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COLORADO DEPARTMENT OF  
 **HIGHER  
EDUCATION**

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ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

Metropolitan State College of Denver

Prepared for CCHE Meeting, May 7, 2010

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## Introduction and Purpose of Review

Performance Contracts (PCs) were negotiated individually with each institution during 2004 and each was signed early 2005 by the institution's President and Governing Board Chair and by the Executive Director of the Department of Higher Education (DHE or the Department) and the Chair of the Colorado Commission on Higher Education (CCHE or the Commission). The intent, goals, and sections of the PC were identified in SB04-189 and outlined again in the Colorado Revised Statutes 23-5-129, "Governing boards – performance contract – authorization – operations." Though negotiated individually, there are common elements in each contract that address the broad goals of "improving Colorado residents' access to higher education; improving quality and success in higher education; improving the efficiency of operations; and addressing the needs of the state." The contracts were written to cover the time period of 2005 to June 30, 2009 with the first data reporting requirements to start in 2006.

While the focus of this review is driven by the need to determine if PCs are a useful tool, it is impossible to talk about them without examining actual performance. What we learned about institutional progress on the key indicators defined as state goals is an important part to review, though the substantive intent in examining such progress is to learn how the data and trends were or were not useful to the institutions and the Department. How the data have been utilized by either the institution or the DHE will be a helpful aspect in determining if the PC was a useful tool.

Since many aspects of the PC are in writing, including legislation and reports from the institutions, it was logical to start with a comprehensive examination of all relevant documents. DHE staff are sensitive to keeping at a minimum any additional burden on the institutions or preparation required of them to conduct this review. The dialogues at the CCHE meetings will be the opportunity for institutional input.

## Documentation Review for Metropolitan State College of Denver (MSCD)

DHE staff reviewed the following documents in conducting this review of MSCD's performance contract:

- SB04-189
- Colorado Revised Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- MSCD Performance Contract, signed February 8, 2005
- Annual Performance Contract reports provided by MSCD, 2005-2009
- SURDS data reports provided by MSCD, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by MSCD, 2005-2009
- Communication about the Performance Contracts provided by MSCD, 2005-2009

- Documents from MSCD relating to the reauthorization of their teacher education program, 2005-2010

### Progress to Date on Specified Goals for MSCD

Below is a presentation of the data, both quantitative and qualitative, for the goals established and described in Addendum A of the Performance Contract for MSCD dated February 8, 2005. The five goals for MSCD are noted in **bold** below. What follows each goal heading is a presentation of the data submitted, showing possible comparison data to SURDS, IPEDS, and/or other DHE data, and other information describing MSCD's progress to date.

## **GOAL 1: ACCESS AND SUCCESS**

### Section 1: Retention Rates

#### 1.1 Fall-to-fall retention rate for first-time, full-time (FTFT) freshman

Figure 1 below displays data on the retention rates for all FTFT freshman utilizing a standard reporting metric of a fall-to-fall retention period. This figure also displays data with a pre-performance contract and contract period noted with the red lines. The bar highlighted in light blue (during the contract period) represents the goals MSCD set regarding their fall-to-fall retention for FTFT students over the eight years. Looking at 2004 (pre-PC), IPEDS data indicate 60 percent fall-to-fall retention followed by MSCD data of 61 percent in 2005, 62 percent in 2006, 68 percent in 2007, and 67 percent in 2008. The FTFT retention goal established by MSCD in the PC was to reach 62.8 percent by December 31, 2008.

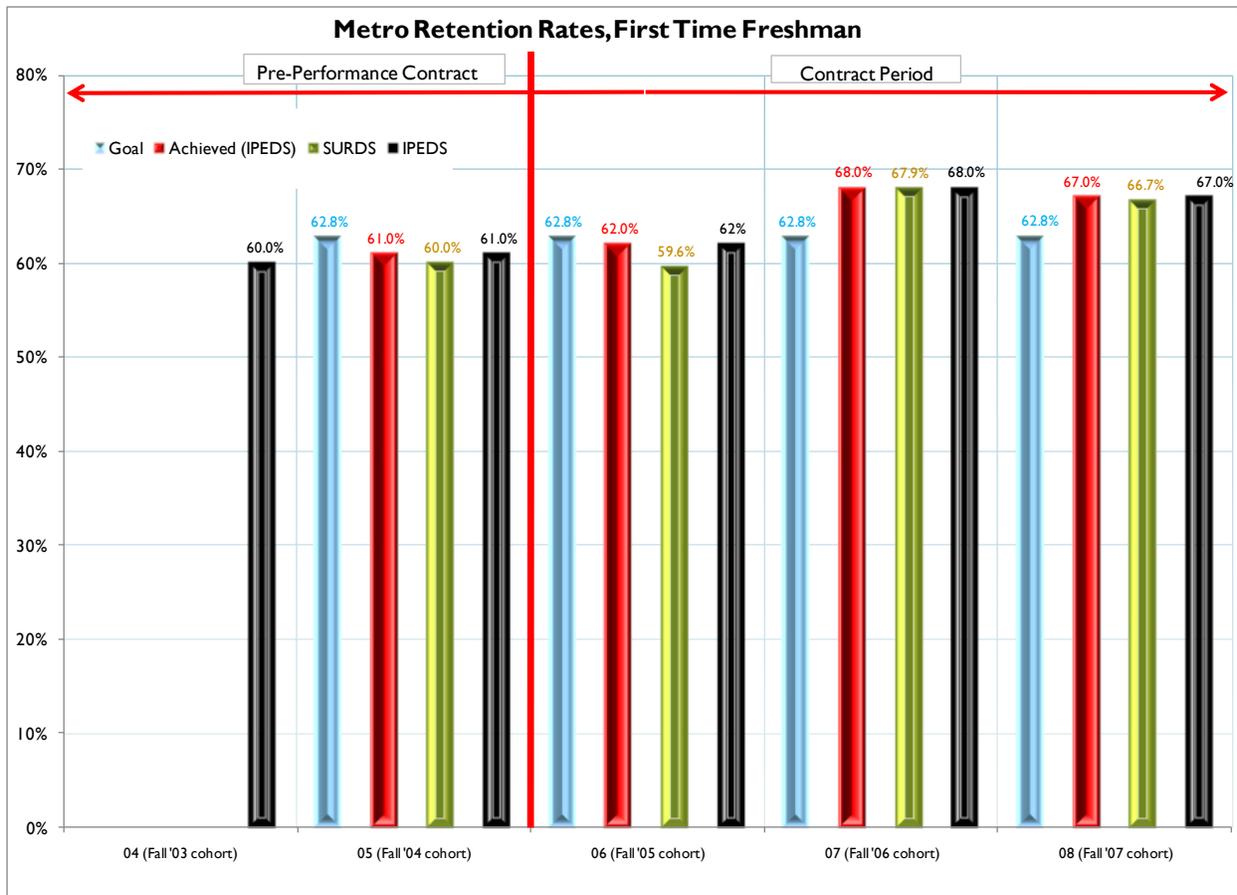


Figure 1. Metro State College – Fall-to-Fall Retention, Multiple Data Sources

Focusing only on goal data and progress (achieved) data from Figure 1 for the years under the PC, it is possible to see a pattern of retention rates noted in Figure 2 below. In most years the retention rates remained in an upward trend with a slight decline in 2008.

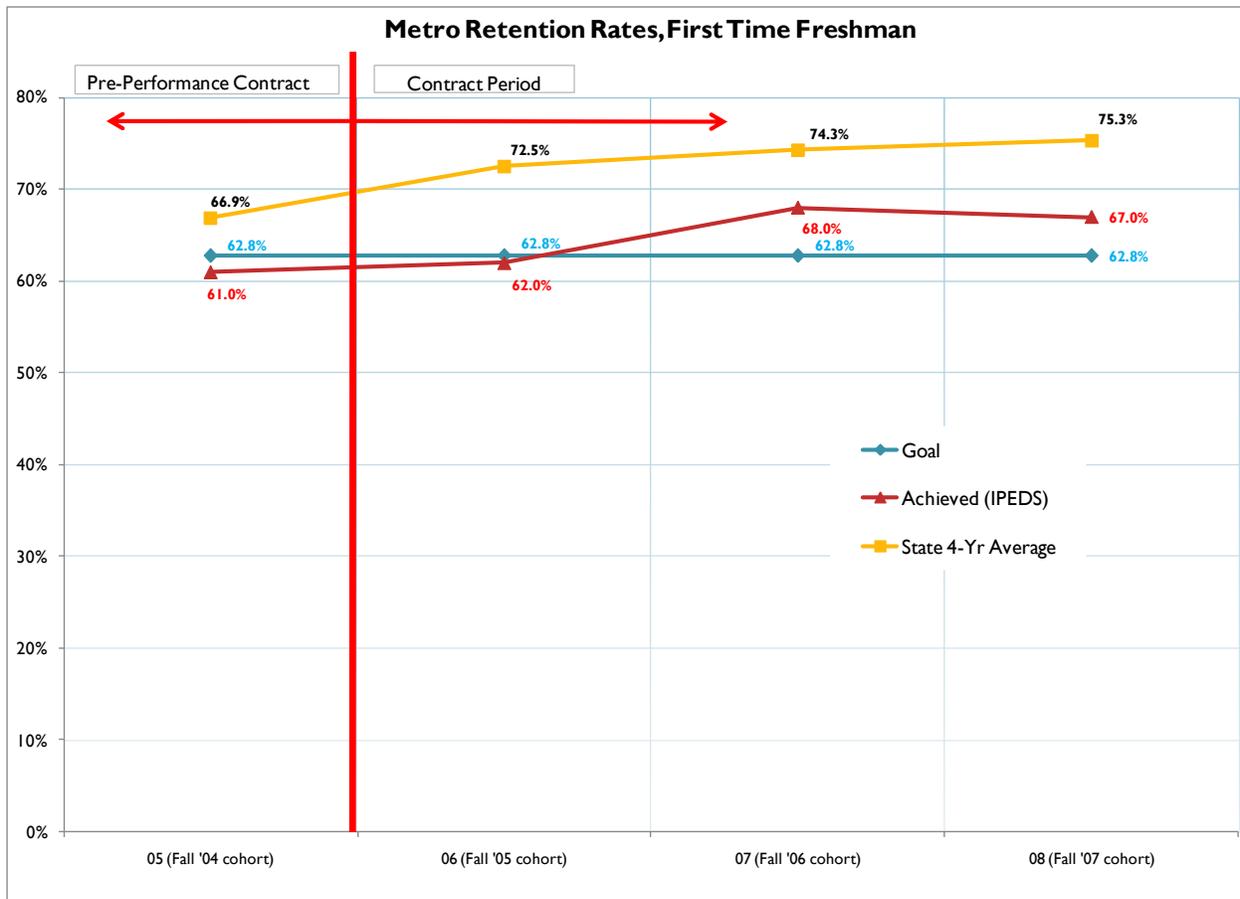


Figure 2. MSCD, Fall-to-Fall Retention

The PC for MSCD notes that the MSCD Governing Board shall report to the DHE by “December 31<sup>st</sup> of each year the results of its current efforts and any new or additional plans or programs to increase its fall-to-fall retention rates for first-time, full-time, degree-seeking freshman.” Several activities are now in place at MSCD to address retention and they are presented below in the section on underserved students.

## Section 2: Graduation Rates

### 2.1 Six-year graduation rate for FTFT

In addition to retention rates, the PC for MSCD established graduation rates that are calculated at the six-year post-admission point. The goal MSCD negotiated was “By December 31, 2008, the institution shall increase its six-year graduation rate for first-time, full-time from 20.8% to 21.8%.” As the data displayed in Figure 3 below reveal, MSCD has had some success, though the trend is in a downward direction over the last few years of the PC period.

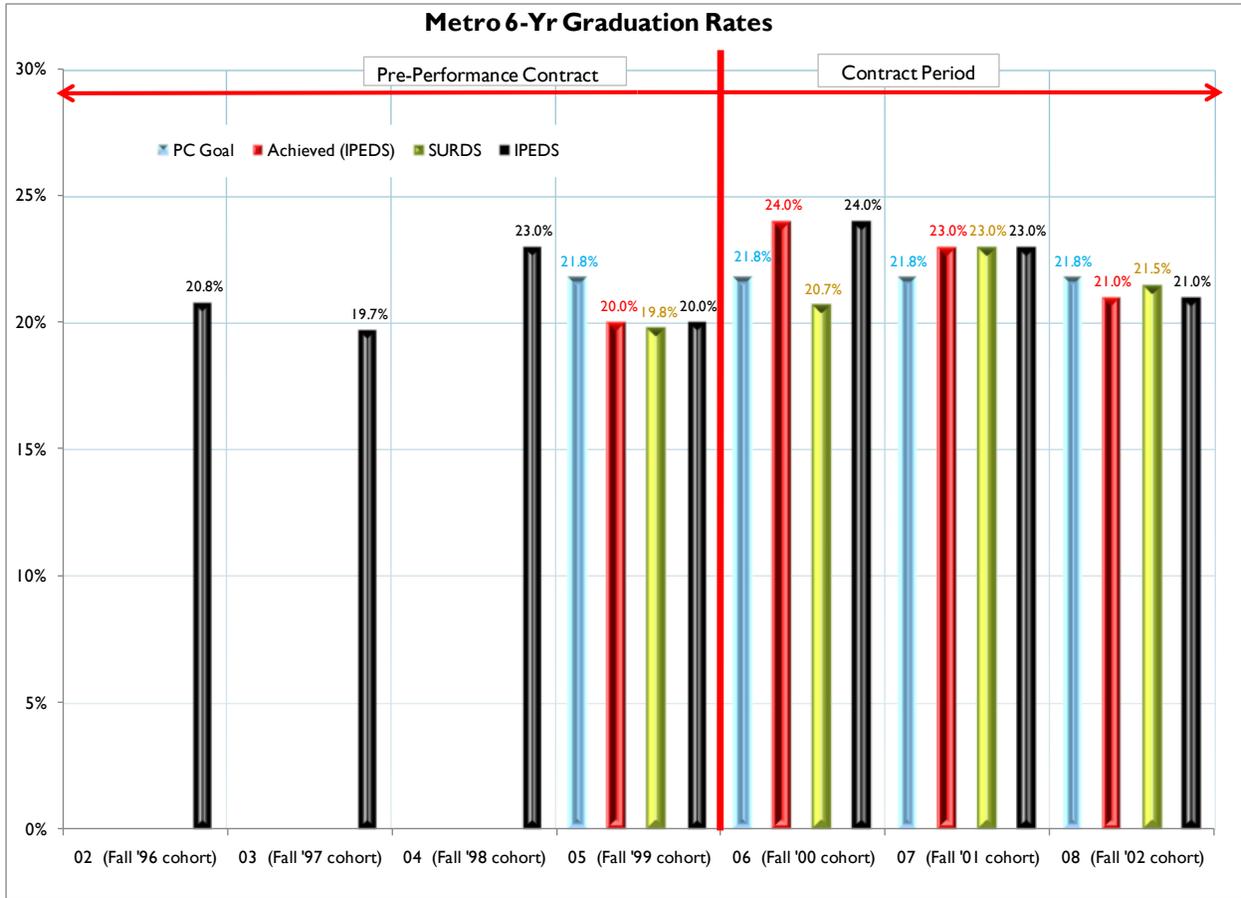


Figure 3. MSCD Six-Year Graduation Rates, Multiple Sources

Focusing only on goal and progress (achieved) data from Figure 3 for the years under the PC, it is possible to see a pattern of the six-year graduation rates noted in Figure 4 below. Over the period displayed in the figure below, the six-year graduation rates have a downward trend though they are not very far from their established goal for completion at the sixth-year.

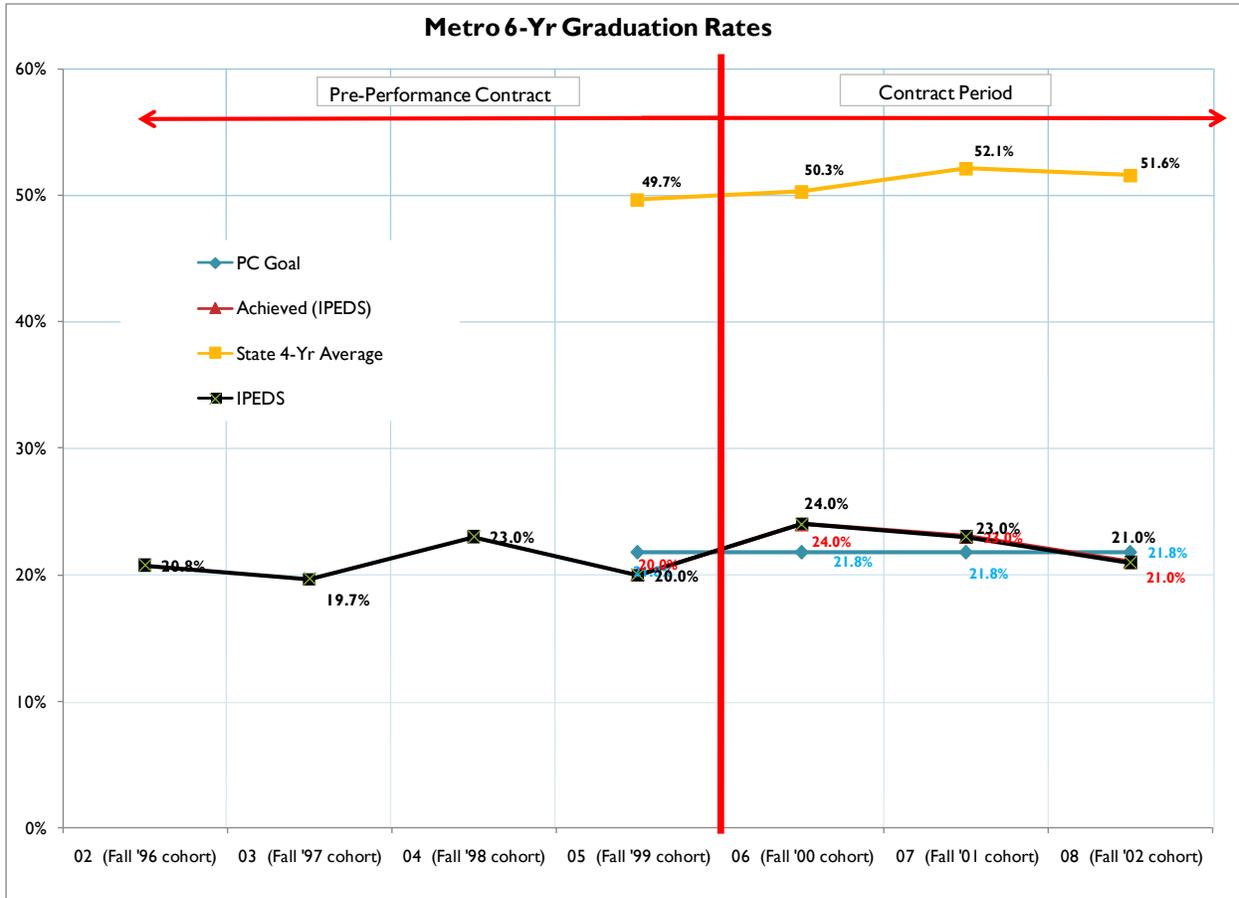


Figure 4. Metro State Six-Year Graduation Rates, 2002-2008

As per the PC, MSCD is also to “report annually the results of its current efforts and any new or additional plans or programs to increase its six-year graduation rate for first-time, full-time degree-seeking freshmen.” Those efforts are presented below in the section on underserved students.

### Section 3: Underserved Students

The PC for MSCD indicates that underserved students are defined as low income, members of ethnic or racial minority groups, males, and/or first-generation college students. The results of MSCD’s progress on these goals are presented below by each category.

#### 3.1(a) Low-income (as defined by eligibility for a Federal Pell Grant)

Table 1 reflects a large increase in Pell eligible students enrolled at MSCD over the eight-year period.

<b>Increase Enrollment of Low Income Students* (Headcount)</b>								
	AY							
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment	5,883	8,218	8,172	8,818	8,770	8,562	8,867	9,604

\*Low income defined as Pell Eligible

Table 1. Enrollment of Low Income Students, 2002-2009

3.1(b) Members of an ethnic or racial minority group

As noted in Table 2 below, MSCD has had increases in the number of Hispanic, Black, Asian, and Native American students over the eight-year period.

<b>Increase Enrollment of Ethnic/Racial Minorities (Headcount)</b>								
	Fall							
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Asian or Pacific Islander	743	794	791	786	819	831	957	987
Black, non-Hispanic	1,111	1,151	1,188	1,245	1,177	1,154	1,211	1,308
Hispanic	2,329	2,536	2,730	2,735	2,705	2,792	2,835	3,027
Native American or Alaskan Native	161	192	216	240	260	262	289	265
Non-Resident Alien	229	204	184	143	118	113	120	128
Unknown Ethnicity	1,074	1,094	1,077	1,332	1,812	1,773	1,767	2,243
White, non-Hispanic	13,449	13,958	14,218	14,240	13,959	14,241	14,290	14,657

SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments

Table 2. Enrollment by Race/Ethnicity, 2002-2009

3.1(c) Males

Table 3 below reflects the progress by MSCD with the enrollment of male students. The data indicate an increase in male as well as female students enrolled over the eight-year period.

<b>Increase Enrollment of Men (Headcount)</b>								
	Fall							
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment of Men	8,264	8,760	8,989	9,245	9,370	9,468	9,620	10,237
Enrollment of Women	10,832	11,169	11,415	11,476	11,480	11,698	11,849	12,378

SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments

Table 3. Enrollment of Men and Women, 2002-2009

### 3.1(d) First-generation college students

<b>Increase First Generation Students</b>				
Metro Data	Fall	Fall	Fall	Fall
SURDS Data	2006	2007	2008	2009
Enrollment	5,257	5,304	5,800	6,780

Source: Completed FAFSA Form

3.2 The Institution's statutory mission, as a modified-open admission institution, is unique in Colorado. No other four-year institution has the directive to admit any student age 20 or older regardless of that student's admission profile. Known as Colorado's "College of Opportunity", the Institution serves a disproportionately large share of low-income, first-generation students, many of whom are students of color. Such diversity of students creates the need for a wide array of services and programs designed to provide support and intervention services aimed at increasing the likelihood of student success.

As noted in the annual reports provided by MSCD, they have embraced their "opportunity" mission. They state: "Founded in 1965 as Colorado's *College of Opportunity*, Metropolitan State College of Denver has established an over forty-year track record of increasing access to higher education and facilitating academic success among low-income and first-generation students, adult learners and students of color."

Further, their reports note that "The college consistently attracts Colorado's most diverse student body and has been recognized in national publications for its commitment to diversity; *Hispanic Outlook in Higher Education* has ranked MSCD among the top 100 colleges and universities in the nation for graduating Hispanic students and *Black Issues in Higher Education* has ranked MSCD among the top 100 institutions in the nation in awarding baccalaureate degrees to minorities. Furthermore, the African and African-American Studies Department saw its student enrollment increase 56 percent from Fall 2006 – Fall 2007, the largest percentage increase of any department in this time period."

Some of the programs and initiatives they have established to support their "opportunity" mission include the following:

- MSCD already had a solid foundation of community programs focused on improving K-16 education for historically underrepresented students including a \$9.5 million federal grant that is funding a partnership with Denver Public Schools to improve urban teacher quality and align graduation standards with teacher education curriculum.
- The tenured and tenure-track faculty of color grew by 58 percent in 2007, with African-American faculty increasing by 92 percent and Latino faculty by 64 percent since 2004. The student profile is unique among Colorado colleges; in 2007, 24 percent of MSCD's 21,453 students represent ethnic minorities. MSCD ranked second in the state in

graduating Hispanic students. Forty-two percent of MSCD's students were adult learners, age 25 or above. Latinos continue to be the fastest-growing segment of Colorado's population. In 2007, MSCD enrolled a quarter of the state's baccalaureate-seeking Latino students and anticipated that it would qualify as a Hispanic Serving Institution in the next decade. To that end, MSCD created an institution-wide task force to look at the implication and proposed strategies to prepare the college's infrastructure to better serve the Latino/Hispanic population.

- In 2008, the African and African-American Studies Department saw its student enrollment increase over 60 percent from Fall 2006 – Fall 2008, the largest percentage increase of any department during that time period.
- Currently, 21 percent of MSCD's full-time faculty members are people of color, an increase over 2007 when *The Chronicle of Higher Education* ranked MSCD first in the state for the ethnic diversity of its faculty (at the time, 20 percent of MSCD's faculty were faculty of color).
- In 2009, nearly 25 percent of MSCD's 22,904 students represented ethnic minorities. Additionally, MSCD ranked second in the state in graduating Latino/Hispanic students. Latino/Hispanic students are the fastest growing segment of Colorado's population. In 2009, MSCD enrolled a quarter of the state's baccalaureate-seeking Latino/Hispanic students and anticipated that it would qualify as a Hispanic Serving Institution within the next decade.
- Finally, in 2009, MSCD had a minority student population of nearly 25 percent, the largest of any four-year institution in the Front Range. However, this number is lower than the percentage of students of color in its largest feeder community, Denver.

3.3 The Governing Board shall submit an annual report on or before December 31<sup>st</sup> that details the results of these programs and any changes or new and additional efforts, if any, to increase enrollment, retention and graduation of underserved students.

MSCD provided several examples of programs and activities they have underway to support the needs of underserved students. Several major organizational areas of MSCD that had specific efforts noted in the annual reports are highlighted below:

- **Collaboration between the Division of Academic Affairs and the Division of Student Services:** Academic Advising and Student Academic Success; Reece Learning Community (pilot program fall 2006); Division of Academic Affairs; Freshmen Year Program; Mathematics Peer Study Program (MPSP)
- **Admissions:** Adams County Social Services; Boys Scouts/Colorado Uplift Early Outreach Events; Colorado Educational Services and Development Association (CESDA) Minority College - Symposium (held at Community College of Aurora); Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP/Federal Grant); La Raza Youth Leadership Conference (Auraria Campus); Colorado

Educational Services and Development Association (CESDA ); Educational Talent Search (Colorado State University); Pre-Collegiate (Diverse Denver Community-based agencies); Up-ward Bound; Community College Fairs; Transfer Visits; Academic Alert Program

- **Division of Student Services:** Student Health Advocates for Diversity in Education and Services (SHADES) Program; Career Services is involved in servicing multiple groups on campus, representing a diverse student body; Career Services has provided assessments, inventories regarding careers as well as customized workshops on strategic instruction on career planning and management.

Though not part of the PC, MSCD has a major change in its focus to become a Hispanic Serving Institution (HSI). Several important elements of that initiative are included in the annual reports and are noted here. The HSI initiative at MSCD was initiated as a college-wide effort to better serve the residents of the Denver metropolitan region.

In 2007, the Hispanic population was the fastest growing segment of MSCD's geographical service area. By some estimates, it comprised over 25 percent of the K-12 students, the number required at the undergraduate college level for HSI designation by the Federal Government. To better serve this rapidly growing community, during 2007-2008 the HSI Task Force was organized to develop strategic plans to increase MSCD's Hispanic population from 13% to over 25%. The HSI Task Force developed a list of over 50 recommendations in the following areas to achieve this effort: Assessment; Recruitment/ Retention and Student Development; Public Relations; Campus Climate; Faculty and Staff Development; Grantsmanship; and Curriculum Development. In addition to better representing students in our service area, the HSI designation, once achieved from the Federal Government, will also qualify MSCD to apply for grant funds from numerous Federal agencies to improve the educational experience for all students at MSCD.

## **GOAL 2: QUALITY IN UNDERGRADUATE EDUCATION**

### **Section 1: General Education Requirements**

1.1 – 1.5 Adopt fully transferable, foundational general education core curriculum/gtPathways

1.6(a) – (b) Clearly designate lower division courses eligible/not eligible for transfer.

To determine the progress to date on the General Education Requirement, 1.6(a)-(b), listed above, DHE staff reviewed Metro State College Student Academic Catalogs for two academic years, 2007-08 and 2008-09. DHE notes the following:

- 2007-2008 Catalog: The catalog provides a clear description of the guaranteed general education courses and the notation that is used in the course description section of the catalog clearly designates which courses are part of the gtPathways program. An example of the designation: GT-SC2. This designation is found in parentheses after the catalog's course description for BIO 1000. Designations are also found when a gtPathways course appears in the list of core requirements. The gtPathways courses contain their designation throughout the catalog in the manner described in the example above.
- 2008-2009 Catalog: The catalog provides a clear description of the guaranteed general education courses and the notation that is used in the course description section of the catalog clearly designates which courses are part of the gtPathways program. An example of the designation: GT-AH3. This designation is found in parentheses after the catalog's course description for PHI 1010. Designations are also found when gtPathways courses appear in the list of core requirements. The gtPathways courses contain their designation throughout the catalog in the manner described in the example above.

Thus, both catalogs satisfy the requirements of Sections 1.6(a) and (b) of Addendum A of the Performance Contract.

## Section 2: Grade Distribution

2.1 Data on all course grades conferred during the previous academic year, disaggregated by academic subject and course level, accompanied by descriptions of policies and procedures, if any, used to evaluate the distribution of grades by academic subject and course level.

MSCD provided lists of grades per class for the years 2006-2009. The grade reports included all students who received a grade, including extended studies, cash funded, off campus, and all regular courses. MSCD provided no accompanying narrative descriptions on institutional policies and procedures regarding the evaluation of the distribution of grades by academic subject or course level or otherwise. Therefore, there is no data available to review for this goal in their performance contract.

## Section 3: Faculty

3.1 Core faculty are same quality as non-core (majors) courses

MSCD did not provide narrative description in response to Section 3, 3.1. Therefore, there are no data available to review for this goal of their PC.

3.2 Variable pay method for faculty

According to the information provided by MSCD, it has established a variable pay plan for its faculty. They note "Metro's proposed salary plan was designed to encourage the highest quality faculty who would choose to teach and to also commit to a life-time career at Metropolitan State

College of Denver.” In turn, MSCD sought to appropriately reward faculty in a competitive environment by valuing their performance over time through rigorous assessment and promotion and by providing incentives for annual performance through annual evaluations and merit rewards. MSCD began implementation of the merit process in November 2006.

#### Section 4: Evaluation and Assessment of Student Learning

- 4.1 Outcomes on licensure, professional, graduate school admission, and other exams
- 4.2 Develop method to assess students’ knowledge and improve delivery of courses

The fourth area in Goal 2: Quality in Undergraduate Education relates to evaluation and assessment of student learning. MSCD did not provide data for this section; therefore, there is no review of this goal of their performance contract.

### **GOAL 3: EFFICIENCY OF OPERATIONS**

#### Section 1: Costs

- 1.1 Provide information for Budget Data Book on mandatory cost increases/decreases

Under Goal 3: Efficiency of Operations, the PC for MSCD notes a requirement that the Governing Board provide information in the Budget Data Book (BDB) to identify mandatory cost increases or decreases. MSCD has provided such data and has thereby met this requirement.

- 1.2 The Department uses the information from 1.1 to determine funding increases necessary for cash funds and cash funds exempt.

The State no longer utilizes the “cash funds exempt” terminology. Annual funding increases are developed by examining a number of criteria, particularly the NCHEMS funding analysis. The Department attempts to honor this provision; however the past two fiscal years have primarily focused on cuts to base funding levels. The Department will continue to strive to fulfill this provision when funding sources are adequate to permit funding increases.

- 1.3 Tuition differentials, specialized fees, or other tuition increases to improve quality

The PC states the Governing Board may submit tuition differentials and specialized fees in the budget process. The DHE annually collects the Tuition and Fee Survey from all institutions. For MSCD, the tuition and fee data are noted in Tables 4 and 5:

	<b>FY 2005-06 Tuition (30 CHRS)</b>	<b>FY 2006-07 Tuition (30 CHRS)</b>	<b>FY 2007-08 Tuition (30 CHRS)</b>	<b>FY 2008-09 Tuition (30 CHRS)</b>	<b>FY 2009-10 Tuition (30 CHRS)</b>
<b>Resident</b>	\$2,387	\$2,447	\$2,432	\$2,615	\$2,850

Table 4. Resident Tuition, 2005-10

	<b>FY 2005-06 Fees (30 CHRS)</b>	<b>FY 2006-07 Fees (30 CHRS)</b>	<b>FY 2007-08 Fees (30 CHRS)</b>	<b>FY 2008-09 Fees (30 CHRS)</b>	<b>FY 2009-10 Fees (30 CHRS)</b>
<b>Resident</b>	\$554	\$590	\$603	\$626	\$798

Table 5. Resident Fees, 2005-10

MSCD has opted to not utilize tuition differentials. Since this was optional in the PC, they are considered to be in compliance. MSCD did create a tuition window for the goal of improving student retention; evidence suggests that this has been successful. Specialized fees are outlined in the tuition and fee survey and align with CCHE policy. A capital specific fee was created in FY 2008-09.

#### 1.4 Strive to control costs

The PC includes a requirement that the MSCD Governing Board must “strive to control costs” to keep them in line with the latest published cost adjustment figure from the State Higher Education Executive Officers (SHEEO) Higher Education Cost Adjustment (HECA) model.

Data that were utilized to review this area of the PC are presented in Tables 6 and 7 below:

	<b>FY 2005-06</b>	<b>FY 2006-07</b>	<b>FY 2007-08</b>	<b>FY 2008-09</b>	<b>FY 2009-10</b>
<b>HECA<sup>1</sup></b>	92.63	95.77	98.55	100.00	TBD
<b>% increase<sup>2</sup></b>		3.39%	2.90%	1.47%	TBD

Table 6. Higher Education Cost Adjustment (HECA)

<sup>1</sup> Source: “State Higher Education Finance: FY2009.” State Higher Education Executive Officers.

<sup>2</sup> Calculated by DHE staff

HECA calculations are released at the end of each fiscal year and represent the actual history; they are not released as predictive or forecasting measures for subsequent years. With this in mind, Governing Boards appear to have made attempts to limit increases in costs in areas within their control, namely instruction, academic support, student services, and institutional support.

**Expenses<sup>3</sup>**

	<b>FY 2005-06</b>	<b>FY 2006-07</b>	<b>FY 2007-08</b>	<b>FY 2008-09</b>
<b>Instruction</b>	\$49,507,923	\$55,961,330	\$60,918,353	\$64,813,255
<b>Public Service</b>	\$235,686	\$199,936	\$216,125	\$334,003
<b>Academic support</b>	\$8,200,404	\$8,765,196	\$10,943,404	\$9,672,244
<b>Student services</b>	\$10,212,792	\$11,826,882	\$12,360,331	\$14,217,870
<b>Institutional support</b>	\$10,147,251	\$13,006,385	\$13,425,560	\$15,371,446
<b>Operation of plant</b>	\$5,71,958	\$6,233,564	\$6,239,138	\$7,413,046
<b>Scholarships and Fellowships</b>	\$2,926,725	\$1,727,013	\$1,269,136	\$2,201,203
<b>Auxiliary enterprises</b>	\$18,920,689	\$17,853,453	\$17,848,062	\$18,499,616
<b>Depreciation</b>	\$1,007,376	\$995,243	\$1,365,047	\$1,745,247
<b>Other operating expenses</b>	\$1,007,007	\$1,992	\$37,612	\$366,460
<b>Total</b>	<b>\$107,881,811</b>	<b>\$116,530,994</b>	<b>\$124,622,768</b>	<b>\$134,634,390</b>

Table 7. Costs per area, 2005-09

<sup>3</sup> Source: "Metropolitan State College of Denver: Financial and Compliance Audit". Office of the State Auditor.

## Section 2: Capital Assets and Maintenance

### 2.1 Adequately address capital and deferred maintenance issues

No data required in the PC. However, the Department annually collects information from every institution on capital outlays that are not subject to prior review. These are referred to as “209 projects” (after SB01-209 which created them), or “small projects” because they cost less than \$2,000,000. MSCD has complied with the data submission requirements.

While not part of this review, it should be noted that the Auraria Campus is a unique entity that houses three distinct higher education institutions. Prior to FY 2008-09, all space was controlled directly by AHEC, with each institution submitting funds to AHEC for maintenance. Since FY 2008-09, the capital situation on the campus has changed. As the new AHEC master plan that divides the campus into three neighborhoods managed by each institution and a common ground managed by AHEC comes into full effect it is expected that the Community College of Denver, the MSCD, and the University of Colorado Denver will spend increasing sums of money directly on their own maintenance and construction rather than primarily having their contributions to AHEC spent on maintenance. MSCD is determined to be in compliance with their stated objective and has created a capital specific student fee to further this goal.

## Section 3: Facilities

### 3.1 Auxiliary Facilities – number and type thereof

There were no data provided by MSCD to address the requirements of the PC. Department staff cannot find a record of this type of notification. MSCD regularly reports auxiliary revenues and expenditures in the Budget Data Book and audited financial statements. However, staff cannot find a record of notifications of this type by MSCD, if any have occurred during the contract period.

### 3.2 Continually assess operational efficiencies of its auxiliary facilities

No data were required for this item. This is an internal review and consideration by institution and Governing Board staff; anecdotal evidence confirms that MSCD has complied.

## **GOAL 4: OTHER STATE NEEDS – TEACHER EDUCATION**

### Section 1: Teacher Education Programs

Goal 4 addresses the Teacher Education Program at MSCD. This goal is under the heading “Other State Needs” and was determined to be a priority by the legislature and added to the PC for all institutions. MSCD’s review of their Teacher Education Program was conducted in April, 2009. The content review that is to be completed by the Colorado Department of Education has

yet to be completed, thus the MSCD Reauthorization is not final. Some of the findings from that reauthorization review are cited, as appropriate.

#### 1.2(a) Instruction on diverse student populations

There were no data provided to determine whether or not this goal has been met. MSCD reported in 2006 that the goal was met and that it can be verified by viewing the 2006 NCATE Institutional Report. However, the NCATE report is not available to DHE staff.

#### 1.2(b) 800-hour field experience

This goal has been met. MSCD reports, and the April 28-30, 2009 reauthorization site visit confirmed, that candidates spend one semester (16 weeks) student teaching.

#### 1.2(c) Instruction on effective use of student data

This goal has been met. In 2006, MSCD reported that all candidates take at least one class in assessment. A review of syllabi during the 2009 reauthorization review confirmed that candidates receive instruction on the use of student assessment data in multiple courses, including Colorado Student Assessment Program (EDU 3650, for example).

#### 1.2(d) Instruction on attitudinal and behavioral differences/socialization variations between genders

This goal has also been met. From the 2006 PC report, MSCD referred to required education psychology and foundations courses syllabi. A review of syllabi (ECE 2340 and EDU 3200) confirms that a course objective is to recognize how gender may affect instructional decisions.

### 1.3 Content courses taught by content departments

This goal has been met as evidenced with an annual report provided by MSCD in 2006 and from the 2009 reauthorization review. The review team confirms that all content courses are taught in the School of Letters, Arts & Sciences.

## Section 2: Recruitment and Training of Qualified Candidates

The data from SURDS on enrollments in the Teacher Education Program at MSCD indicate, as displayed in Table 8, that the overall number of students enrolled in teacher education endorsement areas reflects an unstable trend over the five years with an increase in the last year. This trend is more unstable compared to the overall trend in the state with Teacher Education enrollments remaining flat over the last few years.

<b>Metro</b>					
<b>Headcount Enrollment in Teacher Endorsement Areas</b>					
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Asian or Pacific Islander	38	33	31	32	41
Black, non-Hispanic	52	56	40	36	43
Hispanic	180	186	166	126	154
Native American or Alaskan Native	11	9	8	12	14
Non-Resident Alien	4	5	3	1	4
Unknown Ethnicity	79	103	99	118	148
White, non-Hispanic	1,410	1,423	1,352	1,110	1,270
<b>Grand Total</b>	<b>1,774</b>	<b>1,815</b>	<b>1,699</b>	<b>1,435</b>	<b>1,674</b>

Table 8. Enrollment in Teacher Education Endorsement Areas

2.1 The Institution shall strive to improve the recruitment, retention, and graduation of teacher candidates who are under-represented in Colorado's public schools, with a particular focus on Hispanics and males.

Also noted in Table 8 above, the ethnicity counts, however, for MSCD reflect an overall decline in Hispanic and Black students along with a slight increase for Asian and Native American students. However, in the last year, there was a sizeable increase in Hispanic students.

(a) The Institution shall submit a plan to the Department on or before July 1, 2007, detailing how it will achieve this goal. The plan must meet Departmental standards and be approved by the Commission.

MSCD submitted a plan (dated July 2007) to the Department detailing current and future efforts in regard to recruitment, retention, and graduation of teacher candidates from underrepresented groups. Some examples of the activities MSCD proposed to do include:

- Teacher Education Department Diversity Committee meets on a regular basis to examine diversity and recruitment in the department.
- Maintain a strong presence for field experiences in several Metro area P-12 schools that have diverse student populations.
- Department chair and coordinator of the Teacher Application Center attend the community college recruiting events.
- Offer financial incentive for diverse students seeking licensure through federal Teacher Quality Enhancement grant.
- Faculty is researching a range of possible events to bring underrepresented groups to campus to allow them to explore the campus and develop familiarity with the campus in an effort to reduce anxiety about coming to college.

- (b) The Institution shall submit to the Department on or before August 1<sup>st</sup> of each year, the student identification numbers and endorsement areas for all teacher candidates.

MSCD accurately reports enrollment in the Teacher Ed File in SURDS every summer therefore it has met this goal.

- 2.2 The Governing Board shall ensure the institution participates with the Department in tracking and analyzing the placement in K-I2 schools of teacher candidate graduates and their performance once placed, including providing data as specified by the Department.

This goal was partially met. Prior to the April 28-30, 2009 reauthorization site visit, MSCD collected this information once every seven years. The 2004 reauthorization report recommended that MSCD “[d]evelop and administer a yearly survey of teacher preparation program graduates as a program evaluation tool.” This was not done but that could be because of miscommunication on the part of the DHE. As a result of the April 2009 reauthorization site visit, MSCD reported that its Office of Instructional Research and Teacher Education Department will work together to collect data from graduates and employers once every three years, per the review team’s request. It should be noted that the state Educator Identifier System (currently being implemented) may reduce the need for individual institutions to collect this data.

## **GOAL 5: OTHER STATE NEEDS – WORKFORCE AND ECONOMIC DEVELOPMENT**

Section 1.1: Fund and develop efforts that address regional and statewide opportunities/priorities

Section 1.2 The institution shall strive to focus existing and portions of any new funds on expanding, improving and/or increasing the number of students who earn degrees in the following high-demand program areas including, but not limited to:

- a. K-I2 Teacher Preparation: In partnership with Denver area K-I2 school districts, the Institution may provide an alternative licensure program based on need and demand, whereby all qualified but uncertified employees of the respective K-I2 school district can obtain certification through an intensive, focused program lasting one year.

This goal has been met. MSCD offers a Teacher in Residence (TIR) program, which is an alternative teacher licensure program for Denver area teachers hired on emergency licenses and who need to complete a teacher licensure program as part of their contract with their school district.

- b. Nursing: Work to maintain and/or increase program support from health care providers.

Metro provided no narrative description in response to Section 5, 1.2, b. Therefore, there are no data available in the form of a narrative for this portion of their performance contract report.

#### New Program Approval Process

A key reporting and approval process that changed with the new PC was the manner in which institutions receive approval from CCHE to begin new academic programs and degrees. The PC requires the CCHE to approve all new or modified academic programs and degrees according to the specification of that institution's mission and role. Once a governing board has approved the new or modified academic program or degree, it notifies the DHE and provides a rationale demonstrating that the creation or modification of the program is consistent with the institution's statutory role and mission. DHE staff review the program to determine only if the new program or degree is within the statutorily defined mission and role for that institution (except for teacher education programs, which have additional reviews and approval by State Board of Education as required by 23-1-121 C.R.S.). Staff then provide a recommendation to the CCHE for approval or denial. The CCHE has the authority to override the creation or modification of the program if the change is inconsistent with the institution's statutory role and mission. Figure 5 below displays the data for new program degrees submitted by MSCD with a pre-contract and during contract periods.

## New Degrees Approved

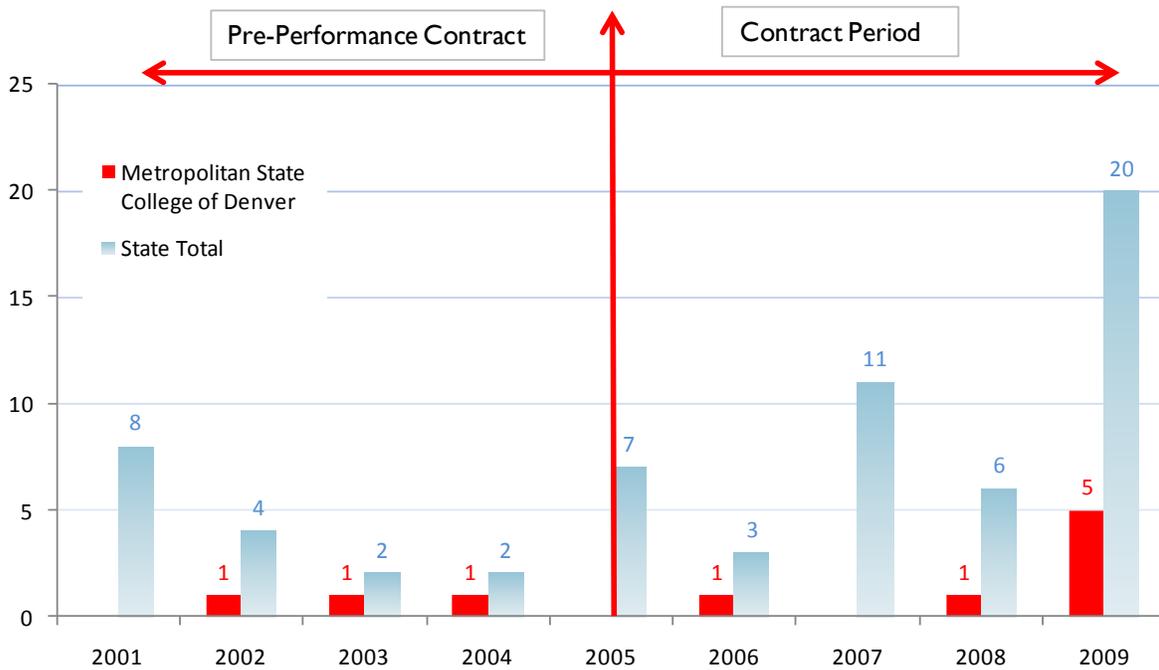


Figure 5. MSCD, New Approved Degrees

### Performance Goal Achievement

Finally, one important note contained in each PC states in paragraph 8, Performance Goal Achievement: “The ability of the [College] to fulfill the terms of this Performance Contract expressly assumes funding at a level which approximates the Department funding appropriated by the General Assembly during fiscal year 2003-2004.” How changes in the funding levels may have impacted an institution’s ability to meet the terms of the PC have not yet been determined and will be discussed in the open dialogues with CCHE, institutional leaders, and the DHE.

Figure 6 below displays the data for state support for MSCD over the last ten years. It is clear that the total support, including the additional ARRA funds, has met or exceeded the 2003-2004 funding levels.

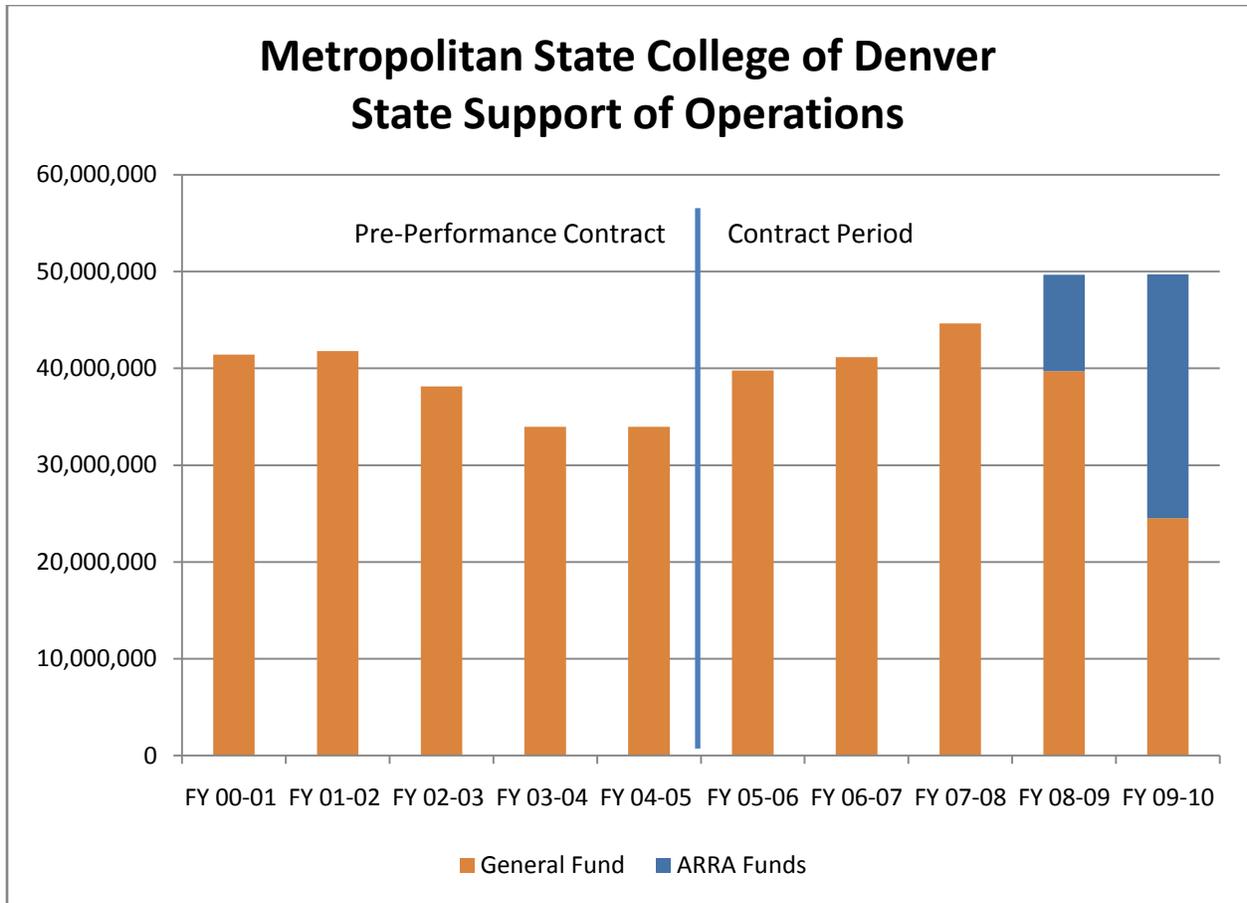


Figure 6. Financial Support to MSCD, Ten-Year Trend

Further, in Figure 7 below, the financial support disaggregated by Resident FTE is displayed which again reflects a funding level, per FTE, for MSCD that is at or above the 2003-04 funding level; however, the data also reveal that the Resident FTE funding level for MSCD is below the state average, per FTE in every year of this ten-year period.

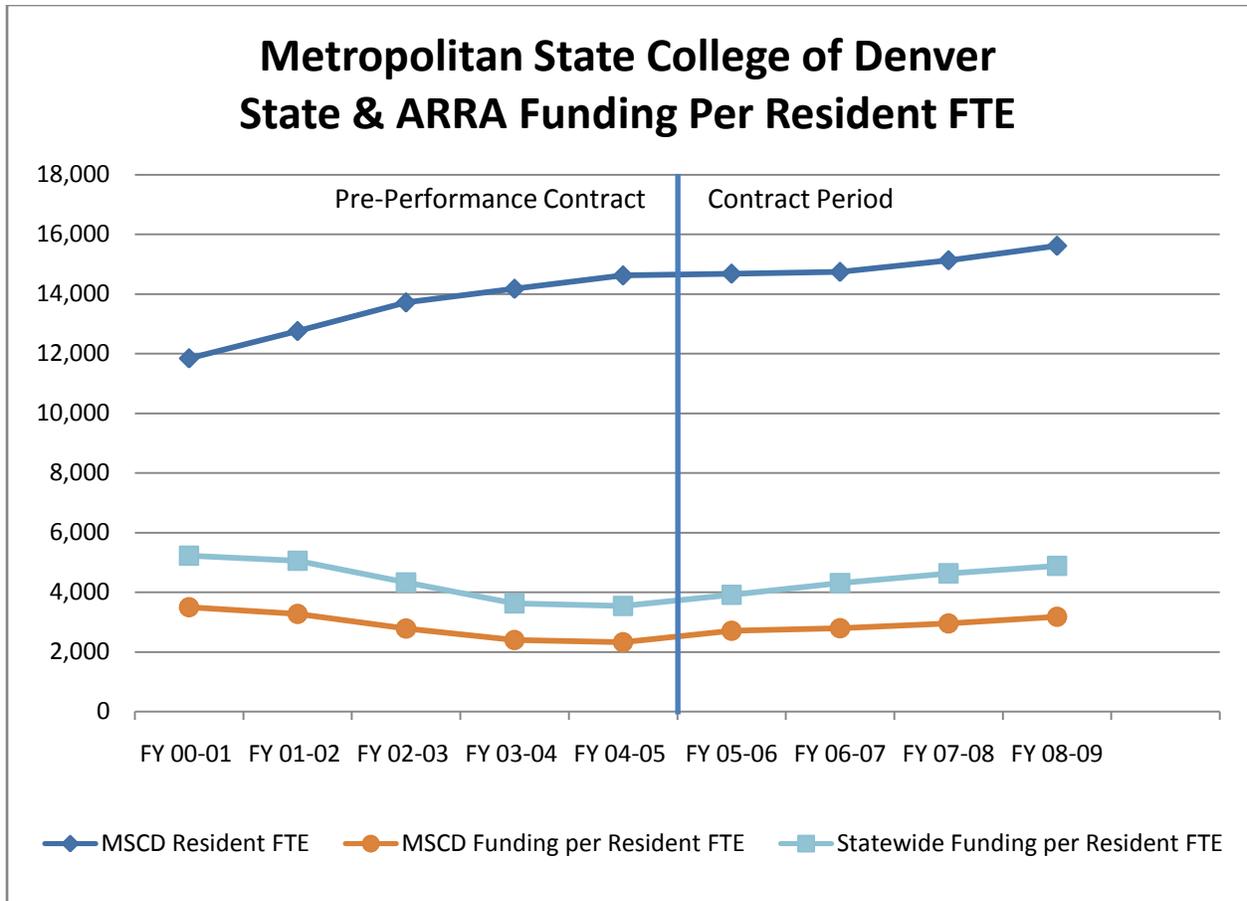


Figure 7. Financial Support to MSCD, per Resident FTE, Ten-Year Trend  
 Note: FY08-09 included federal ARRA funds.

The annual reports provided by MSCD along with other DHE data have been reviewed and presented in this report. Each of the items that were identified in the Performance Contract Addendum A has been addressed with this review.