, staff, administrators, and students	<ul style="list-style-type: none"> • Make recommendations about university planning and coordination of information technology, including (1) computing, communication, and networking technologies; (2) video conferencing technologies; and (3) distance delivery facilities.
Liberal Arts Council	Faculty, Associate Provost, student	<ul style="list-style-type: none"> • Review and make recommendations regarding courses proposed for the Liberal Arts Core and gtPathways. • Recommend modifications of the Core. • Develop and maintain data on the Core. • Develop and implement a program for assessing the Core.
Professional Education Council	Faculty	<ul style="list-style-type: none"> • Recommend goals for the teacher education program. • Recommend policies for student enrollment requirements, program design and implementation, and specific required courses. • Ensure that teacher education programs comply with applicable rules and standards, including accreditation standards.
Provost's Leadership Team	Academic administrators	<ul style="list-style-type: none"> • Review, develop, and make recommendations regarding academic policies, programs, and requirements. • Review and approve Phase 1 proposals for new programs.
Research Advisory Council	Faculty and AVP for Research	<ul style="list-style-type: none"> • Advise AVP for Research and Provost on the promotion of research, scholarship, creative works, and grant activity at UNC. • Implement specific activities designated in the university's Research Plan. • Assist the AVP for Research in evaluating progress on the Research Plan and providing annual reports to the campus.

Note: Administrators refers to individuals with titles such as Assistant Vice President, Dean, Director, Executive Director, and so on. Staff refers to all other non-faculty positions.

The university also provides opportunities for faculty, staff, and students to participate in decision-making processes that set academic requirements, policy, and processes at the unit level. For example, the colleges have committees that address curriculum, governance, program review, and other topics of specific interest to the college ([RE383](#), [RE360](#)). These committees serve to ensure that decisions about local

academic matters are made by the people closest to the issue. College and unit leadership teams also work with their faculty and staff to identify priorities in their areas that address academic needs in response to the nine Core Plans and five Support Plans. For example, to develop the Integrated Marketing Plan, members of the undergraduate admissions and marketing team, the Graduate Dean, Executive Director of Extended Campus, and staff in University Relations work directly with faculty, chairs/directors, and deans to develop program-based marketing.

In addition to the university's various committees and governance structures, UNC regularly administers several surveys to solicit input from students, faculty, staff, and alumni. Students are surveyed annually using the Cooperative Institutional Research Program's (CIRP) College Senior Survey for undergraduates and a locally developed exit survey for graduate students ([RE62](#), [RE226](#)). Recent graduates are also surveyed in the annual Alumni Survey ([RE483](#)). Every two years, the university surveys employees, students, alumni, and community members using a locally developed Image Survey, and we also participate in the triennial HERI Faculty Survey ([RE6](#), [RE61](#)). We regularly include local items of interest in the CIRP and HERI surveys. For example, in the 2010 HERI Faculty Survey, we included items regarding diversity attitudes and experiences, and in 2013, we added questions about general education to both the Faculty Survey and the College Senior Survey. Data from these surveys are used from the program to the institutional levels to inform planning activities.

Core Component 5.C.

The institution engages in systematic and integrated planning.

Throughout this self-study we refer to how we have responded to the changing context of higher education by creating a systemic, organic, and integrated planning process that (1) actively engages the campus community; (2) is an ongoing process of plan development, implementation and evaluation; and (3) shapes the creation of our annual budgets and ongoing fiscal sustainability. Core Component 5.A describes our planning process in detail.

Sub-Component 5.C.1.

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

UNC's processes for allocating resources are directly tied to the university's mission and planning priorities, as described in Sub-Components 5.A.2 and 5.A.5. Our Planning Map, which builds on UNC's mission and Academic Plan, is the basis for financial planning and resource allocation. In developing the budget, the university considers the strategic planning priorities identified through the nine Core Plans and five Support Plans as well as the eight Key System Elements, which provide further context.

College committees ensure that decisions about academic matters are made by the people closest to the issue.

Over the past three years, UNC has allocated more than \$50 million toward institutional-based undergraduate and graduate student scholarships and assistantships.

For example, one of UNC's long-standing priorities is promoting our traditional mission of providing access and support to underserved students. In developing the Enrollment Plan, we strive to balance student access and support while also dealing with the reality of drawing more of our revenue directly from students. Institutional discounting decisions represent one strategy in our Enrollment Plan and Pricing Strategy to respond to this challenge. We have allocated in our annual budget over the past three years more than \$50 million toward institutional-based undergraduate and graduate student scholarships and assistantships. We also invest in supporting the academic success of these students through personnel investments (via the Staffing Plan) and student support initiatives such as the implementation of the Student Success Collaborative (via the Integrated Student Support Plan).

The potential impact of a particular investment is considered in resource allocations. Making investments that address priorities from multiple plans, as in the example above, is the ideal. The staffing plan development process described in Sub-Component 5.A.1 is a good example of how we consider the comprehensive and interconnected needs of the university in allocating resources.

Sub-Component 5.C.2.

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

In recent years, the university's planning and budgeting processes have evolved to the current multiyear, systems-based approach. Program review is the primary mechanism for connecting student learning and evaluation of operations to planning and budgeting (program review is discussed in greater detail in Criterion 4). Comprehensive reviews of co-curricular and academic programs are used for long-range planning at the unit, division, and institutional levels, while annual reviews provide a mechanism for monitoring progress and making adjustments to long-range goals when necessary to respond to changing conditions. Programs completing comprehensive reviews identify resources needed to achieve goals, and these are discussed in meetings with deans and assistant vice presidents and the Provost. Examples of how program review is used to inform planning and budgeting are outlined in Table 6.7. In keeping with the academic mission of the university, planning originating in Academic Affairs informs and shapes operations of other units in the university such as Finance and Administration and University Relations.

Planning originating in Academic Affairs informs the operation of other units in the university such as Finance and Administration and University Relations.

Table 6.7. Examples of links between program review, planning, and budgeting

Program	Planning and Budgeting Outcomes
Anthropology	<ul style="list-style-type: none"> • 2010-2011 program review outcome included an action plan for working with Facilities Management to conduct an analysis for upgrading the department's lab space (RE241).
César Chávez Cultural Center, Marcus Garvey Cultural Center	<ul style="list-style-type: none"> • Both Cultural Centers identified the reliance on the Student Fee Allocation Process for operating budgets as a weakness and threat to the programs (RE242, RE245). • The university used this information to make changes to how all of the Cultural Centers' operating budgets are funded.
Dietetics, Dining Services, Theatre Arts	<ul style="list-style-type: none"> • Recent program reviews of all programs identified a need for additional or improved facilities to support the academic mission and goals of the university (RE243, RE244, RE247). These reviews contributed to the development of the Campus Commons proposal.
Recreation, Tourism, and Hospitality	<ul style="list-style-type: none"> • 2008-2009 program review included adding 1 faculty FTE to the 2010 hiring plan (RE246). • The position was added to the Fall 2010 hiring plan. Although the Fall 2010 and Fall 2011 searches were unsuccessful, the position was eventually filled in Fall 2012.

UNC also uses data about student learning to inform macro- and mid-level investments and practices. An example of this is UNC's work with the Education Advisory Board's Student Success Collaborative. UNC joined the collaborative in Fall 2013 as the first step in developing our Integrated Student Support Plan (one of the nine Core Plans). The collaborative provides a web-based platform that analyzes UNC-specific longitudinal data to provide information for individual student advising and to identify patterns and trends at the course, program, college, and university level. For example, to inform student advising, the platform compares a student's past performance to program-specific longitudinal data on the performance of thousands of UNC students and alerts advisers to courses in which the student may need additional support—even before the student enrolls. Similarly, the platform identifies majors that may be a good fit for students based on their successes in previous coursework. In Spring 2014, UNC's programs in Biological Sciences, Nursing, Elementary Education, and Special Education, and the Office of Academic Support and Advising became pilot users of the platform's advising tool. Using the data, the academic programs identified courses that are critical indicators of success for their majors, which allows advisers to reach out to students who are not on track to complete the courses on time or when a student's performance in a critical course suggests the need for additional support. Biological Sciences faculty are also using the data to inform their work to redesign the first-year experience for Biology majors (a project funded by the Innovation@UNC initiative ([RE798](#))). In the summer of 2014,

In Spring 2014, UNC's programs in Biological Sciences, Nursing, Elementary Education, and Special Education piloted the Student Success Collaborative advising tool.

the Provost convened more than 40 leaders from academic and student support areas across campus to begin identifying broader uses for the data. They are identifying mid- and macro-level practices to increase persistence and graduation in ways we anticipate will be both more efficient and effective. Programs are already beginning to use these data to increase student success. For example, Political Science faculty added prerequisites to a sophomore-level course that freshmen were enrolling in and failing at high rates.

Sub-Component 5.C.3.

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

UNC's planning process was designed to be systemic, organic, and integrated. It acknowledges that the university is a complex system that operates within a larger ecosystem and uses the eight Key System Elements to facilitate this thinking. In addition, inherent in the organic nature of the planning process is the need to rely heavily on the many perspectives of individual campus community members.

The planning process includes constituents from across the campus as evidenced by the diversity of membership on committees developing plans ([RE257](#)). How campus is engaged in planning is discussed at length in Sub-Component 5.B.1. In addition, external perspectives are considered through structures such as college-level advisory boards and by partnering with external entities ([RE799](#)). For example, UNC's partnership with the City of Greeley in the development of the University District is connected to the Core Plans for Community and Civic Engagement and Research, Scholarship, and Creative Works ([RE433](#)).

Sub-Component 5.C.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.

Understanding, anticipating, and responding to the external factors affecting higher education have long been components of UNC's planning processes. In her 2009 State of the University Address, President Norton described several advantages UNC has for weathering the fundamental changes that have occurred affecting higher education in the last decade ([RE800](#)). Among these advantages, she cited UNC's strategic decision-making capacities, noting that UNC responded to the financial downturn by developing new pricing and discounting strategies, implementing cost-savings measures, and investing in institutional priorities. UNC's approach during recent years sets us apart from other research institutions in the state and elsewhere in that we were able to avoid furloughs, layoffs, across-the-board cuts, and program closures while building approximately \$43 million in reserves as a safeguard against further

reductions in state support. Five years later, the higher education landscape continues to evolve, but we remain focused on our primary mission to provide a transformative educational experience for the students we enroll. Current planning efforts are focused on balancing the seemingly contradictory challenge of educating more students in a time where college is less affordable ([RE228](#)).

UNC's response to recent challenges has been focused and deliberate, including the multiyear planning efforts launched in 2009, accumulation of significant cash reserves through sustainable and one-time cost savings, carefully thought-out increases in tuition and fees, focused marketing efforts, and strategic expansion of program offerings.

UNC has also developed a Five-year Fiscal Sustainability Plan, which was discussed with the Board of Trustees in June 2014 ([RE94](#), [RE801](#)). This plan provides a roadmap for how UNC will “turn the corner” to fiscal sustainability. Efforts identified in the plan are not new initiatives, nor are they separate from our nine Core Plans and five Support Plans. In fact, many of the activities in the fiscal sustainability plan emerged from the Planning Map. The Five-year Fiscal Sustainability Plan is simply a way to show how all of UNC's planning comes together in the context of fiscal sustainability.

The Five-year Fiscal Sustainability Plan identifies three primary activities that will establish UNC's long-term fiscal sustainability: (1) growing enrollment by recruiting a broader mix of students, which includes expanding programs to serve these students when necessary and appropriate; (2) growing enrollment by improving student persistence to graduation; and (3) creating sustainable cost savings by refining operational practices to be more effective and more efficient. In order to achieve systemic and enduring change, we are addressing each of these three activities at the institutional, unit, and individual level. Table 6.8 shows a few examples to illustrate the concept; there are many other efforts under way as well.

The higher education landscape continues to evolve, but we remain focused on our primary mission to provide a transformative educational experience.

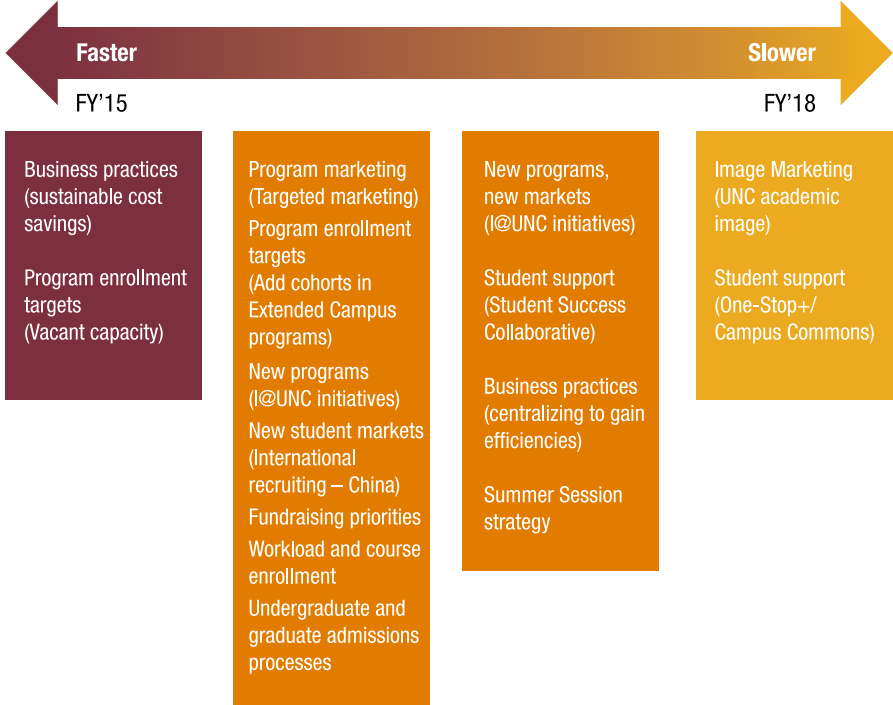
The Five-year Fiscal Sustainability Plan shows how all of UNC's planning comes together to ensure a healthy financial future for the university.

Table 6.8. Examples of systemic approach to Five-year Fiscal Sustainability Plan activities

Goals	Institutional level	Unit level	Individual level
Grow enrollment by recruiting a broader mix of students, which includes expanding programs to serve these students when necessary and appropriate	<p>UNC image marketing</p> <p>Revisit UNC's summer strategy</p> <p>Establish UNC's role as the preeminent health sciences educator in Vietnam</p> <p>Develop pipelines from high schools and colleges in China</p>	<p>Identify and reach new markets and new learners</p> <p>Set program enrollment targets</p> <p>Develop and launch new academic programs</p>	<p>Refine admissions processes</p> <p>Develop specialized communications for prospective students by major interest</p>
Grow enrollment by improving student persistence to graduation	Develop one-stop student support services for the Campus Commons	Use Student Success Collaborative data to refine program prerequisites and inform curriculum	Address student advising and support practices
Create sustainable cost savings by refining operational practices to be more effective and more efficient	Centralize university-level business practices	Identify efficiencies in college and unit level business practices	Ensure course enrollments and workload assignments are appropriate

It is important to note that the financial impact of actions identified in support of the fiscal sustainability plan ranges from fast to slow as shown in Figure 6.8, which is accommodated by the strategic use of reserves as outlined in the plan and discussed in detail in Sub-Component 5.A.1.

Figure 6.8. Timeline of key actions related to UNC's fiscal sustainability



The Five-year Fiscal Sustainability Plan supports the growth strategy that President Norton described in her 2014 State of the University address. Our growth strategy has five critical targets as summarized in Table 6.9.

Table 6.9. Five-year Fiscal Sustainability Plan goals

- Grow enrollment to over 15,000 students by Fall 2018.
- Increase the proportion of graduate students in our total enrollment from 20% to 25% by Fall 2018.
- Increase the average year-to-year undergraduate persistence rate by 2 percentage points, to 83%, by Fall 2018.
- Identify at least \$2.4 million in new sustainable cost savings by the end of fiscal year 2018.
- Pursue funding to break ground on the Campus Commons in the summer of 2016 and complete the second of two construction phases by the end of 2018.

Pursue funding to break ground on the Campus Commons in the summer of 2016 and complete the second of two construction phases by the end of 2018. Meeting these targets requires a two-pronged approach. First, we are responding to the in-

UNC is responding to the increasing demand for graduate education by serving the needs of growing populations such as students who are 25 and older, working adults, and degree completers.

creasing demand for graduate programs, particularly by serving the needs of growing populations such as students who are 25 and older, working adults, and degree completers. Our recent growth in graduate programs reflects the national growth in master's programs, particularly in professional programs that move students toward specific career goals. We attract these students with high-quality programs that also offer flexibility with options such as online, hybrid, and low-residency delivery.

Second, we are working to cement the university's position in the undergraduate market by better communicating what differentiates UNC among the growing array of education providers. We cultivate the unique potential of each student, offering them opportunities to learn from accomplished teacher scholars, to collaborate with renowned researchers, and to design and complete field work that prepares them for whatever path they have chosen. Our undergraduate focus also includes establishing clear pipelines to UNC from community colleges, strengthening our relationships with high schools, developing partnerships with other institutions, and fully integrating our student support efforts to increase the number of students who persist and graduate.

The Campus Commons is an integral part of our effort to differentiate UNC in the undergraduate market. The Campus Commons, which will be located in the heart of the campus, will radically change the student experience at UNC, starting the moment a student arrives on campus. The Campus Commons will (1) serve as a gateway to campus for the thousands of prospective students and their families who visit UNC each year; (2) be the home of a redesigned core of integrated student support services; (3) provide enhanced academic facilities for students in the performing and visual arts, business, nutrition, and hospitality programs; and (4) be a place for connecting UNC to the larger community through interactive exhibits, large gathering spaces, and an entryway to the university's community and civic engagement efforts.

The Five-year Fiscal Sustainability Plan mapped out annual targets and projections in order to demonstrate the feasibility of our approach. It is necessary to further refine the plan each year. The targets we have developed for Fall 2015 (fiscal year 2016) are:

- 2,070 new freshmen, which will be 132 more new freshmen than we enrolled Fall 2014;
- 976 new undergraduate transfers, which will be 190 more than Fall 2014;
- 1,201 new graduate students, which will be 549 more new graduate students than Fall 2014;
- A 0.5% increase in the average fall-to-fall persistence of all undergraduates, which will take us from 82.1% to 82.6%;

- 114 new undergraduate international students, which will be 100 more new international undergraduates than Fall 2014; and
- 56 new international graduate students, which will be 30 more new international graduate students than Fall 2014 ([RE802](#)).

Following are examples of specific actions we are taking to achieve the fiscal year 2015 targets.

- Increase the number of new freshmen through targeted recruiting efforts (e.g., high school counselor outreach, program marketing);
- Create new pipelines for transfer students by developing new articulation agreements with two-year colleges and strengthening marketing efforts aimed at potential transfers from two-year colleges;
- Continue implementation of the Student Success Collaborative to support systemic improvement of student persistence;
- Fill vacant capacity in graduate programs;
- Expand high-demand graduate programs;
- Offer programs in flexible formats (e.g., online Arts Entrepreneurship Certificate funded through Innovation@UNC);
- Increase targeted marketing of nonresident students in states where UNC typically recruits well (e.g., California, Texas); and
- Grow international student enrollment by establishing agreements with high schools and universities in China, Vietnam and Mexico.

Our planning for fiscal sustainability is expressly designed to prevent UNC from being disadvantaged by sudden changes in revenue. However, the crucial role of our campus community in securing the future for UNC must also be acknowledged. We created the reserves by making difficult choices—including multiyear freezes on salaries, hiring, and investments in small capital and technology—in the face of challenges in order to secure UNC's future. This simply would not have been possible without the goodwill and sacrifice of many people throughout our campus who are passionate about fulfilling UNC's mission.

The accumulation of reserves would not have been possible without the goodwill and sacrifice of many people throughout our campus who are passionate about fulfilling UNC's mission.

Sub-Component 5.C.5.

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

Evidence that emerging factors are taken into consideration in the planning process can be found in the Five-year Fiscal Sustainability Plan discussed in Sub-Component 5.C.4. The plan includes a careful analysis of the changing landscape in which UNC operates, including the following:

- A decline in the traditional undergraduate student population, accompanied by an increase in the number of these students who enter college academically and financially underprepared;
- A more competitive market in terms of the number and type of higher education providers available;
- Increasing diversity among students in terms of their demographic backgrounds, academic preparation, financial capacity, needs, and interests, with many students seeking greater customization from their educational programs;
- Changing expectations of employers and the general public regarding the knowledge, skills, and competencies students should possess at graduation; and
- Decreasing public investment in higher education that is unlikely to ever return to pre-recession levels.

In addition to the institutional-level Five-year Fiscal Sustainability Plan, the university also regularly develops and implements strategic plans that focus on specific aspects of the university's operations (for example, the nine Core Plans of the Planning Map discussed throughout this document). Evidence of the university's ability to anticipate and respond to demographic shifts in the student population can be found in our annual enrollment planning and pricing strategy processes. The current plan describes UNC's shift from focusing primarily on the number of students enrolled to a broader emphasis on not only the number who enroll, but also the number who graduate ([RE10](#)). The plan includes a goal for the university to serve students who reflect the diversity of the world around us, and, for undergraduates in particular, to enroll students who reflect the diverse demographics of Colorado and the West. To operationalize the plan, the university establishes key performance indicators that establish target enrollments for students based on a variety of factors, including demographic background. The university's Internationalization Plan also outlines several goals that reflect attention to the importance of incorporating globalization in institutional planning ([RE38](#)). This plan is broad in scope, addressing the needs of native students enrolled at UNC as well as growth in the number of international students attending the university.

As mentioned earlier, the Innovation@UNC (I@UNC) initiative is about responding to the most significant and complex external higher education challenges we have ever faced as a university. It is about tapping into the imagination and inspiration of our faculty, staff, and administrators to identify unique ways to address these challenges. It is about proactively shaping our future and turning challenges into opportunities. The campus community was asked to submit their game-changing ideas to address the issues outlined in Table 6.10.

Table 6.10. I@UNC initiative

Award Category	Purpose
New Programs: Respond to Emerging Needs	Propose new graduate and undergraduate degree programs, certificates, endorsements, professional development opportunities, or other types of programs to serve traditional learners or new populations of students, which respond to current and emerging social, cultural, and economic contexts.
New Learners: Reach Beyond Boundaries	Propose ways to reach new populations of learners with new program structures/models and/or delivery modes.
New Pedagogies: Re-imagine Teaching and Learning	Propose projects that transform student learning experiences using innovative pedagogies and/or technologies.
Student Success: Educate to Graduate	Propose projects to enhance student persistence, retention and degree completion through effective orientation, advising, supplemental instruction, and career development.

Seventy-four concept papers were submitted in the Fall 2013; of those, 15 were developed into full proposals, and ten full proposals were funded and are in various stages of implementation. The second year of the initiative is now under way.

Core Component 5.D.

The institution works systematically to improve its performance.

UNC is responding to change of unparalleled magnitude in recent history, and one of the important lessons we have learned is that our response to change must be an iterative cycle of planning, implementing, assessing, and adjusting. We redesigned many of the basic processes inherent in this cycle over the past ten years. At the same time, we dramatically improved our capacity to collect, analyze, and use data. Together, these two shifts allowed us to systematically improve UNC's performance.

Sub-Component 5.D.1.**The institution develops and documents evidence of performance in its operations.**

The university has developed processes for documenting evidence of performance in its operations. The university's adoption of Banner in 2006 greatly improved our capacity for documenting and monitoring performance in a wide range of areas. The university maintains an online reporting tool, Insight, which allows users to download real-time and longitudinal reports that can be used for documenting program to institutional-level performance. Student reports primarily address enrollment, persistence, and graduation rates and are used for academic program review, external reporting (e.g., IPEDS), enrollment planning, and ad hoc reports as needed. Financial reports allow business managers to track and monitor ongoing expenditures, analyze financial trend data, and develop annual budget proposals. In recent years, UNC has made improvements to our program review processes, and the comprehensive self-studies completed by academic and student services programs (described in greater detail in Criterion 4) are another example that shows how the university documents evidence of performance in our operations. UNC also documents evidence of performance in its fiscal operations, including quarterly financial reports and reports from internal and external auditors. The internal audit function is designed to help the university identify and address concerns before they become problematic.

While the university has made considerable improvement in its ability to document evidence of performance, we need to improve how we communicate how performance outcomes are linked to strategic planning and how requests are prioritized. For example, the current program review structure has greatly improved our planning and decision-making at the program and college levels, and each program review includes a discussion of future direction and resource needs, such as staffing or capital requests. Memos from the Provost to the programs provide feedback for programs about these issues, and programs are encouraged to submit requests for staffing or capital in the annual university-wide staffing or capital request. Although annual capital and staffing requests must identify, among other things, the direct or indirect alignment with the university's strategic framework and priorities and the relationship to program review goals, how all the unit-level needs are then considered and prioritized in the larger UNC strategic planning and budget process needs to be better articulated.

Another example can be found in the development and implementation of the nine Core Plans, in which assessment and evaluation are expected to be addressed. Currently, the nine Core Plans are at different stages of development and implementation. For example, an evaluation of the first year's implementation of the Research, Scholarship, and Creative Works Plan has been conducted and distributed to the campus community. In contrast, the implementation of the Internationalization Plan has just begun.

We must be diligent about ensuring that implementation of these plans occurs regularly, results are communicated publicly, and plan modifications are discussed openly with abundant information about relevant tradeoffs. Our approach to the development of the nine Core Plans presents challenges in conveying where and how linkages occur. For example, while some Core Plans have an obvious administrative lead (e.g., the Assistant Vice President for Research facilitates the implementation of the Research, Scholarship and Creative Works Plan,) we must be clear about designating responsibility for ensuring the full implementation and evaluation of plans that involve multiple administrative units, such as the Integrated Student Support Plan. The Planning Map includes an evaluation process (which we have not yet initiated for all of the plans) to examine the effectiveness of our planning process, the extent to which we translated plans into action, and whether there has been an appropriate level of investment among the nine Core Plans and five Support Plans. It is important for us to move ahead with this process in order to better communicate about the intent and results of our planning.

Sub-Component 5.D.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.

One of the contributing factors to the challenges described in Sub-Component 5.D.1 is the fact that the university has historically operated in a fairly decentralized structure, in which units approached planning and financial management primarily with a goal of supporting the unit's needs and priorities. This can best be described as the traditional "silo" model. As the context in which we operate has changed (e.g., our state funding decrease, increased dependency on student tuition and fees, increased competition) the university has responded by transitioning to a more centralized, systems-based approach to planning and budgeting. Although our processes are evolving and we are in the midst of this significant transition in planning, we have made important progress. By centralizing what were once hundreds of different revenue streams located throughout campus, we can now direct resources toward our strategic intentions, which include addressing critical needs in compensation, investing in research, scholarship, and creative works, and building student support infrastructure, things that otherwise would not have been possible. We have changed our planning and budgeting approach in response to the changing context in which we operate. This organizational restructuring demonstrates a university-level commitment to assessment, implementation, monitoring, and feedback in order to improve practice. Throughout this self-study document, we have provided multiple examples that further illustrate the application of institutional learning. These encompass changes to organizational structures, personnel, technology, and business practices among others. The following paragraphs reiterate some of the most compelling changes that have occurred as a result of institutional learning.

The Planning Map includes an evaluation process to examine the effectiveness of our planning, the extent to which we translate plans into action, and whether there is an appropriate level of investment.

At the time of our last accreditation, UNC had combined institutional research with the budget office to form the Office of Budgets and Institutional Analysis. Our rationale was that combining the two areas would lead to greater efficiencies and stronger ties between budget and institutional planning. While in theory, this was a good idea, in practice, what we found was that merging the two units resulted in budget reporting and analysis taking precedence over enrollment and academic reports. To address this challenge, we separated the two units, placing institutional research under Information Management and Technology and renaming the unit Institutional Reports and Analysis Services. The office continues to evolve to address changing needs of the institution, with early efforts focused on data integrity and the quality of institutional reports to the recent addition of a doctoral-level analyst to expand the office's services.

Also around the time of our last accreditation, we had restructured our colleges and departments, including changing departments into schools headed by administrative directors rather than department chairs and, in many cases, combining two or more similar departments into a single school. As with the previous example, the rationale for this reorganization was intended to maximize resources and, by combining two or more programs into new schools, spark greater multidisciplinary collaboration and innovation ([RE235](#)). Although the transition from departments to schools was successful for some units, over time, and with great deliberation, we came to realize that a one-size-fits-all structure was not the best organizational model for UNC, and we initiated a process for units to propose returning to departmental structures. Some decided to remain schools, and others were approved to return to department status ([RE249](#)).

We have initiated several changes in personnel based on evaluation and institutional improvement efforts. One of these, discussed in greater detail in Criterion 3, involves changes to the Office of Assessment. An analysis conducted by the University Assessment Council led to a recommendation and decision to eliminate a full-time staff position and use the funds for that position to appoint Faculty Assessment Fellows in each of the colleges. This new structure has been in place since Fall 2011 and has served as an effective model for the creation of additional faculty fellow positions in other units such as the Teaching and Learning Fellows in the Center for the Enhancement of Teaching and Learning and the Research Fellows ([RE219](#), [RE307](#), [RE404](#)).

The implementation of Banner was a major step toward improving institutional effectiveness. Prior to Banner, a number of units maintained shadow databases to support unit planning and reporting activities. Although a handful of these databases still exist, the university's adoption of Banner has supported higher quality institutional data. The Banner Student Team continues to review and evaluate improvements to Banner, and our adoption of an integrated student database also facilitated our ability to participate in the Student Success Collaborative. Other technology enhancements

The implementation of Banner has supported higher quality institutional data.

in response to institutional learning efforts include adopting DegreeWorks to assist students in determining progress toward degree completion and replacing TracDat with LiveText in order to have a more robust assessment process.

Perhaps the most compelling example of a change to business practices lies in our recent efforts toward multiyear planning and budget processes, as noted throughout this chapter. The university “revenue river” concept, which eliminated the long-standing practice of allowing units to retain roll forward dollars was a painful transition, but we have seen the benefits as the creation of a centralized pool of resources has allowed the university to make strategic investments and better prioritize the use of resources. While this is a high-impact improvement, there are countless other changes that have strengthened business practices including the adoption of web-based forms and signature authorizations that cut down on the use of paper while also reducing the time required for processing forms.

Strengths

- The university understands, anticipates, and responds to changing environmental conditions with a focus on financial sustainability in support of our core mission.
- UNC’s planning and budget processes are guided by the university’s educational purposes and reflective of the institution’s mission, goals, and priorities.
- UNC has invested in its employees as evidenced by the adoption of the Compensation Identity and the numerous resources and opportunities devoted to professional development.
- On the whole, the institution has a well-developed and explicit process for budgeting and monitoring expenses. The university forecasts operating results for all revenues, expenses, and transfers quarterly.
- The university has established appropriate structures to support participation and collaboration by university stakeholders. A broad array of formalized institutional bodies, committees, and groups represent multiple and diverse perspectives from campus and others concerned with UNC’s operations. In fact, the committees that worked on the self-study include broad representation, which allows for a great deal of reflection regarding the work we do and how we contribute to the campus community.

Future Actions

- The university has improved its capacity to tie planning, evaluation, and budget processes together; however, some challenges remain. First, we need to identify ways to increase our communication across campus about how strategic planning drives priorities and how these priorities are linked to budget decisions.

Currently, methods for disseminating information about the strategic planning process are decentralized and informal, which has not been effective in getting this information widely disseminated.

- In addition, an evaluation process for our nine Core Plans and five Support Plans must be implemented, which examines the effectiveness of our planning process, the extent to which we translated plans into action, and whether there has been an appropriate level of investment among the nine Core and five Support Plans. Formalizing the evaluation process so that information and data are evident and available in a single place will help constituents and decision-makers understand the rationale for certain allocation decisions and whether the institution is in fact meeting its stated goals and mission. Closing the planning, implementation, and evaluation loop and communicating these results to campus will help address the fact that it is not always clear among campus members how final decisions are made.
- There is no finish line for our work on shared governance. We must continue to communicate existing opportunities for involvement, we must be diligent about making new opportunities, and we must be transparent and inclusive in genuinely collaborative decision-making.
- We have designed a planning process that is true to UNC's culture and relies on significant campus engagement. However, because the process is complex, we must be attentive to managing it. This will require attention to prioritizing actions identified in the nine Core Plans and five Support Plans, ensuring we have the resources to sustain our priorities, and evaluating and communicating about the results of investing in priorities.

Criterion 5 Resource Exhibits

RE#	Document (as titled in the Electronic Evidence Room)
RE5	2012 UNC Planning Summary
RE6	2013 Image Survey Summary
RE10	2014-15 Enrollment Plan
RE20	Board of Trustees Policy Manual
RE35	Fiscal Year 2015 June Book
RE38	Internationalization Plan
RE49	UNC_Academic_Plan
RE54	UNCResearchPlan_2012-2015
RE57	Compensation Identity Plan
RE59	2013 Annual Financial Report
RE61	2013 HERI Faculty Survey

RE62	2014 College Senior Survey
RE67	Board of Trustees Bylaws
RE79	CCHE Tuition and Fees Report
RE94	Five-year Fiscal Sustainability Plan
RE106	Position Description Questionnaire
RE119	University_Regulations
RE219	Faculty Assessment Fellows
RE226	2013-2014 Graduate Exit Survey
RE227	2014 Faculty Senate Survey
RE228	2014 State of the University Address
RE229	2014 Summer Support Initiative
RE230	2014-15_Constitution
RE232	Annual Scholarly Activity Travel Support
RE235	Charting the Future
RE236	Fiscal Year 2013 June Book
RE237	Fiscal Year 2014 June Book
RE240	Moody's Rating
RE241	Program Review Memo - Anthropology
RE242	Program Review Memo-César Chávez Cultural Center
RE243	Program Review Memo Dietetics
RE244	Program Review Memo Dining Services
RE245	Program Review Memo Marcus Garvey Cultural Center
RE246	Program Review Memo Recreation and Tourism
RE247	Program Review Memo - Theatre
RE249	Restructuring Memo
RE250	River of Revenue Presentation
RE251	Sabbatic Leave Policy
RE253	Standard and Poor's Rating
RE255	UNC Space Utilization Study AUG 2012
RE256	College Leadership Team Minutes
RE257	Core Plans Member List
RE259	PLT Minutes 2014
RE279	Academic Computer Refresh Program
RE294	Board of Trustees Agendas and Minutes 2014-2015
RE307	CETL Faculty Fellows
RE310	Classified Staff Evaluation

RE342	Faculty Research and Publication Board website
RE344	Faculty Senate Actions
RE356	Hiring Procedures
RE360	HSS Faculty and Staff Resources
RE361	Human Resources Employment Site
RE363	I@UNC website
RE383	NHS Committees
RE399	Quality of Life-Campus Bikes
RE404	Research Fellows
RE419	Technology Fee
RE433	University District website
RE483	Institutional Surveys
RE577	Extending Our Reach, Preserving Our Heritage
RE785	StaffingWorksheet
RE790	Reserves_CashBalances
RE791	DenverLowryCampus
RE792	CompensationUpdateLetter
RE793	ProvostFund
RE794	SampleQuarterlyReport
RE795	BudgetProcessCalendar
RE796	SampleBudgetManagerReport
RE797	2011_State_Employee_Survey
RE798	BIO_I@UNC
RE799	ProvostInterview
RE800	StateUniversityAddress2009
RE801	LongTermFiscalSustainability
RE802	BOT_Census_Report_cover_memo

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UNC

Federal
Compliance



Federal Compliance

The University of Northern Colorado (UNC) is committed to upholding the requirements of the Higher Learning Commission and federal law. This section provides information and documentation of the university's compliance with the requirements of the Federal Compliance Program.

Assignment of Credits, Program Length, and Tuition

The university has completed the Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours (Attachment A). For Part 2 of the worksheet, we have provided an Excel workbook with summary information for each type of term as well as an itemized list of all courses offered during the session ([RE722](#)).

1. Credits

UNC offers two traditional semesters (fall and spring), an accelerated 4-week winter interim session, and 6-, 8-, and 12-week summer sessions. UNC policies and practices are consistent with the credit hour definition provided by federal regulation 34 CFR §600.2 ([RE316](#)). Established guidelines are in accordance with the Colorado Department of Education's requirements for minimum contact hour ratios per credit based on the type of course ([RE440](#)). Course scheduling guidelines outline the minimum contact hours required based on the number of credits, course format, and length of term ([RE198](#)).

2. Program Length and Differential Tuition

A minimum of 120 hours of undergraduate credit are required for the bachelor's degree, with 40 credits designated as Liberal Arts Core (general education) requirements. Programs with specialized accreditation that require additional credits must be approved by the Board of Trustees and the Colorado Commission on Higher Education ([RE441](#)). Nineteen undergraduate programs, primarily in education-related majors, have been approved to exceed the 120 credit limit (Table 7.1). All other undergraduate programs require completion of 120 credits.

Table 7.1. Programs with more than 120 credits

Program	Required Credits
Art & Design BA-K-12 Teaching Emphasis Art (K-Grade 12)	124
Biological Sciences BS-Secondary Teaching Emphasis Initial License in Science (Grades 7-12)	125
Early Childhood BA-Teacher Education Emphasis (Birth-Grade 3)	126-130
Early Childhood BA-Teacher Education Emphasis (Birth-Grade 3) at the Center for Urban Education	123

Earth Sciences BS-Secondary Teaching Emphasis Initial License in Science (Grades 7-12)	121
Elementary Education BA-Teacher Licensure (K-Grade 6)	124-127
Elementary Education BA-Teacher Licensure (K-Grade 6) at the Center for Urban Education	126
Geography BA-Secondary Teaching Emphasis Initial License in Social Studies (Grades 7-12)	123
History BA-Secondary Teaching Emphasis Initial License in Social Studies (Grades 7-12)	124
Music Education BME-K-12 Teaching Instrumental Music Emphasis Initial License in Music (K-Grade 12)	126
Music Education BME-K-12 Teaching Vocal, Piano, and General Emphasis Initial License in Music (K-Grade 12)	124-126
Nursing BS	125
Physics BS-Secondary Teaching Emphasis Initial License in Science (Grades 7-12)	123
Social Studies Secondary Teaching BA-Africana Studies Emphasis	125
Social Studies Secondary Teaching BA-Mexican American Studies Emphasis	124
Special Education BA-K-12 Teaching Emphasis Special Education Generalist (K-Grade 12)	122-126
Special Education BA-Early Childhood Special Education Teaching Emphasis (Birth to 8 Years)	125
Sport and Exercise Science BS-Physical Education K-12 Teaching Emphasis Physical Education (K-Grade 12)	126
Theatre Arts BA-Secondary Teaching Emphasis Initial License in Drama (Grades 7-12)	121

Source: UNC 2014-2015 Undergraduate Catalog

The university requires a minimum of 30 credits for a master's degree, with at least 24 credits of discipline-specific content courses. Specialist degrees require 60 credits of graduate level coursework, and doctoral degrees require 94 credits beyond the baccalaureate degree. At least 78 credits earned towards the doctorate must be graduate-level discipline-specific content courses, with 16 hours of research credit. Individual graduate programs may exceed the minimum standards set by the university. Degree requirements regarding the length of program can be found in the current Undergraduate and Graduate Catalogs ([RE12](#), [RE11](#)).

Detailed information about cost of attendance is publicly available on the university's website ([RE463](#)). Tuition is set by the Board of Trustees, who has authorized differential tuition for courses in the following undergraduate programs: Art, Business, Dance,

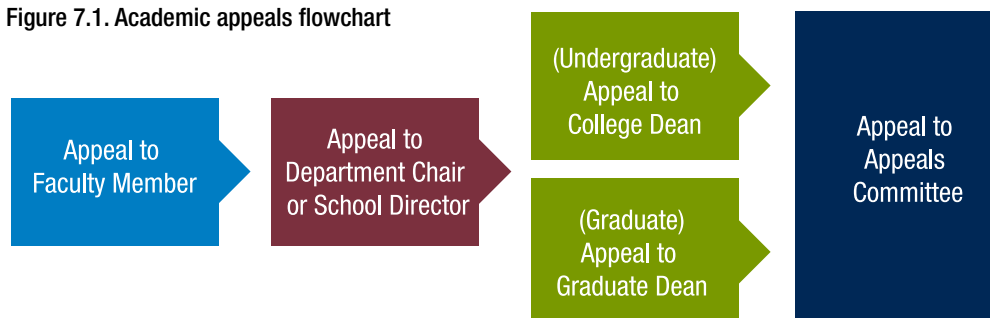
Music, Nursing, Sciences, Sport and Exercise Science, and Theatre. Differential tuition does not apply to Liberal Arts Core courses offered in these areas. These programs face higher demand and higher costs than most of UNC's undergraduate programs, and differential tuition helps to offset these higher costs and maintain program quality. The university uses pricing tiers for master's and doctoral level programs. Criteria considered in setting graduate program tuition pricing include: (1) cost to deliver the program (e.g., graduate and teaching assistants in Biology, Chemistry, and Math have higher stipends than those in other disciplines, so the tuition tier offsets some of the cost of the stipend); (2) comparison data from regional and national graduate program peers (these data are reviewed annually by the Enrollment Planning team to make recommendations for tuition); and (3) extra costs associated with delivering programs through UNC's Extended Campus.

Student Complaints

Complaint Process

Board policy outlines the process for addressing formal complaints related to academic appeals (2.1.2 Academic Appeals), discrimination (2.2.2 Discrimination Review Procedures), and sexual harassment (2.2.3 Sexual Harassment) ([RE20](#)). Information about formal complaint policies and processes is also published in the Student Handbook on the Dean of Student's website ([RE442](#)). Students may dispute academic decisions they consider arbitrary, capricious, or contrary to university policy. The academic appeals process is designed to encourage all parties involved to make a good faith effort to resolve the manner at the earliest possible stage of the process (see Figure 7.1 for a flow-chart of the academic appeals process).

Figure 7.1. Academic appeals flowchart



The discrimination complaint process includes procedures for informal resolution, formal complaints, and an appeals process. Formal complaints are filed with the AA/EEO, Title IX Officer in the Human Services Office, who works with the Dean of Students in matters involving complaints of discrimination from students. Formal complaints of discrimination are investigated within 30 working days after receipt of the complaint, resulting in one of three decisions: dismissal of the complaint, resolution of the com-

plaint with the appropriate administrator, or a signed statement from the parties stating the complaint has been resolved. These decisions may be appealed to a Discrimination Grievance Appeals Committee that consists of staff members, faculty, and students. The decision of the appeals committee may be appealed to the appropriate Vice President, whose decision is final.

Student complaints of sexual harassment against a student are reported to the Dean of Students and addressed through the Student Conduct policy. Complaints against an employee or non-member of the university are handled by the Director of Human Resource Services. Similar to complaints of discrimination, there are two administrative options for pursuing a complaint of sexual harassment: informal and formal procedures. Informal procedures focus on resolution through conciliation. Formal complaints of sexual harassment are investigated by the Director of Human Resources with two possible outcomes: (1) a signed statement from the parties indicating the complaint has been resolved, or (2) dismissal of the complaint. This decision may be appealed to a Sexual Harassment Hearing Panel consisting of staff, faculty, and students. The decision of the hearing panel may be appealed to the appropriate Vice President, whose decision may be appealed to the President. The President's decision is final.

All other types of complaints are handled locally by the department or area closest to the source of the complaint, typically through informal processes.

Number and Type of Complaints

Table 7.2 provides information on the number and type of formal complaints received by UNC since our last accreditation visit.

Table 7.2. Number and type of formal complaints (2006-2014)

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Discrimination	0	1	0	2	0	0	3	5	16
Sexual Harassment	8	14	6	9	15	10	24	25	23

Since UNC's last accreditation visit, there have been two academic complaints that have gone to hearings by the full Appeals Committee. Consistent with our academic appeals procedure, most academic complaints are resolved at the local level. Starting Spring 2015, we are collecting data on all academic complaints, regardless of the level at which they are resolved. Information about this process is provided in the next section.

Use of Complaint Data for Institutional Improvement

UNC uses complaint data for institutional improvement. For example, in 2012 the Faculty Senate discussed the need for improvements to the Academic Appeals Policy

and Procedures to address potential contradictions in the document and areas requiring additional clarification ([RE443](#)). The revised policy was later approved by the Faculty Senate in February 2012 then sent to the Board of Trustees for approval ([RE444](#), [RE73](#)). In addition, the university has made concerted efforts in recent years to create a campus climate where students feel comfortable in bringing forward complaints. For example, over the last few years, the Dean of Students and Office of Student Rights and Responsibilities have focused on encouraging and educating students on their rights and opportunities for redress. We believe these education efforts, along with complementary processes for creating a safe space for action (e.g., Care Team, Bias Response Team, MySafe Campus) may help to explain the increase in complaints since 2011. Also, after reviewing our complaint processes and data, we discovered that information for students about these processes can be difficult and confusing to find on our website. In response to this finding, in Fall 2014 we began constructing a new webpage that will serve as a central hub of information for students and provide an online complaint form ([RE602](#)). This page will be maintained by the Dean of Students and is set to go live during Spring 2015. We also identified a need to provide better coordination in responding to complaints handled within colleges and other university units. We have developed a process (to be implemented Spring 2015) for (1) improving coordination between the Dean of Students Office and other campus units; (2) designating individuals within units to facilitate the complaint process and ensure that policies and procedures are handled consistently; and (3) providing training to these individuals. Finally, in Spring 2015 we will implement a new process for documenting and monitoring student complaints that will support future evaluation of the efficacy of our complaint processes and facilitate the identification of any systemic issues that may emerge in the future.

Publication of Transfer Policies

UNC has established transfer policies that are clear, consistent, and publicly accessible through the university's catalogs and website ([RE445](#), [RE421](#), [RE446](#)). Table 7.3 describes policies for undergraduate and graduate transfer credit.

Table 7.3. Transfer credit policies

Undergraduate	Graduate
UNC only accepts credit from regionally accredited institutions of higher learning	UNC only accepts credit from regionally accredited institutions of higher learning
A maximum of 90 transfer credits from all sources can be awarded towards the undergraduate degree	All program requirements, including transfer credit, must be completed within the time limits of the degree program.
Remedial and vocational/technical courses are not accepted for transfer credit	Transfer credit earned to obtain a degree will not be accepted
Only courses with a letter grade of "C-" or higher are accepted	Transfer work must be approved by the school and must be "A" or "B" work

Credits earned 10 years before degree is to be granted is awarded at the discretion of the department for the course subject matter	Transfer credit cannot be used to make up “D,” “F,” or “U” grades received in required courses. Courses graded “S/U” are not transferable unless documentation is provided that an “S” is equivalent to “A” or “B” work
Transfer credit is not used in the calculation of grade point average	Transfer credit is not used in the calculation of grade point average
International transcripts must be reviewed by an approved evaluation service for translation and course-by-course evaluation*	Transfer courses must be numbered as graduate level according to the course numbering system of the originating institution
A maximum of 30 semester credit hours may be accepted for college-level courses taken through the U.S. Military Services	Transfer credit cannot be used to meet any residency requirement

*UNC uses AACRAO International Education Services ([RE447](#))

UNC maintains an undergraduate transfer library to ensure that all students receive the same equivalency or elective credit for courses transferred into UNC. New transfer requests for courses not in the library must be evaluated by the respective academic unit to determine course equivalencies ([RE116](#)). Once approved by the unit, such courses are added to the transfer library. This procedure maintains the integrity of the transfer process by ensuring that all courses approved for transfer are treated in the same way for all students seeking to transfer the course credit to UNC.

The process for evaluating graduate-level transfer credit is as follows. Requests for the transfer of graduate credit are evaluated by the faculty in the student’s graduate program. Faculty members review the syllabus of the class or classes in question to determine if the course objectives and content are equivalent and also verify that the student received a grade of B or better in the course with an official copy of the student’s transcripts. The faculty member’s decision is sent to the Graduate School, where further review verifies that the course meets all requirements for transfer credit. If transfer credit is awarded, the student’s date of entry is “rolled back” to the date of the course transferred in.

Statewide Articulation and Institutional Transfer Guides are published on the university’s website for students who plan to transfer to UNC from Colorado community colleges ([RE448](#)). Guides are published for all undergraduate degrees offered at UNC, with links to each specific degree program we offer. These transfer guides provide information that helps students select general education, required, and, where applicable, elective credits that will facilitate smooth transition to UNC and completion of the chosen major. Credit transfer policies for study abroad are described in a handbook for students pursuing these opportunities ([RE449](#)).

Verification of Student Identity

UNC has implemented processes to ensure compliance with provisions of the U.S. Higher Education Opportunity Act (HEOA), Public Law 110-315 regarding the verification of student identity in distance learning. UNC uses a secure login and password to verify the identity of students taking courses online. Students are assigned a permanent, unique number (their Bear Number) that identifies them in the university computer system. To activate student accounts in the computer system, students must enter their Bear Number, their birth date, and the last four digits of their Social Security Number. Students must then activate their unique UNC email address. Student email addresses are the first four letters of their last name and four random numbers. Students create their own passwords when establishing their email accounts. The combination of the UNC email address and the password allows access to their email, UNC's student information portal (URSA), and UNC's online learning platform (Blackboard). To login to a distance learning course through the Blackboard Learning Management System, students must enter their email address and password ([RE605](#)).

UNC's Student Code of Conduct prohibits acts of dishonesty such as providing false information to a university official or forging, altering, or misusing any instrument of identification, university document, or record ([RE115](#)). Students who are found in violation of this policy are subject to sanctions administered through the Dean of Students Office. These sanctions range in severity from a warning to expulsion from the university.

Title IV Program Responsibilities

1. General Program Responsibilities

The University of Northern Colorado complies with all Title IV program requirements. A recent audit conducted by RubinBrown found no financial aid compliance issues or material weaknesses in the processing of financial aid ([RE450](#)).

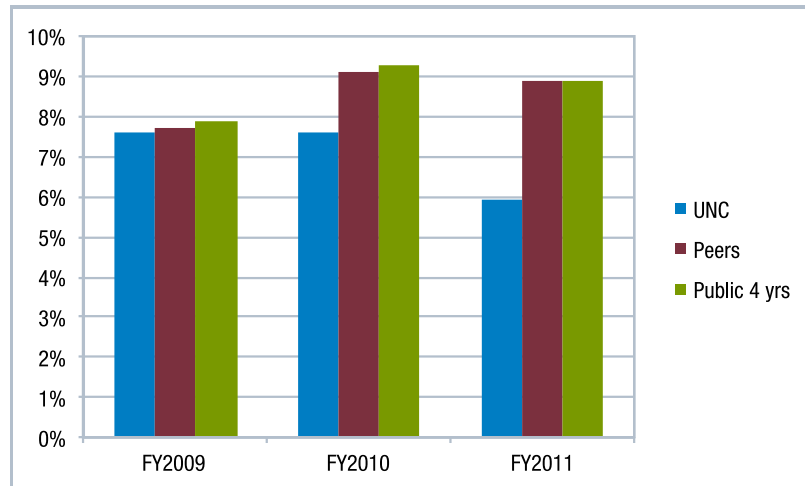
2. Financial Responsibility Requirements

As a public university, UNC is not required to submit composite ratio information to the Department of Education. UNC does complete a separate composite ratio analysis annually for the HLC as part of the AIDU. Our results were a CFI ratio of 2.07, which falls within the HLC range that requires no further review ([RE451](#)).

3. Default Rates

UNC's student loan default rates are below those of our peer and all public four-year institutions (Figure 7.2) ([RE452](#), [RE453](#), [RE454](#)). All first-time borrowers are required to complete an online entrance loan counseling session before their loans can be processed at UNC. Graduating students with loans must also participate in an exit counseling session ([RE455](#)).

Figure 7.2. Student loan default rates



Source: Data compiled from search of the National Student Loan Data System for Students ([RE453](#)).

4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

Annual crime statistics are published on the university's website as required by the Higher Education Act of 2008 ([RE456](#)). A complete report is available to download from the website, and UNC also provides five-year longitudinal crime statistics as well as comparative data for other colleges in the state. The report is compiled by UNC's Police Department, which is staffed by 16 sworn full-authority Level 1 Colorado POST-certified police officers.

Information about athletic participation is updated annually as per the Equity in Athletics Disclosure Act ([RE457](#)). This report is made available to the public on the university's website. Table 7.4 shows athletic participation for 2013-2014.

Table 7.4. Athletic participation (2013-2014)

Varsity Teams	Number of participants as of the day of the first scheduled contest	
	Men's Teams	Women's Teams
Baseball	35	
Basketball	16	20
All Track Combined	66	82
Football	96	
Golf	7	7
Soccer		29
Softball		14
Swimming and Diving		23
Tennis	8	9
Volleyball		15
Wrestling	28	
Total participants Men's and Women's Teams	256	199
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team)	223	156

Note: Women's basketball had five male practice players. Volleyball had three male practice players.

5. Student Right to Know

UNC complies with federal requirements regarding student right to know as outlined in the Higher Education Opportunity Act of 2008. All of the required information can be found on the university's Student Consumer Information website, which can be accessed from the university's homepage ([RE459](#)). Information available on the site includes the following:

- Graduation/completion for the student body by gender, ethnicity, and receipt of Pell grants (Table 7.5) ([RE460](#), [RE461](#))
- Process for withdrawing as a student ([RE462](#))
- Cost of attendance ([RE463](#))
- Refund and return of Title IV policies ([RE464](#))

- Current academic programs and faculty ([RE465](#))
- Names of applicable accrediting agencies ([RE283](#))
- Description of facilities for disabled students ([RE466](#))
- Policy on enrollment in study abroad ([RE467](#)).

Table 7.5. Graduation completion by gender, ethnicity, and receipt of Pell grants (fall 2007 cohort)

Overall	Gender		Ethnicity					Pell	
	Female	Male	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	White	Unknown	Pell
46%	52%	38%	38%	38%	33%	37%	48%	51%	52%

6. Satisfactory Academic Progress and Attendance Policies

Information about the university’s standards of satisfactory academic policies for undergraduate and graduate students is available on the university’s website ([RE468](#)). These policies conform to federal requirements outlined in 34 CFR 668.34. Specifically, the policies address the following requirements:

- UNC’s academic standing policy and satisfactory academic progress policies both require that a student must maintain a cumulative grade point average (GPA) of 2.0 or higher on a four-point scale to remain in good standing (3.0 or higher for graduate students).
- The policy applies to all students.
- The policy stipulates that academic progress is evaluated each semester.
- As previously noted, the policy stipulates the minimum GPA required for undergraduate and graduate students to maintain financial aid eligibility, and this GPA is consistent with UNC’s requirements for graduation.
- The policy specifies the pace at which a student must progress by requiring that 67% of attempted hours must be completed with a “D” or higher and that up to 180 credits may be attempted, including transfer credits for undergraduates. Maximum hours are also established for master’s, specialist, and doctoral level students.
- The policy describes the effect of course incompletes, withdrawals, repetitions, or transfer credit on GPA and pace of completion and that credits earned at other institutions count towards the attempted and completed hours.
- The policy stipulates the conditions that lead to ineligibility for financial aid and

describes how financial aid warning and probation are addressed. The time frame for being placed on warning or probation is consistent with the federal regulations (one semester to meet both the GPA and completion rate requirements).

- The financial aid appeals process is clearly described and addresses all required information as described in §668.34(9).
- The policy explains how students are notified of the results of an evaluation (by email).

General attendance policies are described in the student catalogs ([RE469](#), [RE470](#)). Individual instructors are responsible for setting course attendance policies and informing students of those policies and the effect of attendance on course grades. Faculty record the last date of attendance when submitting final grades each semester. The university's grading policy provides detailed information to assist faculty in determining the last date of attendance. UNC uses the U.S. Department of Education's definition of attendance as "participation in academically-related activities," including the following:

- Physically attending class
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course ([RE471](#)).

7. Contractual Relationships

The University of Northern Colorado does not have any contractual relationships to outsource any portion of its educational programs.

8. Consortial Relationships

The University of Northern Colorado has one consortial relationship. The Mathematics Teacher Leader Center is an agreement with the University of Wyoming that is part of a \$5,000,000 National Science Foundation grant to support the professional development of mathematics teachers in Colorado and Wyoming. The program offers the Master's in Mathematics for Secondary Teachers jointly between the University of Northern Colorado and the University of Wyoming. ([RE375](#), [RE721](#))

Required Information for Students and the Public

1. Course Catalogs and Student Handbooks

Current and past catalogs are published on the university's website ([RE465](#)). There are separate catalogs for undergraduate and graduate students, and the website also provides links to previous catalogs ([RE12](#), [RE11](#)).

The student handbook is provided online on the Dean of Students website ([RE442](#)). Several departments have created program-specific handbooks that provide more detailed information about program requirements and expectations for students. Electronic copies of these handbooks are included with this document's electronic packet.

2. Required Disclosure Information

UNC maintains a Student Consumer Information website that provides links to all required information on a single page ([RE459](#)). This page is managed by the Provost's office and reviewed annually by the Steering Committee for the Oversight of HLC and Legislative Academic Compliance. Table 7.6 outlines the information included on the Student Consumer Information page, the university office responsible for each section, and a link to the specific information.

Table 7.6. Student consumer information

Section	Responsible Office	Information
Accreditation and Affiliation	University Assessment	Institutional and Specialized Accreditation
Campus Safety and Security	Campus Police	Safety Resources
Career and Job Placement Services	Career Services	Career and Job Placement Resources
Copyright Infringement	University Libraries	Copyright Resources
	Dean of Students	Academic Misconduct Code of Conduct
	Information Management Technology	Cybersecurity Peer to Peer Sharing
Cost of Attendance	Financial Aid	Cost of Attendance Net Price Calculator
	Bursar	Cost of Attendance
Disability Support Services	Disability Support Services	Disability Resources
Drug and Alcohol Abuse Prevention	Center for Peer Education	Peer Education
	Dean of Students	Student Conduct

Educational Programs and Faculty	Registrar	Catalogs (all information is in the catalogs)
FERPA	Registrar	FERPA Resources
Financial Aid	Financial Aid	Financial Aid Homepage
		Financial Aid Grants
		Financial Aid Loans
		Financial Aid Scholarships
		Student Employment
		Financial Aid Rights and Responsibilities
		Financial Aid Overview
		Receiving Financial Aid
		Student Loan Data Access
		Private Loans
		Financial Aid Submission
		Withdrawal
	Registrar	Withdrawal
	Center for International Education	Study Abroad
Graduation and Retention Rates	Institutional Reporting and Analysis Services	Institutional Reports and Analysis Homepage
		College Navigator (NCES Statistics)
Immunization Requirements	Student Health Center	Immunization Requirements
Intercollegiate Athletic Program Participation Rates and Financial Support Data	Athletics	Athletics Participation Data
Placement for Graduates	University Assessment	Institutional Surveys
		Undergraduate Alumni Survey
		Graduate Alumni Survey
Student Activities	Student Activities	Student Activities
Student Bill of Rights	Dean of Students	Student Bill of Rights
Student Equity and Diversity	Webmaster	Diversity Resources
Teacher Preparation Report	College of Education and Behavioral Sciences	Teacher Preparation Data

Textbook Information	UNC Bookstore	Textbooks
Transfer of Credit	Registrar	Transfer Credit Community College Transfer Guides Articulation Guides
Transfer Out Rates	Institutional Reporting and Analysis Services	College Navigator NCAA Academic Progress
Veteran Services	Veteran Services	Veteran Resources
Voter Registration	University Center	Voter Registration Resources

Advertising, Recruitment Materials, and Other Public Information

1. Advertisements and Recruiting Materials

The university produces multiple documents, advertising, and recruitment materials that provide accurate, timely, and appropriately detailed information to current and prospective students. Many of these documents are produced annually in print, electronic, or both formats. To ensure accurate and timely information, the university has adopted the following practices:

- a. Catalog revision and update – All academic and other units that provide information for the catalogs participate in an annual review and update process to ensure that information in the catalogs is accurate ([RE319](#)). This process is managed by the Registrar.
- b. Viewbooks – The Office of Admissions works with Institutional Reporting and Analysis Services, academic programs, and support services to ensure that information in the viewbooks is accurate and timely ([RE473](#), [RE472](#)).
- c. University website – University Relations manages the university’s main website and provides support and assistance to individual departments on web-based communications ([RE474](#)). Individual departments are responsible for maintaining accurate and up-to-date information on their webpages.
- d. Social Media – the university has social media communication guidelines for departments, programs, and organizations that outline requirements for account responsibility, security, and identification of affiliation with the university ([RE475](#)).
- e. Institutional Reports and Analysis Services (IRAS) – IRAS is the official source of all institutional data, including IPEDS reporting, the Common Data Set, mandatory reports to the Colorado Department of Higher Education, and internal reports used for planning and analysis ([RE367](#)).
- f. News and Public Relations – this office produces internal and external publications to inform stakeholders and other interested parties about the university ([RE476](#)).

- g. Accreditation – the Office of Assessment maintains a webpage that provides information about the university’s accreditation with the Higher Learning Commission as well as a list of programs with specialized accreditation ([RE283](#)). The latter is updated annually or more frequently as needed. In addition, programs with specialized accreditation provide this information on their individual webpages (described below in Table 7.10). This information is also published in the undergraduate and graduate catalogs.

2. Information about programs, locations, and policies

The university provides information about our programs, locations, and policies to current and prospective students through a variety of formats. Undergraduate and graduate catalogs contain this information in the following sections:

- Undergraduate Programs ([RE477](#))
- Graduate Programs ([RE478](#))
- About the University (location) ([RE479](#), [RE480](#))
- Undergraduate Information and Policies ([RE481](#))
- General Information (graduate policies) ([RE482](#)).

In addition to the catalogs, this information is available through several other webpages and print publications as shown in Table 7.7. Along with these webpages, all academic programs maintain sites with additional information relevant to students in their degree programs. Links to these programs can be found on the university’s main page in an A-Z Index, an Office Directory, or listing of Departments.

Table 7.7. Information about programs, locations, and policies

	Online Location of Information
Academic Programs	UNC Homepage (link to Academics at top of the page) Academic Affairs Admissions Extended Campus Graduate School
Locations	Experience Greeley Extended Campus Locations Graduate Program Locations Main Campus Map

Admissions Policies	Graduate Admissions Transfer Admissions Undergraduate Admissions
Academic Policies	Academic Standing Extended Campus Student Guide Graduate Policies Registration and Related Policies Research Integrity
Conduct Policies	Computer, Internet, Communications Dean of Students Housing Policies
Financial Policies	Dining Services Financial Aid Student Accounts Study Abroad

3. HLC Mark of Affiliation

The Higher Learning Commission's Mark of Affiliation is displayed on the university's website in two places: a page with information about UNC's regional and specialized accreditations and the university's Higher Learning Commission webpage ([RE283](#), [RE503](#)).

Review of Student Outcome Data

The University of Northern Colorado regularly and systematically collects information about student outcomes at the program and institutional levels. Outcome data are used by individual programs and at the institutional level to assess and improve strategic planning in support of the university's mission. The following types of outcome data are collected centrally and evaluated at the aggregate level for institutional planning and disaggregated for program-level evaluation.

- Completion Rates – The Office of Institutional Reporting and Analysis Services annually collects completion data and publishes this information on the university's website ([RE367](#)). Completion data are disaggregated by degree program and made available to departments via the university's Insight Reporting Portal in the Program Review Report ([RE213](#)).
- Placement Data – The Office of Assessment conducts an annual survey of recent graduates to determine post-graduate employment and continuing education rates. Results are posted to the university's website under the header UNC Alumni Survey ([RE483](#)). Disaggregated data are provided in college reports with data for each program in the college ([RE484](#)).

- Licensure and Certification Pass Rates – Student performance on state licensure and certification examinations is collected in select programs such as Athletic Training, Audiology, Counseling Psychology, Dietetics, Nursing, School Psychology, Speech-Language Pathology, Rehabilitation Counseling, and Teacher Education ([RE485](#), [RE486](#), [RE487](#), [RE488](#), [RE489](#), [RE490](#), [RE413](#), [RE492](#), [RE209](#)).
- Student Satisfaction and Engagement – The Office of Assessment administers the Cooperative Institutional Research Program's (CIRP) College Senior Survey annually to collect outcome data on a variety of constructs measured by the instrument. Results are posted to the university's website under the header CIRP College Senior Survey ([RE483](#)). Disaggregated results are provided to degree programs and are used by college committees and co-curricular programs to inform student success initiatives ([RE493](#)).
- Student Learning Outcomes – Academic and co-curricular programs articulate and assess student learning and/or developmental outcomes. In 2014, the university replaced its previous assessment management system, TracDat, with LiveText. Programs began using LiveText in Summer and Fall 2014 to report on program-level student learning outcomes and how outcome data are used for program improvement ([RE468](#)). In addition to documenting assessment outcomes, the university will use the LiveText reports to evaluate program assessment practices and make improvements where necessary.

The types of data described above, in addition to other data collected by individual programs, are required elements in comprehensive program review for academic and student services programs ([RE52](#), [RE53](#)). Student outcomes and other program data are analyzed by programs and external reviewers to inform program improvements. Program review also contributes to strategic planning and resource decisions at the program, college, and university levels. Recent examples of how program review contributes to planning include (1) identifying programs to be showcased in targeted marketing campaigns; (2) organizational restructuring; and (3) facility and technology investments ([RE265](#)).

Relationship with Other Accrediting Agencies and with State Regulatory Bodies

The University of Northern Colorado maintains specialized accreditation and state authorizations for select academic degree programs as demonstrated in Table 7.8.

Table 7.8. Programs with specialized accreditation

Accrediting Body	Program
Accreditation Council for Education in Nutrition and Dietetics	Dietetics BS Dietetics Internship
Association to Advance Collegiate Schools of Business International	Accounting BS Business BS
American Psychological Association	Counseling Psychology PhD School Psychology
Council on Academic Accreditation in Audiology & Speech-Language Pathology	Speech-Language Pathology MA Audiology AuD
CAATE: Commission on Accreditation of Athletic Training Education	Athletic Training BS
Commission on Collegiate Interpreter Education	ASL-English Interpretation BA
Commission on Collegiate Nursing Education	Nursing BSN, MS, DNP
Council for Accreditation of Counseling and Related Educational Programs	Clinical Counseling MA Counselor Education & Supervision PhD Couples and Family Therapy MA School Counseling MA
Council on Education for Public Health	Master of Public Health
Council on Rehabilitation Education	Rehabilitation Counseling MA
National Council for Accreditation of Teacher Education*	Teacher Education : Early Childhood, Elementary, Secondary (all fields), Special Education (all fields) BA, MA, MAT
National Association of Schools of Art and Design	Art & Design (all areas)
National Association of Schools of Music	School of Music : Music BA, BME, BM, MM, DA
National Association of Schools of Theatre	School of Theatre Arts and Dance : Musical Theatre BA, Theatre Arts BA, Theatre Education BA and MA

In addition to the programs with specialized accreditation listed above, a number of programs have been approved by a state or national organization. Also, several non-degree programs are accredited by their professional organizations. Table 7.9 provides information about these programs.

Table 7.9 Affiliations with state and national agencies and organizations

Organization/ Accrediting Body	Program
American Chemical Association	Chemistry BS
Association of Psychology Post-doctoral and Internship Centers	Counseling Center Doctoral-Level Internship Training Program
College Reading and Learning Association	Tutoring Services
Colorado Department of Education	Teacher Education (all programs)
Colorado State Board of Nursing	Nursing BSN
Commission on English Language Program Accreditation	Intensive English Program
International Association of Counseling Services	Counseling Center
National Association of School Psychologists	School Psychology EdS

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

Public notification of the March 9-11, 2015, visit by the HLC evaluation team was published through a variety of print and electronic methods from October 2014 through January 2015. To ensure that constituencies including students, parents, alumni, taxpayers, community members, local businesses, and others received appropriate notice and opportunity to comment, solicitations for third-party comment were posted via the following methods:

- Advertisements in the *Greeley Tribune* (local newspaper) ([RE498](#))
- University websites (www.unco.unco/hlc and hlc.unco.edu) ([RE503](#), [RE504](#))
- Alumni Association website ([RE601](#))
- *UNC Parent Connection* (e-newsletter) ([RE603](#))
- Student Social Media Notices ([RE604](#))
- *UNC Bear Crossing* (alumni e-newsletter) ([RE567](#))
- Announcement on initial screen in the student information portal (URSA), which students use for registration, financial aid, and other university-related business ([RE497](#))
- *Chamber Connects* (Greeley Chamber of Commerce e-newsletter) ([RE505](#))

Attachment A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Table 7.10. Institutional calendar, term length, and type of credit

Name of Institution: University of Northern Colorado			
Terms		Column 1 Term Length: Number of Weeks	Column 2 Number of Starts
Semester/ Trimester Calendar	Standard Format: 14-17 week term	16 weeks	1
	Compressed Formats: 4, 8, or other week terms within the semester calendar	Two 8 Week Sessions	2
	Summer Term	One 12 Week Session	1
		Two 6 Week Sessions	2
		One 8 Week Session	1

Part Two. Format of Courses and Number of Credits Awarded

A summary and detail report can be found in the Electronic Evidence Room ([RE722](#)). We have provided this part of the attachment in an Excel file rather than a pdf file for more manageable access to the information. In the Excel file, summary data for each term is provided on individual worksheets, followed by a detailed listing of all classes offered during that term.

Federal Compliance Resource Exhibits

RE#	Document (as titled in the Electronic Evidence Room)
RE11	2014-2015 Graduate Catalog
RE12	2014-2015 Undergrad Catalog
RE20	Board of Trustees Policy Manual
RE52	UNC Program Review_Academic
RE53	UNC Program Review _ND
RE73	BOT Minutes June 8 2012
RE115	StudentCodeofConduct
RE116	Transfer Credit Equivalency Update
RE198	AcademicCourseSchedulingUserGuide
RE209	PLACE PRAXIS
RE213	Sample Program Review Data Report
RE265	Academic Program Review Summary Report
RE283	Accreditation at the University of Northern Colorado website
RE316	Course Credit Policy
RE319	Curriculum Tracking website
RE367	Institutional Reporting and Analysis Services
RE375	Mathematics Teacher Leadership Center website
RE413	Speech Language Pathology Praxis Pass Rate
RE421	Transfer of Credits Evaluation website
RE440	Instruction Course Types Codes
RE441	Colorado Policy on Approval of New Programs
RE442	Student Handbook
RE443	Faculty Senate Minutes May 16, 2011
RE444	Senate Action Form 1053
RE445	Transfer Credit Undergraduate Catalog
RE446	Transfer Credit Graduate Catalog
RE447	AACRAO IES website
RE448	Articulation Guides website
RE449	Study Abroad Student Handbook
RE450	RubinBrown Report
RE451	Financial Indicators FY2013
RE452	UNC Default Rates
RE543	Default Rate Comparison

RE454	Federal Student Loan Default Rate
RE455	Financial Aid Loans website
RE456	Crime Statistics website
RE457	Athletic Participation EADA report 1314
RE459	Student Consumer Information website
RE460	Retention and Graduation website
RE461	Graduation Rates Pell
RE462	Withdrawal Policy website
RE463	Cost of Attendance website
RE464	Financial Aid Withdrawal website
RE465	UNC Catalogs Current and Archived
RE466	Disability Support Services
RE467	Study Abroad Financial Information
RE468	Maintaining Financial Aid
RE469	Attendance Policy Undergraduate Catalog
RE470	Attendance Policy Graduate Catalog
RE471	Grade Assignment Policy
RE472	Admissions Viewbooks website
RE473	Resident Viewbook 2014
RE474	Communication Guidelines
RE475	Social Media Guidelines
RE476	News and Public Relations
RE477	Undergraduate Degree Programs
RE478	Graduate Degree Programs
RE479	Undergraduate Catalog About UNC
RE480	Graduate Catalog About UNC
RE481	Undergraduate Catalog Information and Policies
RE482	Graduate Catalog Information and Policies
RE483	Institutional Surveys
RE484	Sample College Alumni Survey Report
RE485	Athletic Training Exam Pass Rate
RE486	Audiology Praxis Exam Pass Rate
RE487	Counseling Psychology Research Licensure Rates
RE488	DieteticsStudentHandbook1415
RE489	Nursing Exam Passrate
RE490	School Psychology Outcomes Data

RE492	Rehabilitation Counseling
RE493	HSS Student Success Committee Report
RE497	Public Disclosure URSA
RE498	TribuneHLCAd
RE503	UNC HLC website
RE504	Student HLC website
RE505	Chamber Connects Newsletter
RE567	Bear Crossing Newsletter
RE601	Alumni 3rd Party
RE602	Student Complaint Draft Website
RE603	UNC Parent Connection
RE604	Student Social Media Notices
RE605	Blackboard Login
RE721	L_NotificationMathTLC
RE722	Part2_CourseFormatDetailSummary



UNC

Conclusion
and Request
for Continued
Accreditation

Conclusion and Request for Continued Accreditation

As we celebrate UNC's 125th anniversary, we are reminded of the evolution that has taken place over our rich history. It is a history filled with adaptation and innovation in response to the changing landscape of higher education. Through this self-study we have had an opportunity to reflect on how we have evolved over the past ten years and how we have continued the tradition of adapting to changing circumstances while maintaining our focus on being an exemplary teaching and learning community. Key concepts that have emerged as we considered the five criteria and our two institutional questions are as follows.

The Criteria for Accreditation

MISSION

UNC's mission is broadly understood, and we embrace and honor it. Our foremost commitment is educating students in service to the public good, and our resources, infrastructure, and outreach support our commitment to this public role. UNC's mission is the foundation for our Academic Plan, Strategic Framework, and Planning Map, which enable us to anticipate and respond to changing environmental conditions without compromising our efforts to deliver student-centered transformative education.

INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

We have established processes to ensure UNC's academic and fiscal integrity, the protection of academic freedom and shared governance, the veracity and rigor of conferred degrees, and the accuracy and honesty of how we portray UNC to the public. We have an inclusive, comprehensive process for proposing and approving new curriculum. Our financial processes comply with applicable laws and regulations, and we communicate fiscal matters consistently and transparently. We represent UNC honestly and accurately to the public, through publications, websites, and online materials. We have invested considerable resources and effort to ensure that our policies and processes are fair, equitable, and transparent and provide us with the ability to assess, monitor, and make adjustments to our operations when needed. We are served well by our Board of Trustees, which is engaged in planning at both the state and university level and gives close attention to UNC's fiscal health.

TEACHING AND LEARNING: QUALITY, RESOURCES AND SUPPORT

Our fundamental mission is to offer students a genuinely transformative education, where they have opportunities for exploring their interests and realizing their aspirations. We support this through high-quality teaching, opportunities for research and engaged inquiry, and availability of academic support programs. We cultivate the unique potential of each student, providing opportunities to learn from accom-

plished teacher scholars, collaborate with renowned researchers, and design and complete field work that prepares students for any path they choose.

UNC employs a thorough and robust process for developing, delivering, and evaluating all academic programs. We ensure that specific learning goals are consistent across all modes of inquiry and course delivery through the mechanisms entailed in program review, faculty evaluation, and established departmental criteria. UNC's curricular design develops broad learning in the liberal arts and sciences through the Liberal Arts Core (LAC) and builds on that foundation, integrating major-specific skills and knowledge into a broader humanistic framework. We embrace our mission of serving a diverse student body, UNC's curriculum, academic culture, and environment prepare students to live and work as citizens in a diverse society.

Our faculty are at the heart of delivering a transformative education. UNC has given attention to building, in numbers and qualifications, the faculty needed for effective, high-quality programs. UNC's commitment to recruiting, retaining and supporting highly qualified faculty is readily apparent in our planning documents. Our evaluation processes and investments in compensation and professional development ensure high quality instruction occurs regardless of delivery mode or location.

Student-faculty interaction is a hallmark of education at UNC. The foundation for providing students high-quality educational experiences at UNC is the integration of teaching and research through the teacher-scholar model. Instructors have infrastructure and resources necessary to support effective teaching and learning. Our faculty and students are engaged scholars who address community needs and foster mutually beneficial connections with the community. Competent and committed staff provide our students access to a wide array of academic support and enrichment programs, co-curricular opportunities, and support services that contribute to transformative educational experiences.

TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

We demonstrate our commitment to quality education programs, learning environments, and support services through a rigorous curriculum approval process and a comprehensive program review process for academic and non-academic units. The University's stringent curriculum approval process is designed to ensure the quality of educational programs. New program proposals are reviewed at multiple levels before approval by the Provost and Board of Trustees. Moreover, broad professional development for and engagement of faculty and staff in the program review process have allowed us to effectively assess and identify opportunities to fulfill our stated goals for student learning.

Our program review process, which is closely aligned with our planning, is designed to give meaningful feedback for improvement. In addition to considering student learning outcomes, the process considers the relevance of our degrees and success of our graduates. Results are used in determining resource allocations and in identifying critical investments in infrastructure, such as Digital Measures, LiveText and the Student Success Collaborative, which support the use of data to promote student success.

The goal to improve student persistence and success to graduation is embedded in our nine Core Plans. Investment in infrastructure such as the implementation of the Banner integrated information system has allowed us to consistently and systematically collect, analyze, and use student persistence and completion data at the program and university levels.

RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

The environment in which we operate has limited our resources, and we have adapted by taking a more systemic approach to planning and resource allocation, which is more efficient and effective. We have matured in our ability to think of the university as a complex system rather than a collection of separate units. We have developed a robust and inclusive planning process that is built on the foundation of the University's mission.

Over the past decade, in response to our changing environment, we have developed a systemic, organic and integrated planning process that (1) actively engages the campus community; (2) is an ongoing process of plan development, implementation, and evaluation; and (3) shapes our annual budgets and ongoing fiscal sustainability. UNC's mission, Academic Plan, Strategic Framework, Planning Map, and Five-year Fiscal Sustainability Plan are the major components of this planning. Inherent in this new approach to planning is an evolution in our leadership culture; leaders seek broad campus engagement, facilitate collaboration, and value shared governance. Processes for continual improvement are also embedded in this planning.

We have a culture that values, appreciates, and actively seeks campus engagement and shared governance. We believe that broad engagement significantly improves our odds for effectively dealing with future challenges and taking advantage of opportunities that are yet to be discovered. We have an institutional structure that uses a broad array of formal groups and committees as well as ongoing informal communications to seek a wide range perspectives from campus and others concerned with UNC's operations.

Institutional Questions

A synthesis of the institutional characteristics and actions examined during our self-study portrays a university with integrity, one that adheres closely to its mission, puts the needs of students first, is committed to access and success, and is dedicated to effective teaching through a teacher-scholar model at the undergraduate, master's and doctoral levels. These characteristics are hallmarks of a strong university, but they alone do not distinguish UNC from Colorado's other public research universities. This brings us to President Norton's questions:

1. How does UNC's distinctive role among Colorado's public doctoral universities position the university to meet future challenges in an evolving higher education landscape?
2. How does UNC create, nurture, and use institutional processes and strategies in support of the university's distinctive role? What are we doing to evaluate this effectiveness and the importance of these processes and strategies, given our current environment? What promising things are we doing, and how do we build on them as we leverage UNC's distinctive role to meet future challenges? Where do we have opportunities for improvement, and what have we learned in the self-study process that will help us build our capacity to fulfill UNC's distinctive role?

In addition to examining how UNC meets the HLC criteria for accreditation, we used the self-study process to augment the university's ongoing planning for the future. President Norton's questions were designed to facilitate these forward-looking conversations.

We began the process of answering the questions by discussing what UNC's distinctive role is. As addressed in the self-study, UNC is uniquely positioned among Colorado's public research universities and distinguished by the combination of:

- the individualized nature of the transformative educational experiences we offer students;
- our outreach to and support of underserved students;
- the world-changing research, scholarship, and creative works our faculty and students do together; and
- our commitment to working together as a community through a culture of inclusive collaboration.

A point of pride for UNC is the opportunity for students to work closely with faculty, forming mentoring relationships that promote educational, personal, and professional growth and development. As discussed in the self-study, surveys of

current and former students show that they value these relationships and see them as one of the primary benefits of attending UNC. Further, the integration of teaching and research in our faculty's teacher-scholar model not only creates a strong curricular foundation, but also gives our students opportunities to work closely with productive faculty scholars whose work contributes directly to local, national, and international communities. The intersection of personalized learning opportunities with high-quality instruction that is informed by faculty members' research creates a definite advantage for UNC. Through this model, we offer students value-added experiences in and beyond the classroom that prepare them to succeed in an increasingly complex and dynamic environment.

In fulfilling its mission as a public research university, UNC has long sought both high-achieving students and students with potential who oftentimes are not welcomed and nurtured by research universities. Our goal is to “bend the success curve” for these students—to help them achieve greater success than traditional indicators predict. Like all UNC students, these students have opportunities to work closely with faculty teacher scholars in an environment that nurtures student's individual talents. In addition, we provide customized academic and co-curricular support that fosters the success of these students and helps them make the most of their time at UNC.

The self-study process has given us deeper understanding of the many ways in which UNC actualizes its distinctive role and how we might leverage it in the future. It has become increasingly clear that our history of serving underrepresented students positions us well. Because we value students of diverse backgrounds, experiences, and abilities and have a history of supporting these students' success, UNC has developed the ethos, expertise, and infrastructure to cultivate the talent of individual students. Our expertise equips us to serve all students who aspire to chart their own paths. We have the opportunity to make UNC stand out among students' myriad choices by building on and communicating the opportunity we offer for a customized high-quality academic experience.

Another strength on which UNC can build is the culture of collaborative forward thinking we have been developing over the past decade. It is a culture of not only shared governance, but also shared responsibility for UNC's future. Our systemic, organic approach to planning supports UNC's distinctive role, beginning with the Academic Plan, further defining our vision for an exemplary teaching and learning community with the Strategic Framework, and providing the Planning Map to ensure all of our efforts are connected and grounded in the reality in which we operate. Ongoing assessment and adjustment are embedded in the planning process to ensure that it continues to serve us well in the future. Efforts such as the development of the Campus Commons, the Innovation@UNC initiative, and the articulation of our Five-year Fiscal Sustainability Plan are a promising start. At the

same time, we have learned that we need to communicate more systemically about how we are progressing with the implementation of our Planning Map.

A final asset to leverage is UNC's heritage in serving the public. We prepare graduates who become the bedrock of their community as teachers, artists, scientists, entrepreneurs, mental health experts, health-care specialists, and engaged citizens. Students today are looking for—even demanding—a college degree that prepares them for a career. The special way that we combine the spirit of inquiry with professional skills prepares our graduates for a changing world. Thus, our students learn not only practical ways to serve society but also how to shape it.

In closing, our self-study process has been about both looking back and looking forward. It has given us the opportunity to identify our strengths as well as areas for future action. As a learning organization, we are committed to embedding what we have learned in our ongoing planning and implementation process. We believe that we have provided evidence that UNC meets all of the Criteria and Core Components set forth by the Higher Learning Commission and respectfully request continued ten-year accreditation status.

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