
Performance Contract

Annual Report

June, 2007

University of Colorado

• Boulder • Colorado Springs • Denver and Health Sciences Center

*Performance Contract between the State of Colorado Department of Higher Education
and the Regents of the University of Colorado*

Submitted by the Office of the Vice President for Academic Affairs

Performance Contract Goals

- Goal 1.1 Guaranteed admission to the University for all in-state undergraduate applicants who meet published guaranteed admission criteria
- Goal 1.2 Greater access to the University for academically qualified students from Colorado who are historically underrepresented – minorities, males, low-income students
- Goal 1.3 Coverage, free and clear of debt, of tuition, fees and books for low-income, resident students who enter as first-time freshman or transfer from Colorado community colleges
- Goal 1.4 Increased transferability among Colorado institutions of higher education of State guaranteed general education core courses
- Goal 2.1 High level of student overall education
- Goal 2.2 High numbers of students engaged in activities that lead to successful learning
- Goal 2.3 High level of student achievement on national standardized tests
- Goal 2.4 National recognition of the University's high quality programs
- Goal 2.5 Increased student retention and graduation rates
- Goal 2.6 Enhanced Academic Rigor
- Goal 2.7 Maintaining a high quality faculty
- Goal 3.1 Efficient use of University resources
- Goal 3.2 Increased revenues from sources other than state funds and tuition dollars
- Goal 3.3 Increased resources for capital assets and maintenance
- Goal 4.1 Enrichment of the state economy
- Goal 4.2 Provide undergraduate, graduate and professional training to meet areas of need in the state
- Goal 4.3 Meeting the need for well-prepared K-12 teachers

**University of Colorado
Performance Contract Goals Measures**

University Goal 1.1: Guaranteed admission to the University for all in-state undergraduate applicants who meet published guaranteed admission criteria.

Measure: Percent of Admitted In-State Undergraduate Fall Applicants Who Meet Published Guaranteed Admission Criteria

	Target	As of 12/31/2004	As of 12/31/2005	As of 12/31/2006
UCB	100%	100%	100%	100%
UCCS	100%	100%	100%	100%
UCDHSC	100%	100%	100%	100%

Measure: Number of in-state fall freshmen applicants subject to admission standards who were offered admissions.

Campus	As of 12/31/2004	As of 12/31/2005	As of 12/31/2006
UCB	6,017	6,525	6,568
UCCS	1,468	1,446	1,555
UCDHSC	1,220	1,678	1,853

Measure: Number of in-state fall freshmen and transfer applicants subject to admission standards who were admitted "in the window".

Campus	As of 12/31/2004	As of 12/31/2005	As of 12/31/2006
UCB	229	481	591
UCCS	43	83	93
UCDHSC	278	171	170

**University of Colorado
Performance Contract Goals Measures**

Measure: Total number of admitted freshmen and transfer students subject to admission standards who matriculated (enrolled).

Campus	As of 12/31/2004	As of 12/31/2005	As of 12/31/2006
UCB	2,974	3,095	3,268
UCCS	900	956	1,026
UCDHSC	657	729	792

Measure: Percent of the enrolled total who were "in the window".

Campus	As of 12/31/2004	As of 12/31/2005	As of 12/31/2006
UCB	4.8%	7.3%	10.1%
<i>Window Permitted</i>	18.0%	16.0%	14%
UCCS	2.0%	5.0%	7.0%
<i>Window Permitted</i>	20.0%	20.0%	19.0%
UCDHSC	18.6%	9.2%	12.0%
<i>Window Permitted</i>	20.0%	20.0%	19.0%

Note: The admission standard window percentage is based on all admits subject to the freshman standard, including transfers with under 12 hours and including out of state as well as in-state

**University of Colorado
Performance Contract Goals Measures**

University Goal 1.2: Greater access to the University for academically qualified students from Colorado who are historically underrepresented—minorities, males and low-income students.

Measure: Number of Middle and High School Students Participating in a Pre-Collegiate Development Program (Grades 6-12)

Campus	Target	AY 2003-2004	AY 2004-2005	AY 2005-2006
UCB	Increase Annually	556	646	718
UCCS*	Increase Annually	554	572	502
UCDHSC	Increase Annually	613	611	697

*Decrease in number of participants at UCCS was due to lack of donor funding for the middle school program. The program is now funded by the CU System Office with a commitment to continue funding on an annual basis.

Measure: Percent of Finishers who Enroll in Post-Secondary Education

Campus	Target	AY 2003-2004	AY 2004-2005	AY 2005-2006
UCB	Report	89%	90%	90%
UCCS	Report	13%	10%	12%
UCDHSC	Report	31%	49%	49%

Measure: Number of Males Participating in Pre-Collegiate Programs - By June 30, 2009 Increase By 5%.

Campus	Target	AY 2003-2004	AY 2004-2005	AY 2005-2006
UCB*	Report	Not Available	Not Available	266
UCCS	Report	141	159	174
UCDHSC	Report	212	229	250

* For UCB - Specifics for AY 2004 and AY 2005 are not currently available. The campus estimates that previous enrollment is similar to AY 2006.

**University of Colorado
Performance Contract Goals Measures**

Measure: Amount of Funding Dedicated to Pre-Collegiate Programs

Campus	Target	AY 2004-2005	AY 2005-2006
UCB	Increase Resources	\$289,505	\$389,372
UCCS*	Increase Resources	\$215,995	\$180,952
UCDHSC	Increase Resources	\$311,497	\$353,199

*UCCS expenditures were \$204,197 in AY 2004-05 and \$203,692 in AY 2005-06

Measure: Retention Rates of Resident First-Time, Full-Time, Degree-Seeking Minority Freshmen

Campus	Target	Entering Fall 2003	Entering Fall 2004	Entering Fall 2005
UCB	Report	82.0%	82.0%	82.0%
UCCS	Report	63.8%	58.6%	59.0%
UCDHSC	Report	81.2%	78.5%	72.7%

Measure: Six-Year Graduation Rate of Resident First-Time, Full-Time, Degree-Seeking Minority Freshmen

Campus	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
Year of Entry		1997	1998	1999
UCB	Report	58.0%	60.0%	60.0%
UCCS	Report	38.2%	32.7%	36.6%
UCDHSC	Report	35.0%	36.1%	37.6%

**University of Colorado
Performance Contract Goals Measures**

University Goal 1.3: Coverage, free and clear of debt, of tuition, fees and books for low-income, resident students who enter as first-time freshmen or transfer from Colorado community colleges.

Measure: Percent of low-income resident first-time, full-time freshmen and community college transfer students who received grant and work-study financial aid to cover 100% tuition, fees and books.

Campus	Target	FY 2004-2005	FY 2005-2006	FY 2006-2007
UCB	100%	100%	100%	100%
UCCS	100%	100%	100%	100%
UCDHSC	100%	100%	100%	100%

University Goal 1.4: Increased transferability among Colorado institutions of higher education of State guaranteed general education core courses

Performance Measure 1 : By January 1, 2006, the Governing Board shall complete its review of the University's general education core courses and curriculum to ensure that they satisfy the competencies, expectations and credit hour guidelines of GT Pathways, Colorado's statewide guaranteed transfer program for general education that was created and endorsed by the General Education Council ("GE 25 Council") and the Commission.

On December 7, 2005, the Regents of the University of Colorado completed a review of the University's general education core courses and curriculum to ensure that they satisfy the competencies, expectations and credit hour guidelines of gtPathways, Colorado's statewide guaranteed transfer program for general education that was created and endorsed by the General Education Council ("GE 25 Council") and the Commission.

UCB

Content areas of the gtPathways core curriculum are aligned with the content areas of the core curriculum of the University of Colorado at Boulder. A primary issue for alignment concerns the Intermediate Communication requirement. Two lower division courses have already been approved to receive the gtPathways designation for Introductory Composition. The Core Curriculum of the Boulder campus, however, requires a more rigorous upper division course to satisfy the 6-hour requirement in Written Composition. Upper division courses, however, became eligible for gtPathways designation. These courses were submitted for gt Pathways designation in May, 2007. The Boulder campus accepts gtPathways approved courses from other 2-year and 4-year colleges to satisfy the Written Composition requirement.

UCCS

Content areas of the gtPathways core curriculum are aligned with the Arts & Sciences General Education Requirements of the University of Colorado at Colorado Springs. The course alignment matrix, however, indicates that general education course requirements may exceed the 40 hour minimum specified by the CRS 23-1-25. It is possible, however, to satisfy at least three hours each of the Social Science and Natural Science categories by completing upper division courses, thereby reducing the number of lower division courses needed by 6 hours, and reducing the total number of lower division hours required under the 40 hour cap. Students may also satisfy the quantitative and qualitative reasoning requirement by passing a proficiency test.

UCDHSC – DDC

The University of Colorado at Denver and Health Sciences Center - Downtown Denver Campus has adopted a new campus-wide core curriculum, a goal of which is to facilitate the transfer of students between UCDHSC schools and colleges and between institutions. At least 95% of core courses have been nominated for GT Pathways designation.

Performance Measure 2: At least fifty (50) percent of General Education Core Courses offered by the University at each campus, excluding lower division general education course requirements that are part of the University's core curriculum but not part of the general education core in the statewide guaranteed transfer program for general education, shall be nominated for review by the GE 25 Council or its successor by June 30, 2007.

UCB

At least 319 lower-division general education courses are eligible for gtPathways designation. As of the most recent statewide review, April 13, 2007, a total of 50% of these courses have been nominated for gtPathways.

UCCS

At least 95 lower division general education courses are eligible for gtPathways designation. As of the most recent statewide review, April 14, 2006, 51 (more than 50%) of these courses have been nominated for gtPathways.

UCDHSC-DDC

Two proposed modifications to the core, to bring it into full compliance with gtPathways requirements were finalized in May of 2007. More than 50% of courses have been nominated.

Performance Measure 3: All General Education Core Courses offered by the University at each campus, excluding lower division general education course requirements that are part of the University's core curriculum but not part of the general education core in the statewide guaranteed transfer program for general education, shall be nominated for review by the GE 25 Council or its successor by June 30, 2009.

Action Required: Each campus will have nominated by June 30, 2009 the remaining lower division of the General Education Core Courses offered by the campus, excluding lower division general education course requirements that are part of the campus' core curriculum but not part of the general education core in the statewide guaranteed transfer program for general education.

**University of Colorado
Performance Contract Goals Measures**

University Goal 2.1: High level of student satisfaction with the learning experience and overall education.

Measure: For Undergraduates - Percent of graduating students and/or alumni responding to campus surveys who indicate that the campus program met their educational goals.

Campus	Target	Most Recent Year Reported	% of Students Indicating that their Educational Goal was Met
UCB	90% Satisfaction	2004	96%
UCCS	90% Satisfaction	2005	90%
UCDHSC	90% Satisfaction	2005	99%

Measure: For Graduates - Percent of graduating students and/or alumni responding to campus surveys who indicate that the campus program met their educational goals.

Campus	Target	Most Recent Year Reported	% of Students Indicating that their Educational Goal was Met
UCB	90% Satisfaction	2003	97%
UCCS	90% Satisfaction	2005	95%
UCDHSC	90% Satisfaction	2005	98%

**University of Colorado
Performance Contract Goals Measures**

University Goal 2.2: High numbers of students engaged in activities that lead to successful learning.

Measure: Number of students involved in internships and service learning.

Campus	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
UCB	Report	1,011	1,064	1,121
UCCS	Report	521	714	729
UCDHSC	Report	1541	1354	1387

Measure: Number of students involved in individual or small group activities: freshmen seminars, senior seminars, independent study, study abroad and faculty-student research projects.

Campus	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
UCB	Report	4,933	5,190	5,223
UCCS	Report	1,910	2,035	2,270
UCDHSC	Report	2,093	2,135	2,259

University Goal 2.3: High level of student achievement on national standardized tests

(3 yr. moving average, in years where 20+ students take the test)

Exam	Target	Current Status
GRE	Exceeds national average	Meet
CPA exam	Exceeds national average +15%	Meet
Bar Exam	Exceeds state pass rate	Meet
NCLEX-RN	Exceeds 85% pass rate	Meet
Physical Therapist Licensing Exam	Exceeds 90% pass rate	Meet
Central Regional Dental Test	Exceeds 90% pass rate	Meet
National Board of Dental Examinations	Exceeds 90% pass rate	Meet
Pt 2. US Medical Licensing Exam Step 1	Exceeds 90% pass rate	Meet
Pt 2. US Medical Licensing Exam Step 2	Exceeds 90% pass rate	Meet
National Pharmacy Licensing Exam	Exceeds 90% pass rate	Meet
PLACE Elementary Education	Meets state pass rate of 100%	On Target
PLACE Social Studies	Meets state pass rate of 100%	On Target
PLACE English	Meets state pass rate of 100%	On Target
PLACE Science	Meets state pass rate of 100%	On Target

University of Colorado Performance Contract Goals Measures

University Goal 2.4: National recognition of the University's high quality programs.

Measure: The University will be among the top ten public universities in the country, based on National Science Foundation measurements of federal research expenditures based on a three-year average.

Sponsored Research	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006
Total Dollars Awarded in Millions	\$560.9 Million	\$588.4 Million	\$630.3 Million	\$640.0 Million
Number of Awards	3,495	3,416	3,528	3,695

Research Expenditures *

Total Federal Expenditures in Millions	\$377.9 Million	\$414.9 Million	\$449.3 Million	N/A
National Rank for Federal Expenditures **	6th	7th	6th	N/A

* Please note that the Research Expenditures information has a two-year lag time

** Ranking is based on public colleges and universities

**University of Colorado
Performance Contract Goals Measures**

University Goal 2.5: Increased student retention and graduation rates.

Measure: First-time, full-time freshmen retention rates one-year after entry.

Campus	Target	Entering Fall 2003	Entering Fall 2004	Entering Fall 2005
UCB	88%	84%	83%	84%
UCCS	72%	68%	68%	64%
UCDHSC	72%	73%	71%	71%

Measure: First-time, full-time freshmen six-year graduation rate.

Campus	Target	Entering Fall 1997	Entering Fall 1998	Entering Fall 1999
UCB	71%	68%	66%	66%
UCCS	42%	35%	36%	39%
UCDHSC	42%	39%	39%	42%

University Goal 2.6: Enhanced Academic Rigor

Measure: The University will put initiatives in place to enhance the academic rigor of undergraduate education. The University will report annually to CCHE on initiatives undertaken and on-going programs to enhance the academic rigor of the University's undergraduate experience. To the extent that the University prepares relevant supporting data for its own use, it will provide such data to the Commission in the same format.

University of Colorado at Boulder

The Boulder campus continues to develop initiatives, programs, and student activities that enhance academic quality and rigor. Three examples of such efforts are discussed below.

College of Arts & Sciences

The College of Arts & Sciences constituted a Task Force to examine areas of the undergraduate and graduate curriculum that might benefit from attention as part of the Colorado Challenge that Dean Gleeson initiated in 2005. The Task Force focused on five areas of academic rigor: Maintaining Curricular Integration, Similarity of Multiple-Sectioned and Frequently Taught Courses, Stricter Enforcement of Prerequisites, Orientation of short-Term Instructional Faculty, and Sharing Common Data. Based upon these areas of academic rigor, the following are examples of activities that have occurred this past year:

English Department:

1. Has established common syllabuses for multi-sectioned courses in creative writing taught by our MFA students, and are working on extending this pilot program to courses in literature taught by our PhD students.
2. The Department is considering establishing a senior thesis requirement for all English majors, not just honors students.
3. The Department has improved orientation for part-time instructional faculty, especially by setting up an email listserv specifically for them, by which informational materials may be distributed.

Psychology Department

The Psychology Department is working on a honors track and has organized regular meetings of faculty teaching the same courses to impose standardized grading.

Political Science, Sociology, and Linguistics Departments

All three of these departments have included more writing in their lower division courses and to the extent that funding allows, offering smaller recitation sections to provide more one on one interaction.

French and Italian

French and Italian has had initial discussions about minimum requirements for the number of pages of writing per level of course, as well as guidelines for preferred format of writing.

School of Journalism and Mass Communication

The School of Journalism and Mass Communication has established 11 competencies that all graduates should acquire. These learning goals lie at the heart of our understanding of academic rigor in the preparation of undergraduate students for professional work in journalism and mass communication. We dedicate our curriculum and instruction to the honing of these skills:

- Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of the diversity of groups in American society and in a global society in relationship to communication.
- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

We measure rigor by use of a detailed assessment plan, which the School adopted in 2003. The plan calls for measuring two of the above competencies each year through at least one direct and one indirect measurement. Direct measures include internship evaluations (specifically designed to capture specifically the competencies under study), portfolio critiques and critiques of student work from capstone courses (critiques to be done by outside professionals and outside academic colleagues). Indirect measures include exit interviews, alumni surveys, awards, and scholarships.

School of Education

Assessment System for Teacher Education Program

Data is gathered at the individual level on candidates at four key points in his/her progression through the teacher education program.

- First, demographic and academic data are gathered upon admission to the teacher education program.
- Second, each candidate's transcript is reviewed each semester to ensure that passing grades (C-) or better were earned in each required program course, and the candidate must maintain an overall GPA of 2.75 to remain in good academic standing. As mentioned above, a candidate may not pass a teacher education course unless all standards met at the satisfying level have been satisfied. In order to progress to student teaching, each candidate must pass a content-based licensure exam, administered by either the National Evaluation System (PLACE exam) or Educational Testing Service (PRAXIS II Exam).
- Third, in the student teaching semester, each candidate must demonstrate s/he has satisfied each standard element in their assigned classroom. Assessments involve multiple classroom observations from a university supervisor and the classroom teacher and review of other artifacts of practice. Additionally, each candidate completes a Teacher Work Sample, which involves an extensive analysis of student learning within a unit of instruction (each work sample involves about 100 pages of quality written work).
- Fourth, we survey all program completers near the end of their first year of teaching. Our First-Year Teacher survey asks candidates to evaluate the level of preparation they received in the teacher education program. We also survey the principals who have hired these same teachers for their analysis of the teacher's level of preparation.

Survey data is reported to the Dean and relevant faculty on an annual basis.

University of Colorado at Colorado Springs

The Colorado Springs campus of the University of Colorado has undertaken a number of initiatives to enhance and ensure continuing academic rigor. First, the campus has asked all visiting academic program review teams to include an assessment of the academic rigor of the program under review as part of the campus' regentally-approved Academic Program Review process. The campus received only positive feedback with regard to rigor in the programs reviewed last year. Virtually all academic programs at UCCS for which program-level accreditation is available are externally-accredited, another indicator of academic rigor. Second, the assessment process for both individual programs and campus general education regularly assesses the degree to which student learning outcomes demonstrate that a particular program is meeting its educational objectives. The campus continues to demonstrate increased levels of rigor in program assessment from year to year. The second round of feedback to the colleges regarding the assessment results for general education is underway. Third, the campus has been monitoring average grades awarded. The very small variations (.07 total) over the past ten to twelve years indicate no grade inflation has occurred. Finally, the campus as a whole was re-accredited by the Higher Learning Commission with no follow-ups for the maximum ten year period, an indication that both outcomes and processes at UCCS are working well.

University of Colorado at Denver and Health Sciences Center – Downtown Denver

The Downtown Denver campus (DDC) of the University of Colorado at Denver and Health Sciences Center (UCDHSC) is committed to increased student access and educational excellence. Enhanced academic rigor continues to be developed at the department, college and campus levels.

During the 2003-2004 academic year, UCDHSC established a Quality Undergraduate Education steering committee to oversee the development of three new undergraduate initiatives: campus-wide core curriculum, honors program, and first-year academic experiences. In January, 2006, the Director of Undergraduate Experiences position was established to implement these new academic initiatives and to promote cross-college academic programs. Academic initiatives to increase academic rigor at the downtown Denver campus include:

- implement a campus-wide honors program to attract and stimulate the highest quality resident and non-resident high school students to UCDHSC
- create an Undergraduate Council to review and promote interdisciplinary courses
- oversee the implementation of a new campus-wide (independent of student's college or major) core curriculum with enhanced emphasis on English composition, cultural diversity and international perspectives
- implement a transitional seminar program for first-year students and pilot the use of electronic portfolios for student assessment

The College of Liberal Arts and Science (CLAS) recently initiated several enhanced academic initiatives. The College has been very successful in attracting external grant funds from the National Science Foundation for enhanced academic rigor in science and math courses, and from the Department of Education for enhanced cultural fluency for students entering the international work environment. CLAS will be monitoring the following academic initiatives designed to enhance academic rigor:

- hire a Writing Program director to coordinate English composition courses in the new core curriculum and to promote writing competency across the campus
- introduce learning segments designed to promote international business culture in all lower division modern language courses
- develop research skills for undergraduate history majors through a new, required course: HIST 3031, Theory and Practice: An Introduction to the Major

The College of Arts and Media recently completed an internal review of program quality for all undergraduate majors. As a result, the college has implemented the following initiatives to enhance academic rigor:

- institute a performance audition for all areas of emphasis with the BS in Music degree in the Music and Entertainment Industry Studies (MEIS) department
- require a 'rising junior' exam for students to be admitted to upper division courses within the emphasis in Recording Arts in the MEIS department
- add a faculty-juried review of a student portfolio as a graduation requirement in the BFA degree in the Visual Arts department
- require satisfactory completion of the junior and senior performance recitals as a graduation requirement in the BS in Music degree
- address the issue of grade inflation through a variety of college-wide initiatives

The Business School is currently conducting a college-wide review of the undergraduate curriculum. The initial initiatives from the Business School designed to enhance academic rigor are:

- require a minimum grade of 'C' in all accounting prerequisite courses before being allowed to register for upper division accounting and finance courses
- formally incorporate course difficulty and academic rigor into the annual performance review of faculty
- address the issue of grade inflation and ensure grades discriminate student performance through college-wide guidelines

The College of Engineering and Applied Science just completed accreditation by the Accreditation Board of Engineering and Technology (ABET). UCDHSC Engineering degree programs are instituting assessment procedures modeled after the ABET 2000 Criterion. Engineering will couple future enhancement of academic rigor to ABET accreditation assessments.

University of Colorado at Denver and Health Sciences Center – Health Sciences Center

The School of Nursing at the Health Sciences Center has established a number of initiatives to enhance the rigor of its academic programs, including:

- Increased the use of educational technology in teaching and learning in clinical courses.
 1. Designed and implemented a simulation teaching/learning laboratory, using Laerdal's SimMan and SimBaby. These high fidelity patient simulators used with case scenarios provide students opportunity to practice health assessments, care planning and interventions in a safe environment. Videotaping and faculty facilitated debriefing allows for evaluation, competency building, and increased confidence for application in acute care settings.
 2. Acquired Laerdal Virtual IV haptic device in the Simulation Lab to allow students to practice IV insertion skills. Virtual IV uses a 3 dimensional teaching tool that requires the student to incorporate critical thinking as they work through a case study that includes the insertion of a peripheral IV line.
 3. Produced a set of two professional DVDs for Fundamental Nursing Skills Demonstration. The DVDs provide standardization to teaching methodology across multiple lab sessions, and increases access of learning resources for students to practice skills prior to competency assessment.

- Implemented strategies to ensure preparation and quality of clinical experiences.
 1. Initiated a Long Term Care clinical rotation in Fundamentals of Nursing Practice to help prepare junior students for the rigor of the acute care settings. Students apply health assessment skills, interact with residents, assess activities of daily living, and provide basic nursing care. The hands-on skills facilitate a smoother transition into clinical practice. On-going contractual arrangements now exist with a host of long-term care facilities in the Denver metro area.
 2. Proposed plan for a supervised, interdisciplinary Hospice Day in Public Health Nursing with the Hospice of Metro Denver. The experience will address the needs for additional end-of-life focus in the curriculum. Hospice Day will be piloted summer 2006.
 3. Expanded the Clinical Scholar Model of qualified clinical instructors in acute care and community-based settings to ensure quality clinical education and supervision in collaboration with clinical affiliating partners.
 4. Established leadership presence in Colorado Council of Nursing Education, Colorado Center for Nursing Excellence Faculty Development Project, Alliance for Clinical Education, University of Colorado Hospital-UCDHSC BS Work Site Option, Central AHEC Nursing Education Advisory Board, and the Public Health Nursing-Academic Collaborative. The undergraduate curriculum and clinical placements are strengthened through community collaboration.
- Improved integrity of courses in the undergraduate curriculum.
 1. Strengthened the integrity of undergraduate four course sequence: health assessment, fundamentals of nursing practice, adult health and medical-surgical nursing courses. Faculty completed extensive content mapping to incorporate evidence-based practice content, increase relevancy and eliminate redundancy across sequential courses.
 2. Redesigned nursing leadership and management into a Senior Integrated Practicum, focusing on successful transition into entry into professional nursing practice. The 8-credit course now has clinical hours expanded from 96 to 144.

- Activated Strategies for Student Support

1. Based on national standards in nursing and an assessment of peer institutions in CO, the SON planned a new initiative that parallels and assesses student learning from all undergraduate courses required for initial practice in nursing and is a strong predictor of national licensure examination success or failure. This assessment program has a mechanism to provide individual students with feedback about their learning success and deficits for each course. Because a fee would be required, students had a say in implementing this initiative through a vote. The undergraduate students voted down the initiative.
2. Implemented strategies to support student success with NCLEX licensing exam, including pharmacology and pathophysiology review courses.
3. Provided study and support strategies for at risk students through continuing BS Enrichment Program activities, including referral to English language skills classes.

University Goal 2.7: Maintaining a high quality faculty

Establish compensation principles and policies where merit is the prevailing factor in all recommended salary increases.

Regent policy specifies merit as the primary basis for salary increases:

- 1) Regent Policy on Performance Ratings <http://www.cu.edu/regents/Policies/Policy11B.htm>
- 2) Regent Compensation Principles and Policy <http://www.cu.edu/regents/Policies/Policy11F.htm>

**University of Colorado
Performance Contract Goals Measures**

University Goal 3.1: Efficient use of University resources.

Measure: University expenditures for administration costs as a percentage of total University expenditures and transfers of funds will annually fall below the annual average comparative cost percentages for peer institutions.

Campus	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006
Total - CU	6.7%	5.8%	6.0%	6.0%
Benchmarks*	Not available	Not available	Not available	Not available

*Benchmarks will be provided when peer groups are established

**University of Colorado
Performance Contract Goals Measures**

University Goal 3.2: Increased revenues from sources other than state funds and tuition dollars.

Measure: Increase revenues from private sources.

Campus	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
Total - CU	Ave. Annual Increase of 1%	\$51,983,000	\$56,278,000	\$52,596,458
% Increase over Previous Year			8.3%	-6.5%

Measure: Increase technology transfer revenues from licensing fees and royalties*.

Campus	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
Total - CU	Increase by 5% per year	\$5.8 M	\$21.7 M	\$18.9 M

*Does not include revenue derived from legal settlements that in Fiscal Year 2004 amounted to \$28.1M and in Fiscal Year 2005 amounted to \$6.7M.

Measure: Research Expenditures as a Percent of Total Education and General Expenses.

Campus	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
Total - CU	20% of annual expenditures	23.0%	22.0%	19.0%

**University of Colorado
Performance Contract Goals Measures**

University Goal 3.3: Increased resources for capital assets and maintenance.

Measure: The Governing Board shall consider the necessity of establishing a capital and/or maintenance fee for campuses within the University or shall consider a decision item for a tuition surcharge to address maintaining existing facilities and/or new construction.

UCB

Students approved a \$400 per academic year student fee to help finance the Law School, ATLAS, Visual Arts Complex, the Leeds School of Business renovation and expansion, and information technology improvements. This fee will be phased in over four years, at \$100 per academic year to reach \$400.

Total student fee revenues generated to pay for the capital construction projects in FY2007, the first year of the fee, totals \$2,728,190.

UCCS

Students approved an initial \$60 Recreation Center Fee to fund recreation program expansion and improvements to existing outdoor recreation facilities.

The fee may increase over time to a maximum of \$160 per year to fund the construction of a new recreation facility.

Total student fee revenues generated to pay for the capital construction projects totals \$12 M.

**University of Colorado
Performance Contract Goals Measures**

University Goal 4.1: Enrichment of the state economy.

In FY 2002, it is estimated that CU generated 16.6% in gross state product for every dollar that it received in general fund support. Additionally, for every dollar in general fund support to CU, the state recaptured \$.76 in additional tax revenue.

The return that Colorado has received for its investment in CU has continued to increase. In FY 2004, it was estimated that CU generated \$26 in gross state product for every dollar that it received from the state in general fund support. Additionally, for every dollar in general fund support to CU, the state captured \$1.04 in additional tax revenue.

Estimates of Colorado's return on investment in CU for FY 2006 will be available Fall 2007.

**University of Colorado
Performance Contract Goals Measures**

University Goal 4.2: Provide undergraduate, graduate and professional training to meet areas of need in the state.

Measure: Special or Unique Programs - The University make efforts to increase the numbers of degrees, certificates and licenses earned in disciplines and professions identified as areas of persistent shortage or having a future need by June 30th 2009.

Degrees/Certificates Awarded	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006
UCB				
Law (P)	Increase	157	165	165
Journalism (U, G)	Increase	324	277	290
Aerospace Engineering (U, G)	Increase	108	127	118
Speech, Language, and Hearing Sciences (U, G)	Increase	65	46	78
Telecommunications (G)	Increase	101	71	36
Doctoral programs in Foreign Languages and Literature (G)	Increase	10	9	12
Astronomy (U)	Increase	16	19	24
Architectural Engineering (U)	Increase	24	40	32
Film Studies (U)	Increase	79	88	78
Audiology (added in 2006)	Increase	New Program	New Program	New Program
Chemical and Biological Engineering (U)	Increase	New Program	New Program	New Program
UCCS				
Applied Geography (G)	Increase	3	7	6
Geropsychology (G)	Increase	New Program	New Program	New Program
Distance MBA (P)	Increase	46	38	40
Professional Golf Management (Business) (U)	Increase	New Program	New Program	New Program
UCDHSC				
Child Health Associate/Physician Asst(P)	Increase	22	18	22
Pharmacy Doctorate (P)	Increase	82	151	143
Doctor of Dental Science (P)	Increase	40	37	46
Medical Doctor (P)	Increase	113	126	125
PhD Nursing (G)	Increase	5	10	6
Public Administration (MPA, PhD)	Increase	111	103	115
PhD Health and Behavioral Sciences (G)	Increase	7	5	8
Architecture (M.Arch)	Increase	63	95	98
Film Studies (U)	Increase	10	29	29
Total		1,386	1,461	1,471

**University of Colorado
Performance Contract Goals Measures**

Degrees/Certificates Awarded	Target	FY 2003-2004	FY 2004-2005	FY 2005-2006	
<i>Measure: Areas of Persistent Shortage or Need - The University makes efforts to increase the numbers of degrees, certificates and licenses earned in disciplines and professions identified as areas of persistent shortage or having a future need by June 30th 2009.</i>					
Degrees/Certificates Awarded	Target	Fall 2004	Fall 2005	Fall 2006	
UCB					
Teacher Education Licensures and Endorsements	Increase	163	213	191	
Integrative Physiology	Increase	129	140	177	
Biochemistry	Increase	54	56	62	
Chemistry	Increase	40	47	63	
MCDB	Increase	133	150	158	
Chemical Engineering	Increase	48	64	63	
Aerospace and Space Sciences	Increase	123	148	151	
UCCS					
Special Education (U, G)	Increase	28	31	31	
Nursing (U, G)	Increase	128	129	128	
Health Care Science (U)	Increase	17	28	35	
UCDHSC					
Bilingual/ESL	Increase	42	36	0	*
Principal Preparation	Increase	75	69	0	*
Reading Teacher Endorsements	Increase	13	10	0	*
Secondary Math and Science	Increase	18	17	0	*
School Psychology (G)	Increase	17	22	16	
Nursing (U, G)	Increase	278	285	309	
Criminal Justice (G)	Increase	40	35	39	
Special Education (U, G)	Increase	30	31	31	
Total		1376	1511	1454	

Note: * For UCDHSC, "SIS does not record any certificate completers, there are no reliable certificate completers data. Many certificate students continue their studies to get MA degree.....some students completed the program and either did not take the exam right away or did not take the exam at all. Tracking was stopped in Fall/summer 2004.

University Goal 4.3: Meeting the need for well-prepared K-12 teachers.

Performance Measurement 1 : *The University shall continue its active and extensive engagement in teacher education with partner schools.*

UCB

Adams Five Star Schools
 Mountain View Elementary
Boulder Valley School District
 Angevine Middle School
 Aspen Creek K-8
 Bear Creek Elementary School
 Boulder High School
 Casey Middle School
 Columbine Elementary School
 Heatherwood Elementary School
 Lafayette Elementary School
 Manhattan School of Arts and Academics
 Monarch High School
 New Vista High School
 Superior Elementary School
 University Hill Elementary School
St. Vrain Valley School District
 Eagle Crest Elementary School
 Erie Middle/Senior High School
 Silver Creek High School

UCCS

Falcon District 49
 Springs Ranch Elementary School
 Remington Elementary School
 Woodmen Hills Elementary School
Academy District 20
 Edith Wolford Elementary School
 Timberview Middle School
 Liberty High School
Fountain District 8
 Jordahl Elementary School
Harrison District 2
 Wildflower Elementary School
Widefield District 3
 French Elementary School
District 11
 Columbia Elementary School
 Monroe Elementary School
 Wilson Elementary School
 Jenkins Middle School
 Coronado High School

UCDHSC-DD

Adams 12

Westview Elementary
Rocky Mountain Elementary
Niver Creek Middle School
Northglenn High School

Adams 14

Adams City High School
Adams City Middle School
Alsup Elementary
Rose Hill Elementary

Douglas County

Pioneer Elementary School

Denver Public Schools

Fairmont
Goldrick Elementary
Garden Place Elementary
Smiley Middle School
Rishel Middle School
Leadership Academy @ Manual

Jefferson County

Arvada West High School
Swanson Elementary
Semper Elementary
Ryan Elementary
Thomson

Aurora

Montview Elementary
South Middle School
Central High School

Performance Measurement 2: *The University's teacher education training shall include instruction on how to teach students with different learning styles (including the influence of gender, race, ethnicity, culture and student ability), which shall be demonstrated by annual outcomes assessments of teacher candidates (including site supervisor valuations). The University will report to the Commission annually on outcomes assessments of teacher candidates and will report any revisions to the teacher education core curriculum that result from these assessments by June 30, 2009.*

UCB

CU Boulder gathers data at four transition points during a candidate's experience in the Teacher Education Program (1) entry to the program, (2) courses and co-requisite practica, (3) student teaching, and (4) exit from the program.

Outcome assessments of teacher candidate's ability to *teach students with different learning styles (including the influence of gender, race, ethnicity, culture, and student ability)* occur during courses/practica, student teaching, and in our First-Year Teacher & Principal Surveys. In providing data for University Goal 4.3, we focus on our assessments for Standard 6: Knowledge of Individualization of Instruction of the Performance-Based Standards for Colorado Teachers.

While completing courses, issues of diverse learners are addressed across the programs' curriculum and in the context of a specific course (EDUC 3023 in the undergraduate/post-baccalaureate program and EDUC 5485 in the master's program). Major assignments in courses ensure that candidates develop the knowledge and practice the skills to differentiate instruction. It is a program policy that a candidate cannot pass a course unless he/she completes course-level assessments at the appropriate level. Faculty alert the Assistant Dean of Teacher Education if a candidate is not making adequate progress in a course; the Assistant Dean and faculty member develop a remediation plan if necessary.

In the co-requisite practicum experience several items on the practicum assessment used in all practica address diversity and differentiation. The practicum assessment is completed by the classroom teacher who hosts the CU teacher candidate (the on-site supervisor). Starting in Fall 2005, CU Boulder implemented an on-line assessment process that allows us to easily aggregate practicum assessment data at the program level on those items addressing candidates' ability to *teach students with different learning styles*; in addition, open-ended comments that addressed this particular outcome have also been included. Collectively, these data from practicing teachers suggest that during courses candidates are developing the knowledge and skills to respond to the needs of all learners.

During student teaching, the candidate's ability to differentiate/ individualize, instruction is assessed when candidates satisfy Standard 6 of the Colorado Performance in classroom observations conducted by the university supervisor and in the Teacher Work Sample. All candidates must complete the Teacher Work Sample at a proficient level in order to pass student teaching. The following elements of the Teacher Work Sample directly address Colorado Teaching Standard 6: Knowledge Individualization of Instruction-description of the teaching context, develop an integrated assessment plan, assessment of the status of students prior to instruction and adjustment of instruction based on that pre-assessment, implementation of the instructional plan, and the summative assessment.

Each spring, we conduct two surveys. Program graduates in their first year of teaching complete the First-Year Teacher Survey and the principals/administrators who supervise the program graduate complete the same survey. Twenty items on the survey address University Goal 4.3. Overall, principals/administrators rate CU Boulder graduates quite highly on all items; the lowest mean score on a 7-point scale is 5.44. Program graduates are more critical, a fact that we attribute in part to our emphasis on critical reflection throughout their program experience.

UCCS

The Teacher Education Program is in the process of compiling information about teacher candidate proficiency levels on the eight Performance Standards for Colorado Teachers and 45 benchmarks based on input from the site professor, site coordinator, and clinical teacher. Data on the elementary candidates for the following benchmarks show an average score of 3.2 on a 4-point scale.

- Plan and organize reading instruction based on ongoing assessments
- Develop phonological and linguistic skills related to reading
- Develop reading comprehension and promotion of independent reading.
- Support reading through oral and written language development.
- Utilize Colorado Model Content Standards in Reading and Writing.
- Develop in students understanding and use of math concepts
- Utilize Colorado Model Content Standards in Mathematics
- Design short and long range standards-based instructional plans.
- Develop valid and reliable assessment tools for the classroom.
- Develop and utilize a variety of informal and formal assessments, including rubrics
- Assess, compare, and contrast the effects of various teaching strategies on student performance relative to content standards.

- Use assessment data as a basis for standards based instruction.
- Provide effective verbal and written feedback that shape improvement in student performance on content standards.
- Prepare students for the CSAP assessments of educational achievement.
- Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.
- Utilize content knowledge to ensure student learning.(Required on all lesson plans)
- Enhance content instruction through a thorough understanding of all Colorado Model Content Standards. (Required on all lesson plans)
- Apply expert content knowledge to enrich and extend student learning.
- Integrate literacy and mathematics into content area instruction.
- Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- Apply sound disciplinary practices in the classroom
- Apply appropriate intervention practices to ensure a successful learning environment.
- Raise the academic performance level of a group of students, over time, to a higher level.
- Understand cognitive processes associated with various learning: critical/creative thinking, problem structuring/problem solving, invention, memorization/ recall. Ensure attention to learning processes so students can master content standards.
- Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- Accurately document and report ongoing student achievement.
- Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- Communicate a variety of assessment results and their implications to students, parents, guardians, professionals, administrators, and the community.
- Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student and choose alternative teaching strategies and materials to achieve different curricular purposes.
- Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

- Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal, and local statutes.
- Develop and apply individualized education plans.
- Collect data on individual student achievement and be accountable for each child's learning.
- Use specific knowledge of student medical conditions and medications and their possible effect on student learning and behavior.
- Apply technology to the delivery of standards-based instruction.
- Use technology to increase student achievement.
- Technology to manage and communicate information.
- Technology and data-driven assessments of learning.
- Instruct students in Basic: Initial application with assistance and modeling technology skills.
- Model and articulate the democratic ideal to students. School's role in developing productive citizens. School's role in teaching and perpetuating the principles of a democratic republic.
- Model and develop positive behavior and respect for the rights of others and those moral standards necessary for personal, family, and community well-being.
- Understand and respond to influences on educational practice including: Constitutional provisions, government influences, state government, local school districts, school boards, BOCES, non-traditional and non-public schools, public sector input.
- Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options and all levels of education.
- Evaluate his/her own performance and access the professional development options necessary to improve that performance.

Collection of data on secondary teacher candidates is in progress. In addition, evaluations of the Teacher Education Program are based on feedback from principals, site coordinators, and clinical teachers at all Professional Development School sites.

UCDHSC

The Initial Professional Teacher Education program (IPTE) has a comprehensive assessment system to ensure candidates know and demonstrate professional knowledge, practices, and dispositions. The IPTE program uses a series of performance based assessments (PBA) that tie directly to the Colorado teacher education standards. A brief synopsis of each PBA follows:

- PLACE/PRAXIS. Students are required to pass either the PLACE or PRAXIS prior to their final internship.
- Literacy. K-12 teacher candidates demonstrate their ability to utilize essential, research-based instructional strategies such as reading and writing assessment, guided reading, shared reading, writing, content reading, etc. The Literacy PBA aligns with literacy courses (IPTE 4000/5000 and IPTE 4001/5001).
- Mathematics. Elementary teacher candidates demonstrate their ability to pre-assess, plan, provide instruction for, and post-assess students in mathematics. The Mathematics PBA aligns with elementary mathematics courses (MATH 3040 and IPTE 4002/5002).
- Subject-Matter Content. K-12 teacher candidates create a plan for learning new content or expanding their knowledge of content. At the secondary level, the plan is related to their area of specialization. At the elementary level, the plan is related to science and social studies. The Content PBA aligns with the science and social studies methods courses (IPTE 4006/5006).
- Classroom Management. K-12 teacher candidates demonstrate their ability to use a variety of management strategies in the classroom and assess their effectiveness with students. The Classroom Management PBA aligns with classroom management course (IPTE 4121/5121 and IPTE 4120/5120)
- Student Academic Performance Sample. K-12 teacher candidates demonstrate ability to plan, teach, and assess learning in a contiguous series of lessons based on state content standards. The Student Academic Performance Sample PBA aligns with the elementary and secondary general curriculum courses (IPTE 4020/5020 and SPED 4021/5021).
- Student Profile. K-12 teacher candidates demonstrate their ability to assess and plan instruction for a student with special needs or who speaks English as a second language. The Student Profile PBA aligns with the child/adolescent development courses (SPED 4112/5112 and SPED 4111/5111).
- Democratic Schooling. K-12 teacher candidates demonstrate their knowledge of issues of educational policy, law, and ethics as well as their ability to use this knowledge in schools. The Democratic Schooling PBA aligns with the philosophy, law, and ethics course (IPTE 4130/5130).
- Technology. The Technology PBA is embedded within all courses and a technology skills checklist is completed by all students as they enter the program.

Standards Completion Check. Prior to the final internship, all students must have completed all the PLACE or PRAXIS for content knowledge proficiency. Completion of all PBAs provides evidence that a teacher candidate is proficient in the 45 Colorado State Performance Standards. Teacher candidates' proficiency on PBAs is tracked in two parts -- knowledge and performance. First, a teacher candidate's knowledge is assessed through assignments in the course in which the PBA is embedded. The final performance assessment for all the PBAs is the responsibility of the school

team (site professor, site coordinator, and clinical teacher). An Internship Grading Rubric is used for this purpose during each of the four internships. It is the data collected on this rubric that is aggregated by the program and used for program decision-making. Based on this rubric, the number of initial licensure completers for CY2005 was 187. Three teacher candidates did not pass their internships based on site professor, site coordinator, and clinical teacher recommendation.

Performance Measurement 3: *The University's teacher education training shall maximize pre-student teaching and student teaching placement in diverse settings in the schools that the campuses serve. This will mean that, when resources allow and when practicable, student placements will be maximized in schools that are either low performing or have significant student populations eligible for free/reduced lunch or who represent minority groups.*

UCB

All teacher candidates complete at least one placement in a school that is either low performing or has significant student populations eligible for free/reduced lunch or represent minority groups. In 2005, 41% of all practicum placements and 46% of all student teaching placements were in a school that met one or all of the following criteria: (1) designated low performing, (2) 30% or more of student population was eligible for free/reduced lunch, or (3) 30% or more of the student population represent minority groups. This data is gathered from annual school report cards.

UCCS

In the Teacher Education Program, teacher candidates are involved in a Professional Development School (PDS) site for an entire year. In the fall, elementary candidates spend two days and secondary candidates three days per week in the school for at least 16 weeks. In the spring semester, all candidates spend 16 weeks student teaching. In 2004-2005, not all of the PDS sites fit the criteria of: (1) low performing or (2) significant student populations eligible for free/reduced lunch or (3) representing minority groups. Thus, a new model was developed for the 2005-2006 year in which elementary sites were paired (a higher SES with a lower SES). In the fall, elementary teacher candidates spent eight weeks at each site. Secondary teacher candidates spent eight weeks at a middle school and eight weeks at a high school, one of which served a more diverse population. Prior to their professional year, teacher candidates in the Teacher Education Program complete 100 hours of field experience with a range of groups: special education students, low performing students, low SES students, and minority students. Special education teacher candidates are also placed in schools with varied levels of performance, where the student population ranges from 6% to 66%

eligible for free and reduced lunch, and where the minority students comprise from 10% to 66% of the school population.

UCDHSC

The School of Education placed 351 student teachers in 23 partner schools in the greater Denver metropolitan area in 2005-06. These 22 partner schools serve 16,438 students. Of the 23 partner schools 14 (61%) are low performing schools based on the annual school report cards in 2005. Of the 16,438 students served, 48% are eligible for free or reduced lunch programs and 56% are minority students.

Performance Measurement 4: *The University's teacher education training programs shall require that not less than one semester of each teacher candidate's 800-hour field experience, or its equivalent, shall be spent teaching.*

UCB

The minimum number of weeks for a student teaching placement is sixteen (8 hours per day, 5 days per week, or 640 hours). Nearly all student teachers exceed the minimum number of weeks. In fall semester, most candidates begin when teachers report back in mid-late August; elementary candidates often conclude when students leave for winter break in December, and secondary candidates typically return in January for the high school semester exams. In spring semester, most candidates begin in early January and continue until the end of the K-12 school year in late May or early June. The remaining 160 hours of the state-mandated 800-hours of supervised field experience are completed in practicum experiences prior to student teaching.

Candidates enroll in student teaching and a co-requisite seminar in the final semester of the Teacher Education Program. In the semester prior to student teaching, candidates identify potential schools/teachers where they would like to student teach; we encourage candidates to visit multiple classrooms/schools/districts. A placement is made once both the candidate and the cooperating teacher(s) have met and agree to proceed and a formal contract is made. During the student teaching semester, candidates participate in a seminar taught by the university supervisor. The

university supervisor meets 5-6 times with the student during the student teaching semester. The mid-term and final assessments are jointly completed by the university supervisor and the cooperating teacher.

UCCS

Student teaching and internship are the culminating field experiences in which students have the opportunity to work in a variety of settings with K-12 students. In these experiences students demonstrate proficiency in required program competencies. The competencies are directly linked to the Performance Based Standards for Colorado Teachers. Students are required to meet the competencies in both the internship and student teaching. Measures for student teachers and interns include three lesson observations by a university supervisor, observations and formative evaluations by the cooperating teacher and principal, completion of a competency notebook providing work samples, and attendance and participation in bi-weekly seminars.

Both elementary and secondary candidates spend 16 weeks student teaching (a minimum of 480 hours), all of which are spent teaching. Prior to that time, they have completed 100 additional hours of field experience before being admitted to the professional year, and 300 hours in the fall field experience during the professional year.

UCDHSC

Modeling the program components after what John Goodlad (1990) has described in *Teachers for Our Nation's Schools*, UCDHSC faculty and their partner school colleagues prepare teachers who know how to teach and who have strong content knowledge. In the licensure portion of the program, all teacher candidates work in partner schools 800 hours over the course of their program. University courses are closely interrelated with four internship experiences in which teacher candidates gradually assume responsibility for all teaching. Twenty-three elementary and secondary schools with the UCDHSC School of Education engage in simultaneous renewal of their schools and the School of Education. Elementary post-baccalaureate/graduate teacher candidates generally spend an entire academic year in one of 13 partner elementary schools. Secondary teacher candidates complete internship work at both the middle and high school levels. Undergraduates participate in one of their four internships at the sophomore level (150 hours) and the remainder typically in their late junior/senior years.

Performance measurement 5: *All teacher candidates shall have received, as part of their formal preparation, instruction on the comprehension, diagnosis, interpretation, and effective use of student assessment data, especially data from the Colorado Student Assessment Program.*

UCB

The primary emphasis in the Teacher Education Program with regard to assessment is preparing teachers who understand sound classroom-based assessment, which is the emphasis of Standard 3: Knowledge of Standards and Assessment. Knowledge and skills related to assessment are developed throughout the teacher education programs for students seeking endorsement at the elementary and secondary levels. At the elementary level, for example, EDUC 4321 Reading & Writing in the Elementary Classroom develops competency with formative and summative literacy assessments and how to use the information gained from these assessments in instructional planning. The major assignment of this course involves intensive work with a child in the practicum site. Candidates learn to conduct and analyze the results of various reading and writing assessments and instructors emphasize the importance of assessment guiding instruction. Similarly, EDUC 5205 Elementary Math Methods includes assignments that require teacher candidates to design and administer assessment tasks based on the Colorado Model Content Standards, the standards of the National Council of Teachers of Mathematics (NCTM), and the classroom text, and to interpret the results of the assessment in writing. Students who are seeking endorsement to teach at the secondary level take EDUC 4112 Educational Psychology which includes instruction about standardized testing, the technical characteristics of tests, and grading practices. Additionally teacher candidates develop knowledge and skills for designing, implementing, and interpreting assessments in their content areas (i.e., English, mathematics, science, etc.).

UCCS

Teacher candidates at the elementary and secondary levels take coursework in the use of student assessment data, usually as a part of a curriculum and instruction course (Elementary: TED 458/558- Elementary Curriculum, Instruction, and Classroom Management; Secondary: TED 479/579- Secondary Curriculum, Instruction, and Evaluation). In addition, in all of their methods courses they analyze student data on content standards and design appropriate interventions. Several of the Performance Standards for Colorado Teachers address the use of assessment data (including CSAP data), and candidates are required to reach a level of proficiency on all standards before being recommended for teacher licensure. During student teaching, teacher candidates complete a Work Sample, in which they pre-test, analyze data, instruct, and post-test on a body of content knowledge. They display and analyze their data and reflect on its significance.

UCB

Over the last five years we have doubled the percentage of undergraduate teacher education candidates who identify themselves as minorities, moving from 7.6% to 15.4%. Over the last two years, the percentage of undergraduate minority candidates in teacher education has met or exceeded the CU Boulder campus percentage of minority students (ranging from 12.9-14.1% over this five year period). This rise may be attributed in significant part, to the hiring in fall 2003 of a Director of Recruitment and Retention and the establishment of the Educational Diversity Scholars program, which is part of the CU Boulder campus LEAD Alliance. Over the last five years the percentage of undergraduate males in teacher education ranged from 17% to 26.2%. This percentage is well below the campus average which is approximately 52%. Over the last five years, the percentage of Hispanic undergraduate teacher education candidates has grown from 3.7% to 11.1%. This percentage compares favorably to the overall percentage of undergraduate Hispanic students, which has ranged from 5.6% to 6% over the same period.

UCCS

The College of Education is involved in a variety of activities to recruit and retain underrepresented teacher candidates:

- A collaboration (with the Special Education Program) with the high school Teacher Cadet Programs, funded by a grant from the Daniels Fund
- Presentations by the Dean to students and teachers in high minority schools
- Collaboration with East Middle School's GEAR-UP program by providing tutors for students
- Monthly group advising meetings for potential teacher candidates
- Culturally Responsive Teaching and Counseling Symposium
- New Freshman Seminar titled "Head of the Class" designed to attract incoming freshmen to careers in teaching

To evaluate these efforts UCCS staff are compiling data on the recruitment, retention, and graduation of teacher candidates who are under-represented in Colorado's public schools, with a particular focus on Hispanics and males. Data will become available in the fall of 2006.

UCDHSC

The relatively new undergraduate teacher licensure program has created an initiative (Education Scholars for Urban Youth) to recruit and support undergraduate teacher candidates academically, financially, and socially. Students are recruited from a variety of pipeline programs such as high school Teacher Cadet, future educators programs, community colleges, and from our own liberal arts departments. Providing a supportive environment for these candidates, especially minority candidates, is designed to increase their retention, graduation, and matriculation into the teaching profession. Each semester, students admitted to the program form a cohort who complete coursework and participate in academic and social support activities together. During 2005-06, there were 429 students enrolled in the teacher licensure program, 79% female and 21% male. Approximately 14% of those students who identified their ethnicity were minority students. Of the minority students enrolled, 7.7% percent were Hispanic.

Performance Measurement 8: *The University shall submit to the Department on or before August 1 of each year, the student identification numbers and endorsement areas for all teacher candidates.*

Due to privacy concerns these data are not included in this public document, but are available to the Colorado Commission on Higher Education as part of the Performance Contract reporting requirements.

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Blair/IR