



University of Colorado
Boulder · Colorado Springs · Denver

Performance Contract

June 2009 Final Report

Introduction

This document is the final report of the University of Colorado related to the Performance Contract between the Colorado Department of Higher Education (CHDE) and the Regents of the University of Colorado, which expires June 30, 2009.

During the term of the contract, the University produced annual reports to address each goal and performance measurement outlined in the contract. The annual reports have provided updated data for each measure. The most recent annual report was submitted to CDHE in December 2008. This final report does not include new data – it uses data presented in the annual reports to address only the measures with specific targets to be achieved by the end of the contract term. Those items have been identified by CDHE (page 23-4 of the appendix) and the University has been asked by CDHE to respond only to those items.

University Progress in Meeting Performance Targets

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

Performance Measurement: By June 30, 2009 the University will increase the number of males from underrepresented groups served by the Pre-Collegiate Programs identified in Attachment 1 by 5%.

As indicated in Attachment 1 of the CU Performance Contract, participation in the years 2002 through 2004 serves as the baseline for this measure. During that time, an average of 487 males from underrepresented groups was served by the University's Pre-Collegiate programs. By the 2007-08 academic year, this number reached 668, an increase of 37% (reported in the Performance Contract 2008 Annual Report). The University has achieved the established goal.

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

Performance Measurement: All General Education Core Courses offered by the University at each campus, excluding those courses described in paragraph three [of the CU Performance Contract], shall be nominated for review by the GE 25 Council or its successor by June 30, 2009.

The University of Colorado's performance contract requires that all lower-division general education core courses be submitted for gt Pathways approval by June 30. All campuses will meet that goal.

Boulder: 278 lower-division core courses have been submitted. 140 courses have been approved. All of the remaining 9 lower-division core courses will be submitted by June 30.

Colorado Springs: 69 courses have been submitted, of which 48 have been approved. All of the remaining 29 lower-division general education core courses will be submitted by June 30.

Denver: All 73 lower-division general education core courses were submitted and recommended for gt Pathways status.

Goal 2.5: Increased student retention and graduation rates.

Performance Measurements: By June 30, 2009, the University shall increase the first-time, full-time freshmen retention rate across all campuses by at least one percentage point. The University’s goal will be to increase the proportion of first-time, full-time freshmen retained across all campuses through the second fall semester from the current University average of 80% (which is 7 points above the state average of 73%, Source: QIS Measure 2A, 2003) to 85% by December 31, 2015. Over the ten-year time frame, the individual campuses will pursue the following targets: Boulder, from 83% to 88%; Colorado Springs, from 64% to 72%; and Denver, from 68% to 72%. During the term of the Performance Contract, the University will pursue effective programs designed to achieve this goal.

The retention rates of first-time, full-time freshmen entering CU in 2001 serves as the baseline for this measure. Between 2001 and 2007, first-time, full-time freshmen retention rates increased one percentage point at the Boulder campus, eight percentage points at the Colorado Springs campus, and three percentage points at the Denver campus (Table 1). The University has achieved this goal.

Table 1. First-Time, Full-Time Freshmen Retention Rate One-Year After Entry

	Baseline Retention Rates: First-Time, Full-Time Freshmen Entering Fall 2001*	Retention Rates as of June 30, 2009: First-Time, Full-Time Freshmen Entering Fall 2007**
Boulder	83%	84%
Colorado Springs	64%	72%
Denver	68%	71%

*Source: QIS December 2003

**Source: Performance Contract 2008 Annual Report

Progress toward meeting the longer-term goal established in the Performance Contract is modest. The University’s overall freshmen retention rate (all campuses combined) has increased from 80% (students entering in Fall 2001) to 81% (students entering in Fall 2007). The 10-year goal is to reach a freshmen retention rate of 85%. The Colorado Springs campus has met its 10-year goal (72%) and the Denver campus is very close to achieving its 10-year goal (72%) and did so for the 2006 cohort; however, the Boulder campus (which enrolls the overwhelming majority of CU’s first-time freshmen and therefore has the greatest impact on CU’s overall retention rate) is five percentage points from its 10-year goal. It should be noted that the Boulder campus already maintains high freshmen retention rates and that the goal established in the Performance Contract is ambitious.

Performance Measurements: The University’s goal will be to increase its 6-year graduation rate to 66%, which is 16 points above the national average for 4-year public institutions (currently 50%)¹ by the end of Academic Year 2015-16. Over the ten-year time frame, the individual campuses will pursue the following targets: Boulder, from 66.8% to 71%; Colorado Springs, from 37.4% to 42%; and Denver, from 39.2% to 42%. During the term of the Performance Contract, the University shall maintain its current graduation rate and will pursue effective programs designed to achieve this goal.

The 6-year graduation rates of first-time, full-time freshmen entering CU in 1996 serves as the baseline for this measure. During the term of the Performance Contract, the graduation rate held constant at the Boulder campus, increased six percentage points at the Colorado Springs campus, and declined two percentage points at the Denver campus (Table 2). The Boulder and Colorado Springs campuses met this goal. The Denver campus did not maintain the graduation rate for the baseline year.

Table 2. First-Time, Full-Time Freshmen 6-Year Graduation Rate

	Baseline Grad Rates: First-Time, Full-Time Freshmen Entering Fall 1996*	Grad Rates as of June 30, 2009: First-Time, Full-Time Freshmen Entering Fall 2002**
Boulder	67%	67%
Colorado Springs	37%	43%
Denver	39%	37%

*Source: QIS December 2003 for Boulder and Colorado Springs; 2003 Common Data Set for Denver (1997 cohort)

**Source: Performance Contract 2008 Annual Report (Denver rate corrected after report was submitted)

With a 6-year graduation rate of 62% for the 2002 cohort across all campuses, CU is four points below its long-term target of 66%. The Colorado Springs campus already has met its long-term target (42%), however the Boulder and Denver campuses have not yet reached their respective targets of 71% and 42% (although Denver did meet the goal for its 2001 cohort. Boulder campus graduation rates have held steady over the term of the performance contract, while the Denver campus has experienced minor fluctuations.

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

Performance Measurements: By June 30, 2009, the University will: (1) increase revenues from private sources by an annual average of 1%; (2) increase technology transfer revenues from licensing fees and royalties by 5% per year; and (3) generate at least 20% of its annual expenditures from grants and contracts.

¹ This language is taken directly from the Performance Contract; therefore, the “current” national average graduation rate for public 4-year institutions that is referenced is based on the rate for the 1995 entering cohort. Source: National Center for Education Statistics, <http://nces.ed.gov/programs/coe/2003/section3/indicator20.asp>

- (1) In FY 2004 (the baseline for this measure), the University generated \$52.0 million in revenues from private sources. This number increased 8% by FY 2005, remained nearly constant through FY 2006, and then increased again by 9.6% in FY 2007 and 31.8% in FY 2008. By FY 2008, revenues generated from private sources had grown to \$81.2 million, an increase of 56.2% since FY 2004 (reported in the Performance Contract 2008 Annual Report). The University achieved the goal of increasing revenues from private sources by an annual average of 1%.
- (2) Technology transfer revenues experienced up and down swings during the term of the Performance Contract. Revenues did not increase 5% per year each year, however, there were years with substantial growth and revenues did increase 5.2% between FY 2004 (the baseline year) and FY 2008.
- (3) Research expenditures as a percent of total education and general expenditures exceeded the 20% goal in FY 2004, FY 2005, and FY 2007. The percentage fell just below the 20% goal in FY 2006 (19.0%) and FY 2008 (19.4%).

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

Performance Measurements: The University will identify disciplines and professions, including those listed in Attachment 3, that are special or unique to its role and mission and will maintain current numbers of degrees, certificates and licenses earned in those disciplines and professions and increase those numbers by the end of the Performance Contract term. Increases depend, in the case of Health Sciences Center programs, on the completion of the move to the Fitzsimons campus [now known as the Anschutz Medical Campus]. Further, the University will identify disciplines and professions (examples are listed in Attachment 3) in areas of persistent shortage or future need and will make efforts to increase the numbers of degrees, certificates and licenses earned in those disciplines and professions by June 30, 2009.

In the baseline year (FY 2004), CU awarded 1,392 degrees, certificates or licenses in special or unique programs.² The number of degrees awarded in the specified disciplines increased each year; in FY 2008, CU awarded 1,588 degrees, certificates, or licenses in these disciplines, an increase of 14% since FY 2004. The University achieved this goal.

In the baseline year (FY 2004), CU awarded 1,388 degrees, certificates or licenses in areas of persistent shortage or need.³ The number of degrees awarded increased during the term of the contract; in FY

² Attachment 3 shows a baseline number of 1,473 in FY 2004 however data were finalized at a later date and the correct number is reflected in Performance Contract annual reports.

³ Attachment 3 shows a baseline number of 2,614 in 2004 however an error was made in the initial calculation.

2008, CU awarded 1,647 degrees, certificates, or licenses in these disciplines, an increase of 19% since FY 2004. The University achieved this goal.

The University recently implemented degree and certificate programs identified in the Performance Contract as disciplines with future need. At this point in time, only the doctoral program in Audiology has existed long enough to have graduated students (four in FY 2007 and six in FY2008); other programs will produce graduates in the coming years.

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

Performance Measures: To ensure that teacher candidates are prepared to teach a diverse array of students and in keeping with the requirements of NCATE, 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 evaluations). 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.

Boulder

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 candidates' 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 these courses are designed to help candidates develop the knowledge and practice the skills to differentiate instruction. It is a program policy that a candidate cannot pass a course unless s/he completes course-level assessments at the appropriate level. Faculty alert the Associate Dean of Teacher Education if a candidate is not making adequate progress in a course; the Associate 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 evaluations provided by 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 by the university supervisor and the cooperating teacher who hosts the teacher candidate. 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-(1) description of the teaching context, (2) develop an integrated assessment plan, (3) assessment of the status of students prior to instruction and adjustment of instruction based on that pre-assessment, (4) implementation of the instructional plan, and (5) the summative assessment.

In spring 2008, we substantially revised our survey of program graduates. Sixteen items on the revised survey ask graduates to evaluate their perception of the quality of their preparation to instruct students who have different learning styles/needs. We surveyed employers in Spring 2009, and the results are reported below, next to our graduates ratings.

Items and mean scores for 2009 Survey for Program Graduates that relate to this Performance Contract Standard follow below. We note that on all items pertaining to individualizing instruction, the mean score Employer/Supervisors give to evaluate our program graduates is higher than our program graduates' self-assessments and above a score of 3.0.

	2005-07		2007-08		2005-08
	Elem (n=67)	Sec (n=76)	Elem (n=40)	Sec (n=54)	Employers (n=42)
How well did CU's teacher education program prepare you to do the following: Scale 1=not at all, 2-poorly, 3=adequately, 4=well, 5=very well)					
Develop curriculum that builds on students' experiences, interests, and abilities	3.8	3.48	3.70	3.77	4.00
Choose different teaching strategies to meet the needs of different levels of students	3.8	3.39	3.59	3.81	3.83
Set appropriately challenging learning expectations for all students	3.6	3.42	3.54	3.81	3.95
Develop a curriculum that includes perspectives, experiences, and contributions of different cultural groups	3.6	3.48	3.59	3.71	3.93
Know ways to differentiate lessons to meet needs of individual students with disabilities	2.6	2.97	2.89	3.35	3.4

Work with gifted and talented students	2.6	2.51	2.92	2.98	3.38
Read and understand IEPs and provide appropriate accommodations for individual students in your classroom	1.8	2.8	2.50	3.35	3.28
Know what processes to follow if you believe a student in your class has a disability and no has tried to identify it before	1.8	2.83	2.53	3.04	3.38
Reflect on how their beliefs and assumptions about race, class, gender, disabilities, and sexual identity influence your teaching practice	3.2	3.36	3.53	3.55	3.73
Teach in ways that support English language learners	3.0	3.03	3.44	3.29	3.49
Help parents and families to feel welcome in your classroom/school	3.0	2.8	3.25	3.15	3.83
Implement strategies that help students from different cultures interact positively with each other	2.8	2.8	3.36	3.17	3.78
Work with parents and families to better understand students and to support their learning	2.6	2.76	3.14	3.19	3.65
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs	2.8	3.61	3.69	4.19	3.87
Differentiate reading instruction for diverse learners	3.0	--	3.69	3.70	4.00
Differentiate mathematics instruction for diverse learners	3.0	--	4.00	3.36	3.86

Major changes that were made to the teacher education curriculum in 2008-2009 were:

- Full implementation of one new (elem ed) and one revised (secondary English Ed) literacy course. These courses devote more attention to specific issues of assessment in literacy and the revised standards in the literacy curriculum.
- Secondary programs are being revised as part of the CU Teach (implementation grant to reform math/science teacher preparation) and the other secondary programs (English, Social Studies, and World Languages).
- In the 2009-2010 year faculty will be weaving more intensively into methods courses the following topics: support for English language learners, implementing Response to Instruction (RTI), integrating technology to support k-12 student learning, and more attention to assessment.

Colorado Springs

Seventy-seven students completed their licensure requirements in Spring 2009.

- 50 elementary teacher candidates: 16 Graduate 34 Undergraduate
- 27 secondary teacher candidates: 17 Graduate 10 Undergraduate

Major changes to the teacher education curriculum

For the past three years, UCCS has made a concerted effort to improve teacher candidates' (TCs) understanding and responsiveness to cultural differences as well as ethnic, gender, linguistic, economic, and learning differences. Orientation includes a half-day workshop on Culturally Responsive Teaching (CRT). A workshop on differentiation has been added during the first classroom management class, a seminar on white privilege (Big Idea Workshop) has been added, and the Teacher Work Sample (TWS) has been changed to include CRT elements. Furthermore, two undergraduate students were selected to attend the 93rd Annual Association for the Study of African American Life and History (ASALH) Conference and Teachers' Workshop held in Birmingham, Alabama, October, 2008. One of those students wrote an article and corresponding lesson plan entitled, "Global Contributions of African American Writers: Using Poetry to Facilitate Connections Between Historical Periods and Students' Personal Experiences," which will be published in the Black History Bulletin Spring/Summer issue. This student also won the Culturally Responsive Teaching Award and presented at the 4th Annual Culturally Responsive Teaching, Counseling, and Leadership Conference held at UCCS.

This summer a new foundations course, CURR 5800: School, Society, and Diversity is being piloted. This course will replace TED 500: Contemporary American Education. The rationale for doing this is two fold. First, the course had not been reviewed and updated for quite some time and when scrutinized, it was determined that the content needed to include more information about teaching in a diverse society and the demands this places upon the teacher. Additionally, the content needed to be aligned more closely with the conceptual framework, mission, vision, and goals of the College of Education.

Teacher candidates' proficiency in this area is evaluated with several different measures. These include observations, the Teacher Work Sample (TWS), dispositions, and the performance portfolio. Although CRT and Differentiated Instruction are embedded in all of the standards, Colorado Performance Standard 6 deals directly with these issues. Results of observations and evaluations of proficiency levels for this standard will be reported.

Observational Data:

Teacher candidates are observed regularly by their clinical teachers, site coordinators, and site professors. Results of a minimum of six formal observations are recorded in an electronic data management program, TaskStream. The chart below shows the shift in proficiency levels for Standard 6 and Standard 6 Indicators from Fall to Spring semesters. Although Standard 6 is not evaluated in every observation, when evaluated, the proficiency levels reached are listed below. It is clear that students improve their ability to differentiate instruction by the spring semester when they are student teaching.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

	Proficiency Levels	Elementary Fall 2008	Elementary Spring 2009	Secondary Fall 2008	Secondary Spring 2009
6.1 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.	Pre-Basic	0	0	0	0
	Basic	10	0	15	0
	Developing	82	16	47	5
	Proficient	5	126	16	83
	Advanced	0	0	0	29
6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.	Pre-Basic	0	0	1	0
	Basic	10	0	11	0
	Developing	82	14	27	5
	Proficient	5	118	8	58
	Advanced	0	11	0	17
6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.	Pre-Basic	0	0	0	0
	Basic	17	0	14	0
	Developing	58	16	25	5
	Proficient	9	102	5	50
	Advanced	0	7	0	14
6.4 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.	Pre-Basic	0	0	0	0
	Basic	7	0	5	0
	Developing	75	5	29	2
	Proficient	11	126	12	59
	Advanced	1	16	0	21
6.5 Develop and apply individualized education plans.	Pre-Basic	0	0	0	0
	Basic	3	0	8	0
	Developing	43	7	17	5

	Proficient	3	62	3	33
	Advanced	0	6	0	7
6.6 Collect data on individualized student achievement and be accountable for each child's learning.	Pre-Basic	1	0	0	0
	Basic	6	0	10	0
	Developing	20	5	12	6
	Proficient	2	88	2	35
	Advanced	0	8	0	8
6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.	Pre-Basic	0	0	0	0
	Basic	3	0	10	0
	Developing	52	5	16	7
	Proficient	1	85	5	29
	Advanced	0	3	0	6

Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) was completely redesigned for the 2007-2008 academic year. The Renaissance Model was adapted to include more specific criteria and a technology requirement. The TWS was slightly revised for the 2008-2009 school year to include a CRT requirement. The vision for the TWS is:

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- A. The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- B. The teacher candidate sets significant, challenging, varied, and appropriate learning goals.
- C. The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- D. The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- E. The teacher candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- F. The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

G. The teacher candidate reflects on his or her instruction and student learning in order to improve teaching practice.

Each section of the TWS has its own rubric including a rubric for the writing of the entire TWS. Site Professors and faculty spend an entire day scoring these in pairs in order to ensure consistent and fair grading. There are eight rubrics and then an overall score for the entire TWS. Below are the elementary teacher candidate scores/grades for the entire TWS:

Elementary Teacher Candidates' TWS Scores

89 points or less (Not Passing)	0%
90 - 94 (B-)	0%
95 - 100 (B)	10.2%
101 - 104 (B+)	12.2%
105 - 109 (A-)	16.3%
110 - 117 (A)	61.2%

The section of the TWS that most directly addresses differentiation and culturally responsive teaching is Section II and the elementary teacher candidate scores are as follows:

Learning Goals: Significance, Challenge and Variety

Indicator Not Met	0%
Indicator Partially Met	6%
Indicator Fully Met	94%

Learning Goals: Clarity

Indicator Not Met	2%
Indicator Partially Met	29%
Indicator Fully Met	69%

Learning Goals: Appropriateness for Students

Indicator Not Met	0%
Indicator Partially Met	8%
Indicator Fully Met	92%

Learning Goals: Alignment with National, State, and Local Standards

Indicator Not Met	2%
Indicator Partially Met	12%
Indicator Fully Met	86%

Clearly, from these data, more attention needs to be focused on helping teacher candidates write clear goals for students.

Secondary Teacher Candidates' TWS Scores

89 points or less (Not Passing)	0%
90 - 94 (B-)	0%
95 - 100 (B)	10.2%
101 - 104 (B+)	12.2%
105 - 109 (A-)	16.3%
110 - 117 (A)	61.2%

The section of the TWS that most directly addresses differentiation and culturally responsive teaching is Section II and the elementary teacher candidate scores are as follows:

Learning Goals: Significance, Challenge and Variety

Indicator Not Met	0%
Indicator Partially Met	12%
Indicator Fully Met	88%

Learning Goals: Clarity

Indicator Not Met	0%
Indicator Partially Met	8%
Indicator Fully Met	92%

Learning Goals: Appropriateness for Students

Indicator Not Met	0%
Indicator Partially Met	0%
Indicator Fully Met	100%

Learning Goals: Alignment with National, State, and Local Standards

Indicator Not Met	0%
Indicator Partially Met	4%
Indicator Fully Met	96%

For the first time, a new scoring sheet was used to determine teacher candidates' final grades. All scores were converted to grades to give equal weight to observations, the TWS, and the Performance Portfolio. The following is a summative report for elementary and secondary teacher candidates.

2008-2009 Summative Grade Sheet for Elementary and Secondary Teacher Candidates Combined:
Includes scores for Dispositions, Observations (Lesson Planning, Instruction, and Reflection), Teacher Work Sample, and Performance/Standards Portfolio)

Performance Scores for Dispositions:

Responsibility

Rated Item(s)	Average
Present and punctual for school/work	3.85
Completes assigned work on time	3.79
Complies with school and university procedures and rules	3.93
Communicates with instructor, university supervisor, and/or cooperating teacher prior to absences, tardiness, or late work	3.84
Publicly acknowledges the ideas and work of others when appropriate.	3.94

Response Legend: 1 = Seldom or Never 2 = Occasionally 3 = Often 4 = Always
N/A = Not Applicable

Score for Responsibility

Description	Percent
50 or B- (3.2 average)	5.88
52 or B (3.4 average)	1.47
53 or B+ (3.6 average)	7.35
55 or A- (3.8 average)	14.71
60 or A (4 average)	70.59

Response Legend: 1 = Seldom or Never 2 = Occasionally 3 = Often 4 = Always
N/A = Not Applicable

Collaboration

Rated Item(s)	Average
Actively participates and contributes positively and equitably to group projects or activities.	3.96
Respects others' time and needs.	3.93
Demonstrates effective interpersonal skills.	3.79

Response Legend: 1 = Seldom or Never 2 = Occasionally 3 = Often 4 = Always
N/A = Not Applicable

Score for Collaboration

Description	Percent
50 or B- (2.67 average)	1.47
52 or B (3.0 average)	1.47
53 or B+ (3.33 average)	4.41
55 or A- (3.67 average)	14.71
60 or A (4 average)	77.94

Diversity

Rated Item(s)	Average
Demonstrates behavior that values the varying needs, abilities, and dispositions of others.	3.88
Solicits and gives thoughtful consideration to alternative and contradictory opinions.	3.9
Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences.	3.97

Response Legend: 1 = Seldom or Never 2 = Occasionally 3 = Often 4 = Always
N/A = Not Applicable

Score for Diversity

Form Element Type: one answer possible (Required element)

Total Author Evaluations: 68 Evaluations

Description	Percent
50 or B- (2.67 average)	1.47
52 or B (3 average)	0
53 or B+ (3.33 average)	2.94
55 or A- (3.67 average)	11.76
60 or A (4 average)	83.82

Professional Behavior

Rated Item(s)	Average
Adheres to professional ethics (e.g., maintains confidentiality).	3.96
Discusses work issues and personal concerns at appropriate times and places.	3.93
Speaks with clarity, fluency, and few grammatical errors.	3.94
Writes with clarity, fluency, and few grammatical errors.	3.88
Exhibits positive attitudes and commitment to quality when completing work responsibilities.	3.88
Models appropriate dress relative to the context and maintains appropriate personal hygiene.	4

Response Legend: 1 = Seldom or Never 2 = Occasionally 3 = Often 4 = Always
N/A = Not Applicable

Score for Professional Behavior

Description	Percent
50 or B- (3.33 average)	1.47
52 or B (3.5 average)	0
53 or B+ (3.67 average)	5.88
55 or A- (3.83 average)	16.18
60 or A (4 average)	76.47

Personal Well-Being

Rated Item(s)	Average
Surmounts obstacles in positive and constructive ways.	3.84
Demonstrates self-control. Displays predictable and stable emotions in a variety of situations.	3.87
Analyzes and takes responsibility for personal actions.	3.9
Accepts constructive feedback and responds positively.	3.94
Makes changes based on feedback and demonstrates ability to learn from success and failure.	3.91

Expresses concern or dissatisfaction in positive and constructive ways.	3.93
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Response Legend: 1 = Seldom or Never 2 = Occasionally 3 = Often 4 = Always
 N/A = Not Applicable

Score for Personal Well-Being

Description	Percent
50 or B- (3.33 average)	4.41
52 or B (3.5 average)	0
53 or B+ (3.67 average)	5.88
55 or A- (3.83 average)	13.24
60 or A (4 average)	76.47

Total Score on Dispositions out of 300 Possible Points

Grade for Dispositions

Description	Percent
0 points (Below B- or 239 and Below)	0
2.7 points (B- 240 - 251)	1.47
3.0 points (B 252-260)	1.47
3.3 points (B+ 261-269)	2.94
3.7 points (A- 270-281)	8.82
4 points (A 282-300 points)	85.29

Performance Scores on Observations

Lesson Planning

Description	Percent
79 or Below C+ or Below (0 points)	0
80 - 83 or B- (2.7 points)	0
84 - 86 or B (3.0 points)	1.47
87 - 89 or B+ (3.3 points)	4.41
90 - 93 or A- (3.7 points)	13.24
94 - 100 or A (4 points)	80.88

Execution of Lessons

Description	Percent
79 or Below C+ or Below (0 points)	0
80 - 83 or B- (2.7 points)	0
84 - 86 or B (3.0 points)	1.47
87 - 89 or B+ (3.3 points)	5.88
90 - 93 or A- (3.7 points)	10.29
94 - 100 or A (4 points)	82.35

Reflections

Description	Percent
79 or Below C+ or Below (0 points)	0
80 - 83 or B- (2.7 points)	1.47

84 - 86 or B (3.0 points)	1.47
87 - 89 or B+ (3.3 points)	2.94
90 - 93 or A- (3.7 points)	17.65
94 - 100 or A (4 points)	76.47

Average Grade for Lesson Observations

Description	Percent
C+ and Below (0 - 2.49)	0
B- (2.5 - 2.7 points)	0
B (2.75 - 3.0 points)	1.47
B+ (3.05 - 3.34 points)	2.94
A- (3.35 - 3.74 points)	13.24
A (3.75 - 4 points)	82.35

Teacher Work Sample

Grade for Teacher Work Sample

Description	Percent
92 and below or C+ and Below (0 points)	0
93 - 97 or B- (2.7 points)	2.94
98 - 100 or B (3.0 points)	2.94
101 - 104 or B+ (3.3 points)	8.82
105 - 109 or A- (3.7 points)	8.82
110 - 117 or A (4 points)	76.47

Performance Portfolio

Grade for Performance Portfolio

Description	Percent
175 and Below or C+ and Below (0 points)	1.47
176 - 184 or B- (2.7 points)	4.41
185 - 190 or B (3 points)	1.47
191 - 197 or B+ (3.3 points)	5.88
198 - 205 or A- (3.7 points)	10.29
206 - 220 or A (4 points)	76.47

Overall Grade

Average of Dispositions, Lesson Observations, TWS, and Performance Portfolio

Average of Four Grades for Overall Grade

Description	Percent
C+ and Below (0 - 2.49)	1.47
B- (2.5 - 2.7 points)	0
B (2.75 - 3.0 points)	0
B+ (3.05 - 3.34 points)	2.94
A- (3.35 - 3.74 points)	13.24
A (3.75 - 4 points)	82.35

Denver

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 third 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) and secondary literacy courses (IPTE 4025/5025 and IPTE 4026/5026).
- **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) for elementary students and with their content methods courses for secondary students.
- **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).

Standards Completion Check: Prior to the final semester of internships, all students must have completed all the PLACE or PRAXIS II exams 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 the course in which the PBA is embedded. The performance aspect is assessed through the four internship sequences that all teacher candidates simultaneously complete in the partner schools. An internship rubric clearly identifies performance criteria for the internship and it is the responsibility of the school site team (site professor, site coordinator, and clinical teacher) to use the rubric to assess the teacher candidate's performance.

The following tables report outcomes of the Classroom Management PBA and the Student Academic Performance Sample PBA.

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)

Scale: Basic (1 pt) Beyond Basic (2pts) Developing (3 pts) Beyond Developing (4pts) Proficient (5 pts)

IPTE 4/5120, 4/5121 Assignment 3	Mean
Component 1- Behavioral System	2.78
Component 2- Behavioral System	2.87
Component 3- Behavioral System	2.95
Component 4- Behavioral System	2.96
Component 5 - Classroom Procedures	2.86
Component 6 - Classroom Procedures	2.89
Component 7 - Classroom Procedures	2.92
Component 8 - First Days of School	2.93
Component 9 - First Days of School	2.88
Component 10- First Days of School	2.87

IPTE 4/5120, 4/5121 Assignment 4	Mean
Component 1- Behavioral System	4.88
Component 2- Behavioral System	4.80
Component 3- Behavioral System	4.88
Component 4- Behavioral System	4.72
Component 5 - Classroom Procedures	4.48
Component 6 - Classroom Procedures	4.80
Component 7 - Classroom Procedures	4.75
Component 8 - First Days of School	4.84
Component 9 - First Days of School	4.81
Component 10- First Days of School	4.76
Component 11 - First Days of School	4.54
Component 12 - Powerpoint Presentation	4.75
Component 13 - Powerpoint Presentation	4.80
Component 14 - Overall Assignment #4 Presentation	4.88

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).

Scale: Basic (1 pt) Beyond Basic (2pts) Developing (3 pts) Beyond Developing (4pts) Proficient (5 pts)

IPTE/SPED 4/5020 4/5021

Contextual Factors Rubric	Mean
1. Presentation of District, School, Classroom and Student demographic data	3.70
2. Classroom Information	3.80
3. Knowledge of Students Skills	3.65
Learning Goals	Mean
4. Topic	3.94
5. Standards	3.87
6. Learner Outcome	3.73
7. Essential Questions	3.83
8. Unit Framing Questions	3.74
Assessment Plan Part 1	Mean
9. Alignment with Learner Outcome(s) and Developmentally Appropriate	3.85
10. Internal Alignment of Assessments	3.74
11. Clarity of Criteria, Standards for Performance, Directions, and Questions for the Post- and Pre-Assessments	3.42
12. Assessment Variety; Pre- and Post- Assessments Reflect Learning	3.91
13. Adaptations Based on Individual Needs of Students	3.83
Data-Driven Decision Making: Pre-Assessment	Mean
14. Pre- Assessment Data Display	3.81

15. Analysis of Data on Students Background Knowledge During Pre-Assessment Processes	3.85
16. Methods of Pre-Assessment Data Analysis	3.85
17. Pre-Assessment Data Analysis is Comprehensive Across Unit Content and All Students. The analysis phase is conducted without judgment. Use sentence starters such as "I see," "I find," or "The work shows."	3.86
18. Methods of Data Interpretation. The interpretation phase addresses the inferences made about the data. Use sentences starters such as "I wonder," or "I think."	3.90
19. Data Interpretation is Substantive and Addresses All Students	3.73
20. Data-Driven Decisions are Congruent with Results of Pre-Assessment Data Collection, Analysis, and Interpretation; Decisions are Based on Sound Professional Practice (i.e., grounded in research and theory). The unit content and instructional models/methods reflect information gained from pre-assessment processes; methods of differentiation are linked to pre-assessment results)	3.78
Collaborative Lesson Plans	Mean
21. Range of Instructional Models; Variety of activities, assignments, and resources	3.77
22. Instructional Objectives	3.67
23. Accurate Representation of Content	3.99
24. Lesson and Unit Structure	3.50
25. Formative (embedded) Assessments	3.89
26. Meeting the Diverse Needs of the Students	3.82
27. Use of Technology	3.82
Individual Lesson Plans	Mean
21. Range of Instructional Models; Variety of activities, assignments, and resources	3.84
22. Instructional Objectives	3.75
23. Accurate Representation of Content	3.93
24. Lesson and Unit Structure	3.52
25. Formative (embedded) Assessments	3.88
26. Meeting the Diverse Needs of the Students	3.84
27. Use of Technology	3.92

Data-Driven Decision-Making Lessons	Mean
28. Analysis of Data on Student Learning Collected During a Single Lesson . The analysis phase is conducted without judgment. Use sentence starters such as "I see," "I find," or "The work shows."	3.78
29. Interpretation of Data on Student Learning Collected During a Single Lesson. The interpretation phase addresses the inferences made about the data. Use sentences starters such as "I wonder," or "I think."	3.80
30. Data-Driven Decisions are Congruent with Results of Data Collection, Analysis, and Interpretation. This phase consists of conjecture. The brief narrative section (one-page maximum) reflects responses to "what if" questions such as "What if you had taught differently? What if you had a different understanding of the students background knowledge?"	3.79
31. Data-Driven Decisions are Based on Sound Professional Practice (i.e., grounded in research and theory). The revised lesson plan and/or description of subsequent instruction describes re-teaching as indicated, and/or differentiation)	3.78
Data-Driven Decision-Making Post-Assessment	Mean
32. Analysis of Data on Student Learning During Unit Implementation	3.84
33. Methods of Data Analysis	3.86
34 Data Analysis is Comprehensive Across Unit Content and All Students	3.92
35. Methods of Data Interpretation	3.85
36. Data Interpretation is Substantive and Addresses All Students	3.72
37. Implications for Learners	3.81
38. Implications for Future Professional Development	3.83

No changes were made to the core curriculum as a result of the assessment data.

Appendix

Performance Contract Institutional Compliance/Status 2006-2009 (CDHE document)

**Performance Contracts
Institutional Compliance/Status
2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines.

Performance Contracts 2006	January	March	June	July	August (SURDS)	September	December
Institutions <i>Adams State College</i>				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level	December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.2: ensure that teacher education program meets standards A through D			December 31, 2006: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty			
Colorado Community College System	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: adopt a transferable, foundational general education core curriculum that corresponds with GT Pathways			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.4: require the completion of general education core curriculum by all newly enrolled, first-time students seeking a Associate of Arts or Science degree & ensuring standards A through C			December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: convene & provide sufficient resources to ensure all general education core curriculum courses are submitted to GE 25 Council for review			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum			December 31, 2006: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree-seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements			December 31, 2006: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students
							December 31, 2006: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education

**Performance Contracts
Institutional Compliance/Status
2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines.

Performance Contracts 2006	January	March	June	July	August (SURDS)	September	December
Institutions							
Colorado State University				<p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.1: certify that it has in place or has plans for implementing & utilizing a variable pay method for faculty</p> <p>July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: ensure that teacher education programs meets standards A through D</p> <p>July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.4: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty</p>	<p>August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2006: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman</p> <p>December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p> <p>December 31, 2006: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p> <p>December 31, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1: recruitment, retention & graduation of teacher candidates who are underrepresented in CO public schools, particularly Hispanics & males</p> <p>December 31, 2006: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas</p>
Fort Lewis College	<p>January 6, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: develop a plan to align general education curriculum to competencies, expectations & credit hours guidelines of GT Pathways</p>			<p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure</p> <p>July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.2: ensure that teacher education programs meets standards A through D</p> <p>July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty</p>	<p>August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p> <p>December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p> <p>December 31, 2006: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p>

**Performance Contracts
Institutional Compliance/Status
2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines.

Performance Contracts 2006	January	March	June	July	August (SURDS)	September	December
Institutions				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1a: submit a plan to improve the recruitment, retention, & licensing of teacher candidates who are under-represented in CO public schools with focus on Hispanics, Native Americans			December 31, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation December 31, 2006: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas
Mesa State College		March 15, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit additional courses for approval & inclusion in GT Pathways	June 30, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: convene & provide sufficient resources to ensure that all courses submitted to GE 25 Council are reviewed with recommendation	July 1, 2006: Goal #3: Efficiency of Operations Section 2.3: make recommendation to streamline & simplify the Master Plan & Program Plan process with respect to cash-funded projects and potential fund projects July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: ensure that teacher education program meets standards A through D			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2006: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks
Metro State College of Denver	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit all courses in general education core curriculum to GE 25 Council for approval & inclusion in GT Pathways			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: adopt a transferable, foundational general education core curriculum to corresponds with GT Pathways July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: convene and provide sufficient resources to ensure that all courses submitted to GE 25 Council are reviewed July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6: require completion of approved general education core curriculum by all newly enrolled, first-time students and ensuring standards A through C July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subjects and course level September 1, 2006: Goal #4: Other State Needs - Teacher Education Section 3.1: pilot programs to assess the knowledge of graduates from the teacher education program	December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2006: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students December 31, 2006: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3: status of programs addressing workforce & economic development

**Performance Contracts
Institutional Compliance/Status
2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines.

Performance Contracts 2006	January	March	June	July	August (SURDS)	September	December
Institutions				<p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.2: certify that it has in plan or has plans for implementing & utilizing a variable pay method for faculty</p> <p>July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.2: ensure that teacher education program meets standards A through D</p> <p>July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty</p>			
University of Colorado	<p>January 1, 2006: Goal #1: Access & Success Section 1.4: review general education core courses & curriculum to ensure that they satisfy competencies, expectations & credit hour guidelines of GT Pathways</p>				<p>August 1, 2006: Goal #1: Access & Success Section 1.4: ensure that all newly enrolled, first-time students complete the University's general education core curriculum and ensuring standards A through C</p> <p>August 1, 2006: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2006: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen</p> <p>December 31, 2006: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program</p>
University of Northern Colorado	<p>January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: supervise the implementation of Charting the Future Final Report & take any actions to implement the Best University Experience Core Curriculum</p> <p>January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: convene & provide sufficient resources to GE 25 Council to ensure all courses are submitted & reviewed</p> <p>January 1, 2006: Goal #3: Efficiency of Operations Section 5.2: complete assessment of appropriateness of privatizing auxiliary facilities</p>			<p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit all courses in Best University Experience Core Curriculum to GE 25 Council</p> <p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.4: require the completion of Best University Experience Core Curriculum by all newly enrolled, first-time student & ensuring standards A through C</p> <p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum</p>	<p>August 1, 2006: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates</p>	<p>September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p> <p>September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.3: data on the implementation of policies to maintain appropriate high academic quality & rigor, includes grade distribution & other assessment indicators</p>	<p>December 31, 2006: Goal #1: Access & Success Section 3.2 Report: efforts to increase enrollment, retention & graduation of underserved students</p>

**Performance Contracts
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2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines.

Performance Contracts 2006	January	March	June	July	August (SURDS)	September	December
Institutions				<p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.b Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure</p> <p>July 1, 2006: Goal #4: Teacher Education Section 1.3: ensure that teacher education program meets standards A through C</p> <p>July 1, 2006: Goal #4: Teacher Education Section 1.4: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure are taught by department faculty</p> <p>July 1, 2006: Goal #4: Teacher Education Section 2.1: submit a plan to improve the recruitment retention & graduation of teacher candidates who are under-represented in CO public schools</p>			
Western State College	<p>January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit all the courses in general education core curriculum for approval & inclusion in GT Pathways</p>			<p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: complete review of general education core curriculum & ensure that it satisfies the competencies, expectations & credit hour guidelines of GT Pathways</p> <p>July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6: ensure that all newly enrolled, first-time students complete general education core curriculum & ensuring standards A through C</p> <p>July 1, 2006: Goal #4: Teacher Education Section 1.2: ensure that teacher education program meets standards A through D</p> <p>July 1, 2006: Goal #4: Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure taught by department faculty</p>	<p>August 1, 2006: Goal #4: Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman</p> <p>December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation</p> <p>December 31, 2006: Goal #1: Access & Success Section 3.2 Report: programs & additional efforts to increase enrollment, retention, & graduation of underserved students</p> <p>December 31, 2006: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum</p> <p>December 31, 2006: Goal #2: Quality in Undergraduate Education Section 2.1 Report: assessment results to maintain appropriate academic quality & high standards for student achievement</p>

**Performance Contracts
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NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines.

Performance Contracts 2006	January	March	June	July	August (SURDS)	September	December
Institutions							<p>December 31, 2006: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures</p> <p>December 31, 2006: Goal #4: Teacher Education Section 2.1: submit a plan to improve recruitment, retention & graduation of teacher candidates who are under-represented in CO public school with focus on Hispanics & males</p> <p>December 31, 2006: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education</p>

**Performance Contracts
Institutional Compliance/Status
2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines; red highlighting denotes that goal compliance is in progress.

Performance Contracts 2007	January	June	July	August (SURDS)	September	December
Institutions <i>Adams State College</i>	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: developing & implementing standard methods to assess student knowledge & improve the delivery of content taught in core curriculum courses		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum July 1, 2007: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates	September 1, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level	December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2007: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
Colorado Community College System	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: development & implementation of standard methods to assess students' knowledge & improve the delivery of content courses approved for general education core curriculum		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum July 1, 2007: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements			December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman December 31, 2007: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree-seeking freshman December 31, 2007: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students December 31, 2007: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education

**Performance Contracts
Institutional Compliance/Status
2006-2009**

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines; red highlighting denotes that goal compliance is in progress.

Performance Contracts 2007						
Institutions	January	June	July	August (SURDS)	September	December
Colorado State University	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.1: ensure that CSUS general education core curriculum satisfies the competencies, expectations & credit hour guidelines of GT Pathways		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.2: submit all courses in CSUS's general core curriculum that satisfy the general education core course requirements of all CO public institutions of higher education	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	December 31, 2007: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman
	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6: ensure that all newly enrolled, first-time student complete the CSUS's general education core curriculum and ensuring standards A through C			
Fort Lewis College	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: develop & implement standard methods to assess students' knowledge & improve delivery of content taught in courses approved for core curriculum	June 30, 2007: Goal #2: Quality in Undergraduate Education Section 1.1: adopt and implement a plan to align general education curriculum to competencies, expectations, & credit hour guidelines of GT Pathways	July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6: require the completion of its approved general education core curriculum by all newly enrolled, first-time students & ensure standards A through C	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
			July 1, 2007: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman December 31, 2007: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students December 31, 2007: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation December 31, 2007: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas

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Performance Contracts 2007	January	June	July	August (SURDS)	September	December
Mesa State College	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.1: review general education core curriculum & ensure the competencies, expectations & credit hour guidelines of GT Pathways			August 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6: ensure that all newly enrolled, first-time students complete the approved general education core curriculum by ensuring standards A through C		December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2007: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has been achieved stated goals & benchmarks
Metro State College of Denver	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: develop and implement standard methods to assess students' knowledge & improve the delivery of content taught in course approved for general education core curriculum		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum July 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1: submit a plan to improve the recruitment, retention & graduation of teacher candidates who are under-represented in CO public school with focus on Hispanics & males	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates	September 1, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subjects and course level	December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2007: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
University of Colorado		June 30, 2007: Goal #1: Access & Success Section 1.4: nominate at least 50% of general education core courses to GE 25 Council for review	July 1, 2007 Goal #4: Addressing Other State Needs Section 4.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculties	August 1, 2007: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates		December 31, 2007: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen December 31, 2007: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program

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Performance Contracts 2007	January	June	July	August (SURDS)	September	December
Institutions						
<i>University of Northern Colorado</i>	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum July 1, 2007: Goal #2: Quality in Undergraduate Education Section 3.b Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	August 1, 2007: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates		December 31, 2007: Goal #1: Access & Success Section 2.2 Report: recommendation to improvement of student success by increasing retention, detailing structural changes & shifts in funding to support student success December 31, 2007: Goal #1: Access & Success Section 2.2 Report: recommendation to improvement of student success by increasing graduation rates, detailing structural changes & shifts in funding to support student success December 31, 2007: Section 3.2 efforts to increase enrollment, retention & graduation of underserved students
<i>Western State College</i>	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: develop & implement standard methods to assess students' knowledge & improve the delivery of content courses of GT Pathways			August 1, 2007: Goal #4: Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation December 31, 2007: Goal #1: Access & Success Section 3.2 Report: programs & additional efforts to increase enrollment, retention, & graduation of underserved students December 31, 2007: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum

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Performance Contracts 2007	January	June	July	August (SURDS)	September	December
Institutions						<p>December 31, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: assessment results to maintain appropriate academic quality & high standards for student achievement</p> <p>December 31, 2007: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures</p> <p>December 31, 2007: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education</p>

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**Performance
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Institutions
Adams State College

January

July

July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum

July 1, 2008: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure

August (SURDS)

August 1, 2008: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates

September

September 1, 2008: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level

December

December 31, 2008: Goal #1: Access & Success Section 1.2 increase fall-to-fall retention for first-time, full-time freshman 57.4% to 60.9%

December 31, 2008: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman

December 31, 2008: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman

December 31, 2008: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students

December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase number of students graduating from BSN nursing program to at least 15

December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase number of students graduating from Elementary Education Associate of Arts program to at least 15

December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase number of students graduating from Early Childhood Education Associate of Arts program to at least 15

December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase number of students graduating from SLV REAP Program ID Studies/Elementary Education Bachelor of Arts program to at least

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**Performance
Contracts 2008**

Institutions	January	July	August (SURDS)	September	December
					<p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase number of 2+2 Program graduates by 15%</p> <p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: complete required program changes to Special Education undergraduate degree programs</p> <p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase enrollment in evening & weekend college by 10%</p> <p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.1: increase number of participants in life-long learning programs by 20%</p>

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Performance Contracts 2008	January	July	August (SURDS)	September	December
Institutions					
Colorado Community College System		<p>July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum</p> <p>July 1, 2008: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements</p>			<p>December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time, full-time degree-seeking freshman 52.4% to 54.4%</p> <p>December 31, 2008: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p> <p>December 31, 2008: Goal #1: Access & Success Section 2.1: increase 3-year degree completion for first-time, full-time certificate & associate degree-seeking freshman 20.1% to 21.2%</p> <p>December 31, 2008: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree-seeking freshman</p> <p>December 31, 2008: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students</p> <p>December 31, 2008: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education</p>

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Performance Contracts 2008	January	July	August (SURDS)	September	December
Institutions					
Colorado State University	January 1, 2008: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit	July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for and supply of courses in CSUS that satisfy general education core curriculum	August 1, 2008: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2008: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	December 31, 2008: Goal #1: Access & Success Section 1.1: CSU - increase fall-to-fall retention for first-time, full-time freshman from 83.1% to 85.1%; including transfers 89.3% to 91.3%. CSUP - increase retention from 64.4% to 67.0%, including December 31, 2008: Goal #1: Access & Success Section 2.1: CSU - increase 6-year graduation for first-time, full-time degree-seeking freshman from 62.9% to 63.6%. CSUP - increase graduation from 29.8% to 31.8% December 31, 2008: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman December 31, 2008: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman December 31, 2008: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas
		July 1, 2006: Section 3.2 Faculty Evaluations	August 1, 2006: Section 2.1b Student ID # & Endorsement Areas of Teacher Candidates		

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Performance Contracts 2008					
Institutions	January	July	August (SURDS)	September	December
<i>Fort Lewis College</i>		<p>July 1, 2008: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure</p>	<p>August 1, 2008: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time, full-time freshman 52.9% to 57.5%, including transfers 67.0% to 72.5%</p> <p>December 31, 2008: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p> <p>December 31, 2008: Goal #1: Access & Success Section 2.1: increase 6-year graduation for first-time, full-time degree-seeking freshman 29.7% to 32.0%</p> <p>December 31, 2008: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p> <p>December 31, 2008: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p> <p>December 31, 2008: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p> <p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas</p>
			<p>August 1, 2006: Section 1.2f Student ID # & Endorsement Areas of Teacher Candidates</p>		

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Performance Contracts 2008	January	July	August (SURDS)	September	December
Institutions					
Mesa State College		July 1, 2006: Section 1.8 Supply & Demand of General Education Courses	August 1, 2006: Section 1.2b Student ID # & Endorsement Areas of Teacher Candidates	September 1, 2006: Section 2.1 Grade Distribution	December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time, full-time freshman 70% to 72% December 31, 2008: Goal #1: Access & Success Section 2.1: increase 6-year graduation for all students 30% to 34% December 31, 2008: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks
Metro State College of Denver		July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2008: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates	September 1, 2008: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subjects and course level	December 31, 2008: Goal #1 Access & Success Section 1.1: increase fall-to-fall retention for first-time, full-time degree-seeking freshman 60.8% to 62.8%, including transfers 71.1% to 73.1% December 31, 2008: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman December 31, 2008: Goal #1: Access & Success Section 2.1: increase 6-year graduation for first-time, full-time degree-seeking freshman 20.8% to 21.8% December 31, 2008: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman

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Performance Contracts 2008	Institutions	January	July	August (SURDS)	September	December
						December 31, 2008: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
	University of Colorado		July 1, 2006: Section 1.6 Supply & Demand of General Education Courses	August 1, 2008: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates		December 31, 2008: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen December 31, 2008: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program
	University of Northern Colorado	January 1, 2008: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation	July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum	August 1, 2008: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation	December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time, full-time freshman 68.2% to 71.0%, including transfers 82.9% to 85.0% December 31, 2008: Goal #1: Access & Success Section 2.1: increase 6-year graduation for all students 47.1% to 49.0% December 31, 2008: efforts to increase enrollment, retention & graduation of underserved students
	Western State College			August 1, 2008: Goal #4: Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time full-time freshman 58.2% to 60.0%, including transfers 72.5% to 74.7% December 31, 2008: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman

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Contracts 2008**

Institutions	January	July	August (SURDS)	September	December
					<p>December 31, 2008: Goal #1: Access & Success Section 2.1: increase 6-year graduation for all students 30.4% to 31.8%</p> <p>December 31, 2008: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation</p> <p>December 31, 2008: Goal #1: Access & Success Section 3.2 Report: programs & additional efforts to increase enrollment, retention, & graduation of underserved students</p> <p>December 31, 2008: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum</p> <p>December 31, 2008: Goal #2: Quality in Undergraduate Education Section 2.1 Report: assessment results to maintain appropriate academic quality & high standards for student achievement</p> <p>December 31, 2008: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures</p> <p>December 31, 2008: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education</p>

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Performance Contracts 2009	January	June	July	August (SURDS)	September	December
Institutions <i>Adams State College</i>		June 30, 2009: Goal #1: Access & Success Section 2.1: increase 6-year graduation for first-time, full-time freshman 27.8% to 30.4%	July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates	September 1, 2009: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level	December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman
		June 30, 2009: Goal #1: Access & Success Section 3.1: increase overall resident undergraduate enrollment by 10% over baseline enrollment of 1999-2003	July 1, 2009: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman
						December 31, 2009: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
Colorado Community College System			July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum	July 1, 2009: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements		December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
						December 31, 2009: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree-seeking freshman
						December 31, 2009: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students
						December 31, 2009: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education

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Performance

Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
<i>Colorado State University</i>	January 1, 2009: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit		July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for and supply of courses in CSUS that satisfy general education core curriculum	August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2009: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	<p>December 31, 2009: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p> <p>December 31, 2009: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas</p>
<i>Fort Lewis College</i>			July 1, 2009: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		<p>December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p>

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Performance Contracts 2009 Institutions	January	June	July	August (SURDS)	September	December
						<p>December 31, 2009: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p> <p>December 31, 2009: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas</p>
<i>Mesa State College</i>				<p>August 1, 2006: Section 1.2f Student ID # & Endorsement Areas of Teacher Candidates</p>		<p>December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman</p> <p>December 31, 2009: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks</p>
<i>Metro State College of Denver</i>			<p>July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum</p>	<p>August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>	<p>September 1, 2009: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subjects and course level</p>	<p>December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p>

Performance Contracts
Institutional Compliance/Status
2006-2009

NOTE: Yellow highlighting denotes compliance with institutional Performance Contract deadlines

Performance Contracts 2009 Institutions <i>University of Colorado</i>	January	June	July	August (SURDS)	September	December
		<p>June 30, 2009: Goal #1: Access & Success Section 1.2: increase number of males from underrepresented groups served by the Pre-Collegiate Programs by 5%</p>		<p>August 1, 2009: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2009: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen</p>
		<p>June 30, 2009: Goal #1: Access & Success Section 1.4: nominate all general education core courses offered by each campus to GE 25 Council for review</p>				<p>December 31, 2009: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program</p>
		<p>June 30, 2009: Goal #2: Quality in Undergraduate Education Section 2.2 Report: increase number of undergraduate students engaged in small learning & service communities</p>				
		<p>June 30, 2009: Goal #2: Quality in Undergraduate Education Section 2.5: increase fall-to-fall retention for first-time, full-time freshmen by at least 1%</p>				
		<p>June 30, 2009: Goal #2: Quality in Undergraduate Education Section 2.5: increase 6-year graduation: Boulder = 66.8% to 71%, Colorado Springs = 37.4% to 42%, Denver = 39.2% to 42%</p>				
		<p>June 30, 2009: Goal #3: Efficiency Section 3.2: increase revenues from private sources by 1%, increase technology transfer revenues from licensing fees & royalties by 5%, generate at least 20% of annual expenditures from grants & contracts</p> <p>June 30, 2009: Goal #4: Addressing State Needs Section 4.2: efforts to increase the numbers of degrees, certificates & licenses earned in disciplines & professions</p>				

**Performance Contracts
Institutional Compliance/Status
2006-2009**

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Performance Contracts 2009 Institutions	January	June	July	August (SURDS)	September	December
<i>University of Northern Colorado</i>	January 1, 2009: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation	June 30, 2009: Goal #4: Addressing State Needs Section 4.3 Report: assessment of teacher candidates & revisions to teacher education core curriculum	July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum July 1, 2009: Goal #2: Quality in Undergraduate Education Section 3.b Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	August 1, 2009: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation	December 31, 2009: efforts to increase enrollment, retention & graduation of underserved students
<i>Western State College</i>				August 1, 2009: Goal #4: Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation December 31, 2009: Goal #1: Access & Success Section 3.2 Report: programs & additional efforts to increase enrollment, retention, & graduation of underserved students December 31, 2009: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum

**Performance Contracts
Institutional Compliance/Status
2006-2009**

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Performance Contracts 2009 Institutions	January	June	July	August (SURDS)	September	December
						<p>December 31, 2009: Goal #2: Quality in Undergraduate Education Section 2.1 Report: assessment results to maintain appropriate academic quality & high standards for student achievement</p> <p>December 31, 2009: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures</p> <p>December 31, 2009: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education</p>