
COLORADO DEPARTMENT OF
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

University of Colorado System

Prepared for CCHE Meeting, September 9, 2010

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 866-2723

D. RICO MUNN, EXECUTIVE DIRECTOR

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 were common elements in each contract that addressed 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.

It is important to note, that while the focus of this review is driven by the need to determine if PCs were 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 or the Department. How the data were 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. Also, DHE staff were sensitive to limiting 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 University of Colorado System (CU-System)

The following documents were reviewed by DHE staff in their efforts to conduct this review of the performance contracts. Included were:

- SB04-189
- Colorado Revised Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- CU-System Performance Contract, signed April 7, 2005
- Annual Performance Contract reports provided by CU-System, 2005-2009
- SURDS data reports provided by CU-System, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by CU-System, 2005-2009
- Communication about the Performance Contracts provided by CU-System, 2005-2009

- Amendment to Performance Contract signed by CU-System, on June 22, 2009
- Documents from CU-System relating to the reauthorization of their teacher education program, 2005-2010

Progress to Date on Specified Goals for CU-System

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 the CU-System, dated April 7, 2005. The four goals for the CU-System 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 the CU-System's progress to date.

STATE GOAL 1 - ACCESS

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

According to the DHE PC: A Colorado resident applying for admission as a first-time freshman will be admitted to a liberal arts and sciences college of a University of Colorado campus if the student has completed the Minimum Academic Preparation Standards (MAPS¹) requirements and either (a) graduates in the top 10% of the student's high school class or has a high school GPA of 3.8 or better, or (b) graduates in the top 25% of the student's high school class or has a high school GPA of 3.5 or better, and has an ACT score of 24 or higher or a combined SAT score of 1150 or higher.² The University may review and modify these criteria during the term of the Performance Contract. The applicant must submit a complete application postmarked by the published application deadline for the campus to which the student initially applies. The applicant must also meet campus-required behavioral standards.

Further, a Colorado resident without a bachelor's degree will be admitted as a transfer student to a liberal arts and sciences college of a University of Colorado campus if the student: (1) meets the freshmen guarantee requirements (MAPS requirements may be met by high school or college course work); (2) presents at least 13 hours of successfully completed college work with a college GPA of 2.75 or better; and (3) submits a complete application postmarked by the

¹ MAPS requirements: 4 units of English, 3 units of math, 3 units of natural science including at least one year of laboratory science, 2 units of social science including at least one year of US or world history, and 2 units of a single foreign language, with a total of 16 academic units.

² Admission may be to a liberal arts and sciences college on a University campus other than the campus to which the student initially applied. However admission to other schools or colleges, such as business or engineering, is determined by individual campuses; there is no system-wide guarantee.

published application deadline for the campus to which the applicant applies initially. The applicant must also meet campus-required behavioral standards.

The data presented in Table 1 below, show that 100% of the in-state students who met published guaranteed admission criteria were admitted. Table 1 also shows the number admitted subject to admission standards, and the number admitted in the “window.” Table 1a, below, also displays the number of total admitted freshman and transfer students subject to admission standards who matriculated and the percent enrolled who were admitted via the “window.”

CU SYSTEM DATA						
University Goal 1.1: Guaranteed admission to the University for all in-state undergraduate applicants who meet published guaranteed admission criteria.						
Measure: Percent admitted of in-state undergraduate fall applicants who meet published guaranteed admission criteria.						
	Target	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	100%	100%	100%	100%	100%	100%
UCCS	100%	100%	100%	100%	100%	100%
UCD	100%	100%	100%	100%	100%	100%
Measure: Number of in-state fall freshmen applicants subject to admission standards who were offered admissions.						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
UCB	6,017	6,525	6,568	6,676	6,397	
UCCS	1,594	1,788	1,702	1,721	2,104	
UCD	1,220	1,678	1,853	2,046	2,378	
Measure: Number of in-state fall freshmen and transfer applicants subject to admission standards who were admitted "in the window."*						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
UCB	229	481	591	387	227	
UCCS	46	93	100	147	194	
UCD	278	171	170	164	227	
*Does not incorporate Higher Education Admission Requirements (HEAR) and other admission standard revisions effective summer/fall 2008						

Table 1. CU-System, In-state, Undergraduate Admissions Measures

CU SYSTEM DATA

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

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

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	2,974	3,095	3,268	3,310	3,058
UCCS	954	1,026	996	1,013	1,157
UCD	657	729	792	939	1,067

Measure: Percentage of enrolled in-state fall freshmen and transfer applicants subject to admission standard who were admitted "in the window."*

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	4.8%	7.3%	10.1%	6.5%	3.9%
UCCS	2.3%	5.0%	6.0%	9.3%	9.8%
UCD	18.6%	9.2%	12.0%	10.3%	12.0%

*Does not incorporate Higher Education Admission Requirements (HEAR) and other admission standard revisions effective summer/fall 2008. The admission standard window percentage is based on all admits subject to the freshman standard, including transfers with under 12 hours and including out of state as well as in-state.

For Fall 2008, the allowable window for the freshmen admission standard was 14% for Boulder and 19% for Colorado Springs and Denver.

Table 1a. CU-System, In-state, Undergraduate Admissions Measures, Cont'd.

Table 2 below displays the undergraduate and graduate enrollment over the five-year PC period. For resident undergraduate enrollment, UCB had a slight decline; UCCS and UCD increased. In terms of non-resident undergraduates, all three campuses increased over the five-year period. In terms of graduate resident enrollment, all three campuses declined, whereas non-resident graduate enrollment increased.

CU SYSTEM DATA

University Goal 1.1: University will report its undergraduate and graduate enrollment

Measure: Resident Undergraduate Enrollment

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	16,587	16,624	16,642	16,591	16,468
UCCS	5,665	5,760	5,691	5,817	6,019
UCD	7,175	7,448	7,851	8,023	8,297

Measure: Nonresident Undergraduate Enrollment

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	8,123	7,599	7,842	7,882	8,612
UCCS	344	366	412	417	479
UCD	435	420	439	593	713

Measure: Resident Graduate Enrollment

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	3,297	3,213	3,214	3,119	3,166
UCCS	1,549	1,377	1,343	1,344	1,391
UCD	6,762	6,340	6,205	6,286	6,082

Measure: Nonresident Graduate Enrollment

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UCB	1,251	1,188	1,244	1,396	1,463
UCCS	88	95	101	115	100
UCD	699	689	734	864	962

Table 2. CU-System, Undergraduate and Graduate Enrollment

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

According to the DHE PC: The University will focus efforts on increasing the number of Colorado students from underrepresented groups - as those groups are defined by the University - served by its Pre-Collegiate and Pipeline programs listed in Attachment 1. 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%. The University will continue to direct available resources to its Pre-Collegiate and Pipeline Programs. The University will report annually: (1) retention rates of first-time, full-time in-state minority freshmen to the second fall semester; and (2) 6-year graduation rates of in-state minority undergraduates. The University will also report annually on the percentage of students completing the Pre-Collegiate Program who matriculate to college.

Table 3 displays the data for participation in pre-collegiate programs. There was an increase in the number of middle and high school students participating at UCB, but a decrease at UCCS and UCD. Of those who participated in pre-collegiate programs, 84% to 100% went on to enroll in postsecondary education.

CU SYSTEM DATA						
University Goal 1.2: Greater access to the University for academically qualified students from Colorado who are historically underrepresented-minorities, males and low-income students.						
Measure: Number of Middle and High School Students Participating in a Pre-Collegiate Development Program (Grades 6-12)						
	Target	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08
UCB	Increase Annually	556	645	718	719	700
UCCS	Increase Annually	554	572	488	650	536
UCD	Increase Annually	613	611	697	1,002	595
Measure: Percent of Finishers who Enroll in Post-Secondary Education						
	Target	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08
UCB*	Report	89%	90%	98%	98%	100%
UCCS**	Report	88%	88%	91%	92%	84%
UCD	Report	96%	98%	97%	93%	98%
* UCB AY2007-2008 percentage is based on student self-reports. All indicated that they plan to attend a four-year institution.						
**UCCS data based on information from the National Student Clearinghouse; students' self reports of subsequent enrollment in post-secondary education are higher.						
Measure: Number of Males Participating in Pre-Collegiate Programs - By June 30, 2009 Increase By 5%.						
	Target	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08
UCB	Report	NA	NA	266	258	261
UCCS	Report	141	159	174	250	192
UCD	Report	212	229	250	301	215
Measure: Funding Dedicated to Pre-Collegiate Programs						
	Target	FY 04-05	FY 05-06	FY 06-07	FY 07-08	
UCB*	Increase Resources	\$382,965	\$406,139	\$420,310	\$417,023	
UCCS	Increase Resources	\$215,995	\$180,952	\$233,935	\$225,132	
UCD	Increase Resources	\$271,283	\$279,140	\$325,825	\$338,002	
*UCB: Total general fund expense budget (without allocation for benefits) plus System transfer						

Table 3. CU-System, Access / Pre-Collegiate Participation

CU SYSTEM DATA

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

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

	Entering Fall 2003	Entering Fall 2004	Entering Fall 2005	Entering Fall 2006	Entering Fall 2007
UCB	84%	84%	82%	85%	82%
UCCS	62%	59%	58%	66%	74%
UCD*	81%	79%	73%	78%	74%

* Percentage of students entering fall 2007 and returning in fall 2008 not yet available (UCD uses End of Term data)

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

		FY 02-03 1997	FY 03-04 1998	FY 04-05 1999	FY 05-06 2000	FY 06-07 2001	FY 07-08 2002
Target							
UCB	Report	58%	60%	60%	58%	59%	61%
UCCS	Report	33%	30%	34%	33%	39%	45%
UCD	Report	35%	36%	38%	41%	33%	32%

Table 4. CU-System, Greater Access Measures

Table 4 displays retention rates of first-time, full-time (FTFT) degree-seeking minority students as calculated from enrollment for fall to fall. The percentage enrolled one year later at UCB ranged from 82-85% with a decline in the retention rates for those entering in fall 2007 versus those entering in fall 2003. UCCS ranged from 58-74% with an increase in retention for the fall 2007 cohort compared to the fall 2003 cohort. UCD ranged from 73-81% for the fall 2003 through fall 2007 cohorts. Table 4 also displays six-year graduation rates for FTFT freshman. UCB ranged from 58-61%, UCCS ranged from 30-45%, and UCD ranged from 32-41%.

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

According to the DHE PC: Beginning with students entering in fall 2005, the University will guarantee that for all in-state undergraduate students who enter as first-time freshmen or transfer from a Colorado community college and whose family income is at or below 100% of the federally-established poverty level, a combination of federal and state grants, institutional grants, and work study earnings will cover the entire cost of tuition, fees, and books. An entering student meeting the income guidelines will be eligible for this program if the student is a Colorado resident, is enrolled as a full-time student, and enters as a first-time freshman or transfers from a Colorado community college.

The amount of work study offered a student will be determined after the application of federal, state, and institutional grants to the cost of tuition, books, and fees. In no case will a student be expected to work more than 12 hours per week in a work study position. If a student chooses not to participate in the work study program, then the student may elect to assume debt in place of the work study component.

The University determines eligibility for the guarantee program when the student enters the University. Students who make satisfactory academic progress and continue to meet the family income guidelines may remain in the program for up to 10 semesters or completion of a bachelor's degree, whichever comes first. A student whose financial status changes after entering the University may ask for a reconsideration of eligibility, but the University does not guarantee continuation in the program for these students.

As noted in Table 5 below, 100% of the low-income resident, FTFT freshman, and community college transfer students received grant and work study financial aid to cover 100% of tuition, fees, and books.

CU SYSTEM DATA						
University Goal 1.3: Coverage, free and clear of debt, of tuition, fees, and books for low-income, resident students who enter as first-time freshmen or transfer from Colorado community colleges.						
Measure: Percent of low-income resident first-time, full-time freshmen and CC Transfer students who received grant and work-study financial aid to cover 100% tuition, fees and books						
	Target	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09
UCB	100%	100%	100%	100%	100%	100%
UCCS	100%	100%	100%	100%	100%	100%
UCD	100%	100%	100%	100%	100%	100%

Table 5. CU-System, Financial Aid for Low-income Resident Student Measures

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

According to the DHE PC:

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

On December 7, 2005, the CU Board of Regents completed a review of the university's general education core courses and curriculum to ensure that they satisfy the competencies, expectations, and credit hour guidelines of gtPathways, Colorado's statewide guaranteed transfer program for

general education that was created and endorsed by the General Education Council (“GE 25 Council”) and the Commission.

By June, 2009, per the terms of the CU-System’s PC, the CU-System institutions successfully met this goal. The CU-System’s PC required that all lower-division general education core courses be submitted for gtPathways approval by June 30, 2009. All campuses successfully met that goal:

UCB: 278 lower-division core courses were successfully submitted. 140 courses were approved prior to June 30, 2009. All of the remaining nine lower-division core courses were submitted by June 30, 2009.

UCCS: 69 courses were submitted, of which 48 were approved. All of the remaining 29 lower-division general education core courses were submitted by June 30, 2009.

UCD: All 73 lower-division general education core courses were successfully submitted and recommended for gtPathways status by the June 30, 2009 deadline.

2. *The Student Bill of Rights, Title 23, Article 1, Section 125, Colorado Revised Statutes, provides that students, upon satisfactory completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education. In order to meet this requirement, the University's general education core courses that are consistent with the knowledge and skill requirements spelled out in Title 23, Article 1, Section 125 and established by the GE 25 Council and the Commission ("General Education Core Courses"), which shall exclude those courses described in paragraph 3 below, shall be submitted, according to Commission policy, to the GE 25 Council or its successor, for approval and inclusion in GT Pathways for guaranteed transfer according to the following schedule:*

(a) At least fifty (50) percent of General Education Core Courses offered by the University at each campus, excluding those courses described in paragraph 3 below, shall be nominated for review by the GE 25 Council or its successor by June 30, 2007.

The CU-System institutions successfully met this condition of their PC:

UCB: At least 319 lower-division general education courses were eligible for gtPathways designation. By April 13, 2007, a total of 50% of those courses were nominated for gtPathways.

UCCS: At least 95 lower division general education courses were eligible for gtPathways designation. By April 14, 2006, 51 (more than 50%) of those courses were recommended for gtPathways.

UCD: By April, 2007, the UCD had submitted 100% of their lower-division core curriculum courses to the DHE for review and placement in the gtPathways guaranteed transfer program.

Only new, lower-division core courses that are approved by the faculty on an ongoing basis for inclusion into the UCD core curriculum will be submitted to CCHE for future review.

(b) All General Education Core Courses offered by the University at each campus, excluding those courses described in paragraph 3 below, shall be nominated for review by the GE 25 Council or its successor by June 30, 2009.

3. *Lower division general education course requirements that are part of the University's core curriculum but not part of the general education core in the statewide guaranteed transfer program for general education are acceptable and need not be submitted to the GE 25 Council for inclusion in GT Pathways. However, a student must be able to complete any such requirements within the 40 credit hour lower division general education limit established by the Student Bill of Rights. If a transfer student has satisfactorily completed the core courses in the statewide guaranteed transfer program for general education at another Colorado state college or university, the University shall not require the completion of any additional lower division general education courses by that student that would exceed the 40 credit hour lower division general education limit.*

4. *In order for the University to achieve this performance goal, the Department shall convene the GE 25 Council and provide sufficient resources to ensure that all courses submitted to the GE 25 Council, or its successor, are reviewed within 6 months after they are submitted to the GE 25 Council for review.*

5. *The Department agrees to work with all institutions and the GE 25 Council, or its successor, to amend the GT Pathways criteria to ensure compatibility between each institution's general education core curriculum and the requirements for guaranteed statewide transfer.*

6. *In the event that the GE 25 Council does not approve a course for approval and inclusion in the GT Pathways, the course shall be labeled in accordance with the requirements of subsection 8(b). The Department shall periodically provide a public report to the Commission of any course that is not approved for guaranteed transfer by the GE 25 Council. Such report shall include the reasons for a course's non-approval.*

7. *The University may continue to nominate new and/or additional courses that satisfy pertinent guidelines and requirements of GT Pathways to be included in its general education core curriculum. The University shall continue to recognize and provide full credit for all core courses approved for statewide transfer completed at other Colorado state colleges and universities, including credits earned by students' testing out of core courses using a competency testing process approved by the Commission pursuant to Title 23, Article 1, Section 125(4), Colorado Revised Statutes.*

8. *Beginning in August 1, 2006, the Governing Board shall ensure that all newly enrolled, first-time students complete the University's general education core curriculum and ensure the following:*

(a) All course catalogs and academic transcripts shall clearly designate courses approved for statewide guaranteed transfer.

*(b) All course catalogs and other related published materials shall either list in a separate section or clearly designate lower division general education core courses that are not approved for statewide guaranteed transfer. Such designation shall, at a minimum, include, next to the course title, a symbol designating the courses as not approved for guaranteed transfer to other Colorado colleges and universities. On each page where the symbol appears, there shall be language identifying the symbol as meaning, "This course is **NOT** approved for guaranteed transfer to other Colorado colleges and universities."*

UCB Catalog Review: In the section entitled, "Opportunities for Colorado Transfer Students," a general description is given of the guaranteed transfer program as well as links to course equivalency guides. The statewide guaranteed transfer program or gtPathways is described again in the "Core Curriculum" section for undergraduate degree requirements for the College of Arts and Sciences. The individual course requirements for the core curriculum are listed and those classes eligible for transfer are designated with an asterisk (*). Links to approved gtPathways courses are provided in the text of the catalog (the link is to DHE's website). No gtPathways course numbers were used in the catalog list of courses.

UCCS Catalog Review: General education requirements are discussed in the College of Letters, Arts, and Sciences' section of the catalog. It is acknowledged in this section that "general education core" courses from the community colleges will be accepted for transfer. gtPathways is only mentioned once in the catalog – under the "Transfer Credit Appeal Procedure" section. Each course in the course listing section of the catalog that is guaranteed to transfer has the gtPathways number listed in its course description (ex: GT-AH2); however, a description of what this special number refers to could not be found. A link was given to the DHE website where those numbers are listed and explained.

UCD Catalog Review: A general description of the gtPathways statewide guaranteed transfer program is given in the admission criteria section of the catalog for undergraduate students. The general education requirements are clearly described in the "Core Curriculum" section of the catalog. A table of all courses that satisfy the Gen Ed requirements, with their corresponding gtPathways number (ex: GT-SC1), is part of this section of the catalog. The Gen Ed classes that are not eligible for the guaranteed transfer program are clearly designated in this table. There is also a section "Guaranteed Transfer: gtPathways Program" that thoroughly describes the program and explains the gtPathways "suffix." The gtPathways number is included with the relevant courses in the course description section of the catalog.

(c) All academic transcripts shall clearly designate all courses completed in the transferable general education core, regardless of whether the academic degree program has been completed or conferred.

All CU-System campuses share a common transcript format which marks the gtPathways courses and provides the subject area for each. The reverse side of each transcript shows “University of Colorado Guide to Transcript Evaluation” followed by this paragraph: “The Colorado State Legislature approved a set of general education courses the state guarantees to transfer. These courses appear on the transcript with the notation of ‘GT’ below the course indicator. The next two characters identify the subject area for these courses. To identify the course, please check the website – <http://www.cu.edu/prospective/pathways.html>.” A sample CU transcript can be found at:

http://registrar.colorado.edu/students/transcripts/CU_sample_transcript_certified.pdf.

STATE GOAL 2 - QUALITY AND SUCCESS

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

According to the DHE PC: *By the end of Academic Year 2007-08, at least 90% of graduating students and/or alumni responding to surveys will indicate that campus programs met their educational goals.*

CU SYSTEM DATA

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

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

	Target	Most Recent year Reported	% of Students Indicating their Educational Goal was met
UCB	90% Satisfaction	2008	97%
UCCS	90% Satisfaction	2007	93%
UCD	90% Satisfaction	2008	83%

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

	Target	Most Recent year Reported	% of Students Indicating their Educational Goal was met
UCB	90% Satisfaction	2007	97%
UCCS	90% Satisfaction	2007	92%
UCD-Anschutz Medical Campus	90% Satisfaction	2006	95%
UCD Downtown Campus	90% Satisfaction	2007	85%

Table 6. CU-System, Student Satisfaction Measures

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

According to the DHE PC: *The University will calculate baseline numbers of undergraduate students engaged in small learning and service communities-e.g., internships, academic neighborhoods, freshmen seminars, senior seminars, independent study, study abroad, faculty-student research projects, service learning projects-and will make efforts to increase them by the June 30, 2009. The University will report annually on the number of students engaged in such programs.*

The baseline for this performance measure is provided in Attachment 2.

CU SYSTEM DATA

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

Measure: Number of students involved in internships and service learning

	Target	FY03-04	FY04-05	FY05-06	FY06-07	FY07-08
UCB	Report	1,011	1,064	1,121	868	839
UCCS	Report	521	714	729	978	740
UCD	Report	1,541	1,354	1,387	1,311	1,443

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

	Target	FY03-04	FY04-05	FY05-06	FY06-07	FY07-08
UCB	Report	4,933	5,190	5,248	4,843	4,706
UCCS	Report	1,910	2,035	2,270	2,193	1,996
UCD	Report	2,093	2,135	2,259	2,269	2,160

Table 7. CU-System, Successful Learning Measures

University Goal 2.3: *High level of student achievement on national Standardized Tests.*

According to the DHE PC: *Using a rolling three-year average, in years during which at least twenty University students take the following tests, the average scores of University students during the term of the Performance Contract will be as follows:*

GRE - *Exceed national average.*

CPA Exam - *Exceed national average pass rate by 15%. (Currently the national pass rate is 16%; the University's pass rate is 19%, a difference of more than 15%, though a difference of 3 percentage points.)*

Colorado Bar Exam - *Exceed the state pass average of individuals taking the exam who did not graduate from the University's law school.*

NCLEX-RN - *Achieve pass rates of 85% or better*

Achieve pass rates of 90% or better in the following health field exams.

Physical Therapist Licensing Exam

Central Regional Dental Test

National Board of Dental Examinations Part 1

National Board of Dental Examinations Part 2

US Medical Licensing Exam Step 1

US Medical Licensing Exam Step 2

National Pharmacy Licensing Exam

PLACE Exams. The University will exceed the state average pass rates on the following PLACE tests:

*Elementary Education
Social Studies
English
Science*

Exam	Target	Status	
GRE	Exceed national average	Meets Target	CU verbal + quantitative mean score = 1095, national mean score = 1061
CPA exam*	Exceed national average +15%	NA (see note)	In 2006, 33% of CU students without an advanced degree passed all sections of the CPA exam, compared to 27% nationally; 58% of CU students with an advanced degree passed all sections of the CPA exam, compared to 36% nationally.
Bar Exam	Exceed state pass rate	Meets Target	2008 pass rate for first-time test-takers from CU-Boulder = 94%; the state pass rate excluding CU students = 83%
NCLEX-RN	Exceed 85% pass rate	Meets Target	2007 pass rates for baccalaureate program students = 93% at UCD and 95% at UCSS
Physical Therapist Licensing Exam	Exceed 90% pass rate	Meets Target	2008 CU pass rate = 97%
Central Regional Dental Test	Exceed 90% pass rate	At Target	2007 CU overall pass rate = 90%
National Board of Dental Exam**	Exceed 90% pass rate	NA (see note)	2007 average score = 83% for Pt1 and 81% for Pt2 (Pt1 national ave score = 82%; Pt2 81%)
US Medical Licensing Exam Step 1	Exceed 90% pass rate	Meets Target	2007 CU pass rate = 92%
US Medical Licensing Exam Step 2	Exceed 90% pass rate	Meets Target	2008 CU pass rate = 98% (clinical knowledge) and 95% (clinical skills)
National Pharmacy Licensing Exam	Exceed 90% pass rate	Meets Target	2008 (year-to-date) CU pass rate = 98%
PLACE Elementary Education	Meet state pass rate of 100%	Meets Target	2006-07 CU pass rate for program completers = 100%
PLACE Social Studies	Meet state pass rate of 100%	Meets Target	2006-07 CU pass rate for program completers = 100%
PLACE English	Meet state pass rate of 100%	Meets Target	2006-07 CU pass rate for program completers = 100%
PLACE Science	Meet state pass rate of 100%	Meets Target	2006-07 CU pass rate for program completers = 100%
* The format of the CPA exam changed in 2004 to a four-part format that can be taken on-demand, one part at a time. Previously it was administered nationwide in mass sitting, twice a year. The target "exceed national pass rate +15%" is not a reasonable benchmark under the new format, however, the percentage of CU students passing all sections of the exam exceeds the national percentage.			
** Average scores are reported, not pass rates. UCD average scores are comparable to national averages.			

Table 8. CU-System, Student Achievement

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

According to the DHE PC: During the term of the Performance Contract, the University will be among the top ten public universities in the country, based on National Science Foundation measurements of federal research expenditures and based on a three-year average.

CU SYSTEM DATA

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

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

Sponsored Research	FY 02-03	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
Total \$ Awarded in Millions	\$560.9M	\$588.4M	\$630.3M	\$640.0M	\$637.4M	\$660.8M
Number of Awards	3,495	3,416	3,528	3,695	3,728	3,878
Research Expenditures*	FY 02-03	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
Total Federal Sci & Eng Exp.	\$377.9M	\$414.9M	\$449.3M	\$448.4M	NA	NA
National Rank**	6th	7th	6th	7th	NA	NA

* National Science Foundation rankings of science and engineering Research Expenditures have a two-year lag time

** Ranking is based on public colleges and universities; rankings compare CU system (all campuses combined) to other public university systems or individual campuses.

Table 9. CU-System, National Recognition

University Goal 2.5: *Increased student retention and graduation rates.*

According to the DHE PC: *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 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%) 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 University will report annually: (1) retention rates of first-time, full-time students through the second fall semester; and (2) 6-year undergraduate graduation rates.

University Goal 2.5 Increased Student Retention and Graduation Rates

CU SYSTEM DATA

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

	Target	Entering Fall 2003	Entering Fall 2004	Entering Fall 2005	Entering Fall 2006	Entering Fall 2007
UCB	88%	84%	83%	84%	83%	84%
UCCS	72%	67%	67%	64%	69%	72%
UCD	72%	73%	71%	71%	72%	71%

SURDS DATA

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

	Target	Entering Fall 2004	Entering Fall 2005	Entering Fall 2006	Entering Fall 2007	Entering Fall 2008
UCB	88%	82.4%	84.3%	83.2%	83.9%	82.7%
UCCS	72%	66.9%	64.6%	69.1%	71.4%	67.3%
UCD	72%	71.1%	71.1%	72.1%	70.8%	69.6%

CU SYSTEM DATA

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

	Target	Entering Fall 1997	Entering Fall 1998	Entering Fall 1999	Entering Fall 2000	Entering Fall 2001	Entering Fall 2002
UCB	71%	68%	66%	66%	66%	67%	67%
UCCS	42%	34%	34%	38%	40%	39%	43%
UCD	42%	39%	39%	42%	36%	38%	35%

SURDS DATA Graduated within 6 years at institution or at a Colorado transfer institution

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

	Target	Entering Fall 1999	Entering Fall 2000	Entering Fall 2001	Entering Fall 2002	Entering Fall 2003
UCB	71%	69.5%	68.4%	70.9%	70.3%	70.4%
UCCS	42%	47.7%	48.8%	51.8%	53.8%	52.4%
UCD	42%	49.4%	44.0%	48.0%	46.7%	51.9%

Table 10. CU-System, Retention and Graduation Rates, CU-System Data and SURDS Data

The retention rates of FTFT freshmen entering the CU-System in 2001 serves as the baseline for this measure. Between 2001 and 2007, FTFT freshmen retention rates increased one percentage point at UCB, eight percentage points at UCCS, and three percentage points at UCD (Table 11 below). The CU-System has achieved this goal.

	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**
UCB	83%	84%
UCCS	64%	72%
UCD	68%	71%
*Source: QIS December 2003		
**Source: Performance Contract 2008 Annual Report		

Table 11. First-Time, Full-Time Freshmen Retention Rate One-Year after Entry

Progress toward meeting the longer-term goal established in the PC is modest. The CU-System’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%. UCCS has met its 10-year goal (72%) and UCD is very close to achieving its 10-year goal (72%) and did so for the 2006 cohort; however, UCB (which enrolls the overwhelming majority of the CU-System’s first-time freshmen and therefore has the greatest impact on the CU-System’s overall retention rate) is five percentage points from its 10-year goal. It should be noted that UCB already maintains high freshmen retention rates and that the goal established in the PC is ambitious.

The six-year graduation rates of FTFT freshmen entering the CU-System in 1996 serves as the baseline for this measure. During the term of the PC, the graduation rate held constant at UCB, increased six percentage points at UCCS, and declined two percentage points at UCD (Table 12 below). UCB and UCCS met this goal. UCD did not maintain the graduation rate for the baseline year.

	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**
UCB	67%	67%
UCCS	37%	43%
UCD	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)\		

Table 12. First-Time, Full-Time Freshmen 6-Year Graduation Rate

With a six-year graduation rate of 62% for the 2002 cohort across all campuses, the CU-System is four points below its long-term target of 66%. UCCS already has met its long-term target (42%), however, UCB and UCD have not yet reached their respective targets of 71% and 42%

(although UCD did meet the goal for its 1999 cohort). UCB graduation rates have held steady over the term of the PC, while UCD has experienced minor fluctuations.

University Goal 2.6: *Enhanced academic rigor.*

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

From the most recently submitted institutional information, below are illustrative examples of how the CU-System is meeting this goal.

UCB

UCB is engaged in ongoing initiatives, programs, and student activities that develop and enhance academic quality and rigor. A few examples of efforts are discussed below:

College of Arts & Sciences

The College of Arts & Sciences established a Task Force to examine five areas of academic rigor:

- Maintaining Curricular Integration;
- Similarity of Multiple-Sectioned and Frequently Taught Courses;
- Stricter Enforcement of Prerequisites;
- Orientation of Short-Term Instructional Faculty;
- Sharing Common Data.

School of Journalism and Mass Communication:

1. Established 11 competencies that all graduates will acquire.
2. Dedicated their curriculum and instruction to the honing of the following skills:
 - Understand and apply the principles and laws of freedom of speech and press;
 - Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
 - Demonstrate an understanding of the diversity of groups in American society and in a global society in relationship to communication;
 - Understand concepts and apply theories in the use and presentation of images and information;
 - Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

College of Engineering and Applied Science

Examples of Best Practices of Academic Rigor for the College of Engineering and Applied Science include:

- Student learning goals at each level as students advance through their courses and academic program;
- Appropriate measures of academic rigor are employed, such as learning outcome assessment, certification testing, and employment after graduation;
- Feedback loops ensure continuous improvements to the curriculum and student success, based on annual measurements.

UCD

UCD is committed to undergraduate student access and educational excellence. Many initiatives and programs, designed to enhanced academic rigor, have been developed and are being implemented. Examples at the campus and school and college levels are presented below.

The Office of Undergraduate Experiences

The Office of Undergraduate Experiences is committed to developing and implementing programs of excellence that assist UCD in recruiting and retaining the best local, national, and international students. Recent initiatives that increase academic rigor across school and college boundaries include:

- The CU-System Honors and Leadership (UHL) program is the first campus-wide undergraduate program designed to recruit the highest quality first-year students in academic honors and in leadership;
- The Core Curriculum Oversight Committee (CCOC) developed a new program for the assessment of the UCD general education core;
- The courses in the First-Year Seminar (FYS) program are accepted toward the UCD general education core curriculum.

College of Arts and Media (Denver Campus (DC))

The College of Arts and Media completed an internal review of program quality for all undergraduate majors. The College implemented the following initiatives to enhance academic rigor:

- Capstone course requirements;
- Institution of Advanced Measure of Music Audiation audition performance standards;
- Addition of faculty-juried review of proficiency requirements;
- Required 'rising junior' exam for students to be admitted to upper division courses within the emphasis in Recording Arts in the Music Entertainment Industry Studies department;
- Institution of senior exit interviews for feedback to improve academic rigor.

The Business School (DC)

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

- Specified minimum grade levels of accomplishments for business core courses before students can take higher level business courses;
- Outcomes assessment instituted in each undergraduate program consistent with Association to Advance Collegiate Schools of Business accreditation policies;
- Inclusion of average grade point guidelines for undergraduate students in required and elective business courses;
- Academic rigor component in the annual evaluation of faculty.

School of Dental Medicine (Anschutz Medical Center (AMC))

The School of Dentistry promotes excellence and success of academic and clinical programs for dental hygiene practitioners. School of Dentistry benchmarks and measures used to enhance academic rigor are:

- Assessment of student progress using written examinations, problem-based learning projects, and class participation;
- Utilization of Daily Clinic Visit Assessments to evaluate student/patient clinical encounter;
- Monitoring and evaluation of student performance on National Dental Board Examination for Dental Hygiene;
- Monitoring and evaluation of student performance on Clinical Regional Licensure Examinations;
- Utilization of exit interviews and student/alumni surveys to assess academic rigor.

College of Engineering and Applied Sciences (DC)

The College of Engineering and Applied Sciences provides academic programs to undergraduate students seeking to become professional engineers. College of Engineering initiatives to enhance academic rigor are:

- Outcomes assessment instituted in each undergraduate program consistent with Accreditation Board of Engineering and Technology national accreditation;
- Cross-checking between instructors of sequence courses ensures prerequisite courses are taught with sufficient rigor to proceed to the next level;
- Student Advisory Panel to provide student feedback in the assessment of academic rigor and teaching effectiveness in each undergraduate course.

College of Liberal Arts and Sciences (DC)

The College of Liberal Arts and Sciences is a large, diverse academic unit where the definitions of academic rigor vary considerably. Consistent across the college is an expectation of excellence in student performance measured by intellectual achievement. Liberal Arts initiatives to enhance academic rigor are:

- Increased assessment of learning objectives in UCD core courses taught in the College of Liberal Arts and Sciences;
- Annual department level faculty discussion of academic rigor and student outcomes assessment results including a review of research papers from selected courses;
- Increased use of critical thinking assessment tools that influence undergraduate curriculum;
- Increased use of research methodology course work in undergraduate curriculum.

College of Nursing (AMC)

The School of Nursing developed a Philosophy and Curriculum Framework which is grounded in evidence-based, theory-guided reflective nursing practice for all academic programs and outcome assessments. Nursing initiatives to enhance academic rigor are:

- Outcomes assessment by both direct and indirect measures for the BS in Nursing consistent with national accreditation by the National League for Nursing Accrediting Agency;
- Measurement of skill mastery against defined program proficiencies;
- Monitoring of pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) certification exam;
- Annual faculty and administration review of assessment data as feedback for academic rigor.

School of Public Affairs (DC)

The School of Public Affairs has one undergraduate program in Criminal Justice. Efforts to enhance academic rigor in this new program include:

- The program administers an exit survey to all graduating students, in order to provide faculty and administrators with information about the perceived quality of required and elective courses. The survey also asks students to rate the effectiveness of the program in increasing content knowledge related to criminal justice and in enhancing critical thinking, and written and oral communication skills. The survey data are used to make programmatic improvements.
- The quality of internship experiences are evaluated through the Experiential Learning Center's assessment procedures—which include the collection of students' written reflections on the achievement of goals and objectives.

School of Education and Human Development (DC)

Assessment System for Teacher Education Program: Data is gathered at the individual level on candidates at four key points in his/her progression through the teacher education program.

- Demographic and academic data are gathered upon admission to the teacher education program;
- Each candidate's transcript is reviewed each semester to ensure that passing grades (C-) or better were earned in each required program course, and the candidate must maintain an overall GPA of 2.75 to remain in good academic standing.
- In the student teaching semester, each candidate must demonstrate s/he has satisfied each standard element in their assigned classroom. Assessments involve multiple classroom observations from a university supervisor and the classroom teacher and review of other artifacts of practice.
- We survey all program completers near the end of their first year of teaching. Our First-Year Teacher survey asks candidates to evaluate the level of preparation they received in the teacher education program.

UCCS

As part of the assessment process, results from the Educational Testing Service *Academic Profile* over a three-year period consistently demonstrate that UCCS student proficiency is at or above that shown at other Master's-level universities across the humanities, social sciences, natural sciences, and mathematics, as well as in overall breadth of knowledge, writing, and critical thinking. Another example of how assessment is used to assure rigor is the requirement that, in order to graduate, all students must demonstrate competence in writing by submitting a portfolio of their assignments completed after they have satisfied the composition requirement, or completed an upper-division composition course.

The College of Letters, Arts and Sciences co-sponsors, with Colorado College and the Air Force Academy, the Colorado Springs Undergraduate Research Forum, which challenges students to become part of the research enterprise. Likewise, many graduate programs have a strong research-based component, as in the Master of Arts in Special Education, which requires its students to complete final projects that result in potentially publishable research.

Students appear to agree that UCCS is academically rigorous. Their responses to the ‘Level of Academic Rigor’ items on the *National Survey of Student Engagement* indicate that their assessments are in line with those of students at other comparable universities. In addition, among graduating seniors, 89% rated overall instruction as ‘Good’ or ‘Excellent.’ Ninety-six percent agreed that ‘I learned the theoretical foundations of the academic disciplines I studied.’ Of alumni surveyed most recently, 93% expressed satisfaction with the education they received and 83% agreed that ‘the specific knowledge, skills, and expertise I acquired at UCCS have been very useful in my present occupation.’

University Goal 2.7: *Maintaining a high quality faculty.*

According to the DHE PC: Because faculty compensation is a major factor in maintaining a high quality faculty, the Governing Board will have in place faculty compensation principles and policies requiring that merit be the prevailing factor in all recommended salary increases.

The University will provide to CCHE copies of the University's compensation principles and policies for faculty. The University will also provide information annually on faculty salaries in the same format that such information is made available to the Governing Board.

The CU-System provided links and the following information in response to University Goal 2.7 above:

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

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

STATE GOAL 3 – EFFICIENCY

University Goal 3.1: *Efficient use of University resources.*

a) As part of the Commission's annual budget process, the Governing Board shall provide, through the Budget Data Book, information to the Department that identifies mandatory cost increases or decreases.

The CU-System has provided BDB submissions; they are complete and can be provided upon request. The Governing Board has complied with this requirement to submit data.

b) The Department shall use the information submitted by the University to develop, in consultation with representatives of the Governing Board, the base funding increase necessary for cash fund exempt increases that, at a minimum, shall consider changes in mandatory costs, which may include, but shall not [be] limited to, compensation packages for faculty, administrative/professional, and classified employees, insurance, financial aid, and utility costs, as well as enrollment growth and inflation. The Commission shall utilize such base funding analysis in its budget preparation and submission to the General Assembly.

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.

c) The Governing Board may submit requests for tuition differentials, specialized fees, or other tuition increases to improve quality, expand access or address capital needs above the base funding amount as decision items through the budget process. In developing future requests for tuition increases above mandatory cost increases, the Governing Board may report tuition rates, fees, and state support for Colorado students attending University campuses against comparable data for students attending peer institutions. The Commission shall forward these decision items to the General Assembly and the Office of State Planning and Budgeting during the budget process.

The Department annually collects the Tuition and Fee Survey from all institutions. All institutions under the CU-System (Boulder, Colorado Springs, and Denver) utilize tuition differentials.

In-State Undergraduate Tuition	FY 2005-06 Tuition (30 CHRS)	FY 2006-07 Tuition (30 CHRS)	FY 2007-08 Tuition (30 CHRS)	FY 2008-09 Tuition (30 CHRS)	FY 2009-10 Tuition (30 CHRS)
University of Colorado – Boulder					
All-Other	\$4,446	\$4,554	\$5,418	\$5,922	\$6,446
Business	\$7,146	\$7,254	\$8,632	\$9,450	\$10,296
Engineering	\$5,850	\$5,994	\$7,498	\$8,212	\$8,932
Journalism/Music	\$4,626	\$4,734	\$5,628	\$6,154	\$6,688
University of Colorado - Colorado Springs					
Lower Division	\$3,966	\$4,066	N/A	N/A	N/A

Upper Division Liberal Arts & Sciences	\$4,160	\$4,264	N/A	N/A	N/A
Upper Division Business & Engineering	\$4,398	\$4,508	N/A	N/A	N/A
Nursing	\$6,098	\$6,250	N/A	N/A	N/A
Continuing Freshman & Sophomores	N/A	N/A	\$4,350	\$4,676	\$4,910
Continuing Junior/Senior in LAS or SPA	N/A	N/A	\$4,562	\$4,904	\$5,150
Continuing Junior/Senior in COB or EAS	N/A	N/A	\$4,824	\$5,186	\$5,446
Continuing Junior/Senior in Beth El	N/A	N/A	\$6,688	\$7,190	\$7,550
Linear Freshman & Sophomore	N/A	N/A	N/A	N/A	\$5,850
Linear Junior/Senior in LAS or SPA	N/A	N/A	N/A	N/A	\$6,300
Linear Junior/Senior in COB or EAS	N/A	N/A	N/A	N/A	\$7,200
Linear Junior/Senior in Beth El	N/A	N/A	N/A	N/A	\$8,400
Certificate in Education	\$4,160	\$4,264	\$4,562	\$4,904	N/A
University of Colorado – Denver					
Lower Level	\$4,224	\$4,330	\$5,054	\$5,484	\$5,712
Upper Level	N/A	N/A	\$5,184	\$5,624	\$6,130
Dental Hygiene	\$6,685	\$6,060	\$6,270	\$6,480	N/A
College of Nursing	\$6,990	\$7,170	\$7,410	\$8,100	\$8,820
Juniors & Seniors in Liberal Arts & Science, Non-Degree	\$4,224	\$4,330	N/A	N/A	N/A
Juniors & Seniors in Arts & Media, Business & Engineering	\$4,688	\$4,806	N/A	N/A	N/A

Table 13. CU-System – Tuition

Campus-wide Mandatory Fees for Undergraduates	FY 2005-06 Fees (30 CHRS)	FY 2006-07 Fees (30 CHRS)	FY 2007-08 Fees (30 CHRS)	FY 2008-09 Fees (30 CHRS)	FY 2009-10 Fees (30 CHRS)
University of Colorado - Boulder					
Resident	\$926	\$1,089	\$1,217	\$1,356	\$1,486

University of Colorado – Colorado Springs					
Resident	\$923	\$968	\$1,081	\$1,096	\$1,147
University of Colorado – Denver					
Resident	\$682	\$731	\$765	\$795	\$830

Table 14. CU-System – Fees

The CU-System has historically utilized tuition differentials for certain high cost programs and upper division courses. The utilization of differentials was optional in the PC, and the Governing Board has been in annual contact with the Department and the Joint Budget Committee (JBC) regarding differentials and needed spending authority. The Governing Board is therefore considered to be in compliance. Specialized fees are outlined in the Tuition and Fee Survey and align with CCHE policy.

d) To maintain affordable access to high quality education for the citizens of Colorado, the total University expenditures for administration costs as a percentage of total University expenditures and transfers of funds, as determined by the University controller, will annually fall below the annual average comparative cost percentages for peer institutions.

Submission of data to the Department was not required for this section of the PC. This section is an internal requirement for the CU-System and does not require any specific review by the Department or Commission. The CU-System has offered the following comment: “The University places great importance on efficiency and reports on administrative expenditures annually. University spending on administration as a percent of our total budget (4.1 percent) remains well below our peers (7.1 percent). In the current fiscal environment, the CU-System has placed the highest priority on devoting resources to areas that promote students’ success.”³

e) The Commission and the Governing Board agree that it is important that Colorado maintain access to affordable higher education. To that end, the Governing Board shall strive to control mandatory cost increases so that they do not exceed the latest published cost adjustment figure from the State Higher Education Executive Officers Higher Education Cost Adjustment model, excluding controlled maintenance and capital needs. The Governing Board also shall strive to ensure that tuition rates and financial aid policies, taken together, keep enrollment affordable for all qualified students from Colorado and allow Colorado students to graduate with manageable debt levels.

The data for this requirement that the Governing Board “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 are presented below:

³ Source: Regent Dashboard / IPEDS System-wide data

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10
HECA⁴	92.63	95.77	98.55	100.00	TBD
% increase⁵		3.39%	2.90%	1.47%	TBD

Table 15. Higher Education Cost Adjustment (HECA)

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Instruction	\$490,277	\$529,678	\$587,143	\$664,669
Research	\$378,894	\$391,637	\$396,629	\$442,961
Public Service	\$64,187	\$73,914	\$80,958	\$86,643
Academic support	\$95,857	\$100,611	\$111,374	\$120,514
Student services	\$64,582	\$71,433	\$74,936	\$80,781
Institutional support	\$104,981	\$117,728	\$119,789	\$130,152
Operation of plant	\$99,192	\$111,589	\$111,047	\$102,906
Scholarships and Fellowships	\$24,695	\$20,390	\$16,584	\$16,673
Depreciation	\$117,385	\$125,059	\$130,139	\$123,157
Auxiliary enterprises	\$102,871	\$115,838	\$132,632	\$137,758
Health Services	\$218,755	\$250,465	\$279,544	\$318,103
Other	\$69	\$274	\$0	\$0
Total	\$1,762,745	\$1,908,586	\$2,040,775	\$2,184,317

Table 16. Expenses⁶, Costs per area, 2005-2009 (Amounts expressed in thousands)

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 the Governing Board appears to have made attempts to limit increases in costs in areas within their control.

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

According to the DHE PC: 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.

⁴ Source: "State Higher Education Finance: FY2009." State Higher Education Executive Officers.

⁵ Calculated by DHE staff

⁶ Source: "University of Colorado: Financial and Compliance Audit". Office of the State Auditor.

Submission of data to the Department was not required for this section of the PC. This is an internal requirement for the CU-System and does not require any specific review by the Department or Commission. The CU-System has offered the following comment: “Increasing revenues has been a key part of the university’s strategy for addressing state funding reductions. Privately generated revenues grew to \$81.2 million, an increase of 56.2%, between FY 2004 and FY 2008 (the latest data available as of June 30, 2009 performance contract report). Technology transfer revenue tends to be volatile, but overall revenues increased 5.2% between FY 2004 (the baseline year) and FY 2008. Grants and Contracts revenue has been consistently strong throughout the performance contract reporting period. In the current fiscal year, sponsored research activity has increased and the university is on track to surpass the 20% target.”

University Goal 3.3: *Increased Resources for Capital Assets and Maintenance*

According to the DHE PC: The Governing Board shall consider, in a manner consistent with Title 23, Article 1, Section 123, Colorado Revised Statutes, the necessity of establishing a capital and/or maintenance fee for campuses within the University or shall consider a decision item pursuant to paragraph 3.1(c) of Addendum A for a tuition surcharge to address maintaining existing facilities and/or constructing new facilities.

The Department annually collects the Tuition and Fee Survey from all institutions. One institution under the CU-System, UCB, utilizes a specific fee for capital needs. This fee was voted into place by the students in accordance with CCHE policy. As this was not a mandatory action, the CU-System is determined to be in compliance with all aspects of this provision.

STATE GOAL 4 - ADDRESSING STATE NEEDS

University Goal 4.1: *Enrichment of the state economy.*

Return on State investment: based on a three-year rolling average over the term of the Performance Contract, for every unrestricted general fund dollar appropriated to the University, the University will generate at least \$15.00 in Gross State Product; for every dollar of state general fund support to the University, at least .5 dollars will be recaptured by the State as State tax revenue.

On an average over the term of the Performance Contract, at least two new companies will be created annually as a result of the University's activity.

CU SYSTEM DATA

University Goal 4.1: Enrichment of the State Economy

Measure: Return on state investment: based on a three-year rolling average over the term of the Performance Contract, for every unrestricted fund dollar appropriated to the University, the University will generate at least \$15 in Gross State Product; for every dollar of state general fund support to the University, at least .5 dollars will be recaptured by the State as State tax revenue.

	FY 01-02	FY 03-04	FY 06-07
GSP generated per \$ of general fund support	\$ 16.64	\$ 26.00	\$ 26.50
Recaptured state rev per \$ of general fund support	\$ 0.76	\$ 1.04	\$ 1.13

Measure: On an average over the term of the Performance Contract, at least two new companies will be created annually as a result of the University's activity.

	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
Number of start-ups formed from CU intellectual property	9	9	10	10	11

Table 17. CU-System, Enrichment of the State Economy

As shown in Table 17, the CU-System has addressed the goals noted in the PC. In FY 2002, it is estimated that the CU-System generated \$16.64 in gross state product for every dollar that it received in general fund support. Additionally, for every dollar in general fund support to the CU-System, the state recaptured \$.76 in additional tax revenue. The return that Colorado has received for its investment in the CU-System has continued to increase. In FY 2007, it was estimated that the CU-System generated \$26.50 in gross state product for every dollar that it received from the state in general fund support. Additionally, for every dollar in general fund support to the CU-System, the state captured \$1.13 in additional tax revenue. From the data provided by the CU-System, they have met the expectation of at least two new companies during the contract period.

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

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 the 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. 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 the June 30, 2009.

CU SYSTEM DATA

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

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

UCB	Degrees/Certs Awarded	Target	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
	Law (P)	Increase	156	165	166	161	173
	Journalism (U, G)	Increase	320	277	293	320	277
	Aerospace Engineering (U, G)	Increase	107	129	118	130	125
	Speech, Language, and Hearing Sciences (U, G)	Increase	64	46	78	57	89
	Telecommunications (G)	Increase	102	73	37	40	30
	Doctoral programs in Foreign Languages and Literature (G)	Increase	10	9	12	7	8
	Astronomy (U)	Increase	16	19	25	22	18
	Architectural Engineering (U)	Increase	24	40	32	41	49
	Film Studies (U)	Increase	88	91	88	100	96
	Audiology (new in 2006)	Increase				4	6
	Chemical and Biological Engineering (U) (new in 2007)	Increase					-
UCCS							
	Applied Geography (G)	Increase	3	7	6	4	6
	Geropsychology (G)	Increase	New Prog.	New Prog.	New Prog.	New Prog.	1
	Distance MBA (P)	Increase	49	43	43	35	47
	Professional Golf Management (Business) (U)	Increase	New Prog.	New Prog.	New Prog.	5	6
UCD							
	Child Health Associate/Physician Asst(P)	Increase	22	18	22	29	45
	Pharmacy Doctorate (P)	Increase	82	151	143	157	170
	Doctor of Dental Science (P)	Increase	40	37	46	59	47
	Medical Doctor (P)	Increase	113	126	125	137	132
	PhD Nursing (G)	Increase	5	10	6	7	10
	Public Administration (MPA, PhD)	Increase	111	103	115	133	123
	PhD Health and Behavioral Sciences (G)	Increase	7	5	8	3	1
	Architecture (M.Arch)	Increase	63	95	98	86	93
	Film Studies (U)	Increase	10	29	29	34	36
TOTAL			1,392	1,473	1,490	1,571	1,588

Table 18. CU-System, Training In Special or Unique Programs

From the data provided in Table 18, there has been an increase in several of the identified special or unique programs. In the baseline year (FY 2004), the CU-System awarded 1,392 degrees, certificates or licenses in special or unique programs. The number of degrees awarded in the specified disciplines increased each year; in FY 2008, the CU-System awarded 1,588 degrees, certificates, or licenses in these disciplines, an increase of 14% since FY 2004. The CU-System achieved this goal.

CU SYSTEM DATA							
University Goal 4.2: Provide undergraduate, graduate and professional training to meet areas of need in the state							
Measure: Areas of Persistent Shortage or Need - The University makes efforts to increase the numbers of degrees, certificates and licenses earned in disciplines and professions identified as areas of persistent shortage or having a future need by 60/30/09							
UCB	Degrees/Certs Awarded	Target	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
	Teacher Education Licensures and Endorsements	Increase	163	215	192	225	203
	Integrative Physiology	Increase	130	142	176	205	296
	Biochemistry	Increase	54	57	61	78	68
	Chemistry	Increase	42	45	63	66	42
	MCDB	Increase	131	151	160	170	181
	Chemical Engineering	Increase	57	79	63	71	70
	Aerospace and Space Sciences	Increase	125	150	151	149	153
UCCS							
	Special Education (U, G)	Increase	28	31	31	18	19
	Nursing (U, G)	Increase	128	129	128	126	141
	Health Care Science (U)	Increase	17	28	35	43	44
UCD							
	Bilingual/ESL	Increase	42	36	NA*	NA*	NA*
	Principal Preparation	Increase	75	69	NA*	NA*	NA*
	Reading Teacher Endorsements	Increase	13	10	NA*	NA*	NA*
	Secondary Math and Science	Increase	18	17	NA*	NA*	NA*
	School Psychology (G)	Increase	17	22	16	21	19
	Nursing (U, G)	Increase	278	285	309	348	331
	Criminal Justice (G)	Increase	40	35	39	20	47
	Special Education (U, G)	Increase	30	31	31	34	33
TOTAL			1,388	1,532	1,455	1,574	1,647
* The student information system stopped tracking certificate completers in the summer/fall of 2004. Many certificate students continue their studies to earn a Master's degree. Some students complete the program but do not take the exam immediately or at all, which resulted in unreliable data.							

Table 19. CU-System, Training In Areas of Persistent Shortage or Need

From the data presented in Table 19, the CU-System was to increase the capacity in target programs that have persistent shortage or need. Several of these programs had increases in enrollment over the contract period. In the baseline year (FY 2004), the CU-System awarded 1,388 degrees, certificates or licenses in areas of persistent shortage or need. The number of degrees awarded increased during the term of the contract. In 2008, the CU-System awarded 1,647 degrees, certificates, or licenses in these disciplines, an increase of 19% since FY 2004. The CU-System achieved this goal.

The CU-System recently implemented degree and certificate programs identified in the PC 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.

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

To serve the goal of integrating teacher education programs into local schools districts, the University shall continue its active and extensive engagement in teacher education with partner schools. The baseline measure of the University's partner schools is provided in Attachment 4.

This goal is met. The 2007, 2008, and 2009 reports include lists of school districts with which the three institutions have partnerships; no narrative was provided. Recent reauthorization site visits and DHE's interaction with the three institutions reveal the CU-System has met this goal.

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.

This goal is met. The 2007, 2008, and 2009 reports include multiple examples of how the three institutions have met this goal, including courses in which these topics are covered and how candidates meet performance-based standards in their Teacher Work Samples, final portfolio projects, other outcomes assessments, and in observations by supervising faculty. The 2009 report also includes narrative on changes made to the programs based on these outcomes data.

To ensure that teacher candidates are prepared in a way consistent with the expectations of the State, the University's teacher education training shall maximize pre-student teaching and student teaching placement in diverse settings in the schools that the campuses serve. This will mean that, when resources allow and when practicable, student placements will be maximized in schools that are either low performing or have significant student populations eligible for free/reduced lunch or who represent minority groups.

This goal is met. The 2007 and 2008 reports list demographics representing what percent of schools where teacher candidates are placed are low performing and what percent of students in those schools are eligible for free/reduced lunch or who represent minority groups. Although the CU-System's annual reports did not include text that explicitly stated how student placements were *maximized* in schools that are either low performing or have significant student populations eligible for free/reduced lunch or who represent minority groups, the narrative did point to the fact that campuses ensure placements in such schools and have made efforts to increase placements in these schools. Further, the significant percentage of placements in these schools indicates that the CU-System places great importance on this issue.

The narrative from UCB indicates that the School of Education policies to maximize placements in schools designated as low performing or that have significant populations eligible for free/reduced lunch or represent minority groups include (a) ensuring at least one placement in each program is in a school that meets one or more of the goal's criteria, (b) working with partner districts to locate site-based courses and courses with most extensive practicum hours in schools that meet these criteria, and (c) encouraging candidates to consider student teaching in schools that meet these criteria.

The UCCS narrative acknowledges that all placement sites did not initially meet the criteria and therefore a new model was developed to address this fact.

At UCD, the School of Education only places candidates in schools that fit the criteria since their mission is to prepare teachers for urban schools.

Further, the University's teacher education training programs shall require that:

(a) Not less than one semester of each teacher candidate's 800-hour field experience, or its equivalent, shall be spent teaching,

The CU-System institutions have met the intent of this goal, which is that each teacher candidate would spend the equivalent of one semester student teaching. Given observations made during several reauthorization site visits and the information provided in the 2007 and 2008 CU-System's PC reports, CU-System has fulfilled this goal.

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

This goal is met. The 2007 and 2008 reports, as well as recent reauthorization visits, reveal that candidates receive instruction on collecting and analyzing CSAP data to design appropriate interventions for K-12 students.

Finally, by July 1, 2006, all content (non-pedagogy) courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by faculty members belonging to or approved by the departments from which the courses originate (e.g. American history courses are taught by history department faculty members or faculty members approved by the history department, mathematics courses are taught by mathematics department faculty members or faculty members approved by the mathematics department).

The goal is met. The 2007 and 2008 reports state, "It is the policy of each academic department of a University of Colorado campus to approve the faculty members who teach courses bearing the prefix of the academic department. Thus all content (non-pedagogy) courses leading to the fulfillment of endorsement area requirements for secondary education licensure are being taught

by faculty members belonging to or approved by the departments from which the courses originate.” Recent reauthorization visits confirm this statement.

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

This goal is met as noted in the data presented in Table 20. The 2007 and 2008 reports give percentages of minority students and give multiple examples of how the three institutions attempt to recruit, retain, and matriculate traditionally underrepresented teacher candidates, including hiring a Director of Recruitment and Retention, working with Teacher Cadet Programs, and implementing social support services and activities.

CU Boulder**Headcount Enrollment in Teacher Endorsement Areas**

	2005	2006	2007	2008	2009
Asian or Pacific Islander	24	21	16	14	17
Black, non-Hispanic	9	6	7	4	2
Hispanic	51	59	52	32	24
Native American or Alaskan Native	3	1	3	3	4
Non-Resident Alien	2	1	1	1	3
Unknown Ethnicity	30	27	29	21	19
White, non-Hispanic	504	527	514	453	445
Total	623	642	622	528	513

University of Colorado at Colorado Springs**Headcount Enrollment in Teacher Endorsement Areas**

	2005	2006	2007	2008	2009
Asian or Pacific Islander	5	3	5	4	7
Black, non-Hispanic	15	2	4	3	9
Hispanic	15	7	8	6	23
Native American or Alaskan Native	2	2			3
Non-Resident Alien		1			-
Unknown Ethnicity	3	1	5	4	8
White, non-Hispanic	237	79	57	81	263
Total	277	95	79	98	314

University of Colorado Denver**Headcount Enrollment in Teacher Endorsement Areas**

	2005	2006	2007	2008	2009
Asian or Pacific Islander	33	24	29	37	30
Black, non-Hispanic	23	19	24	27	23
Hispanic	121	94	88	76	84
Native American or Alaskan Native	4	6	6	6	4
Non-Resident Alien	17	4	5	5	8
Unknown Ethnicity	78	61	77	64	72
White, non-Hispanic	1395	1163	1163	1128	1202
Total	1671	1371	1392	1343	1423

Table 20. CU-System, Teacher Education Enrollment by Race/Ethnicity, SURDS Data

It should be noted that these data are limited to those in teacher endorsement areas, which does not include all those reported in the teacher education file (e.g. speech/language pathologists, audiologists).

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

This goal is also met. DHE confirms enrollment data from UCB, UCCS, and UCD are appropriately submitted in the Teacher Ed File in the SURDS database annually.

The Governing Board shall ensure that the University participates with the Department in analyzing the placement in K-12 schools of teacher candidate graduates and their performance once placed, if this information is provided by the Colorado Department of Education or individual schools or school districts.

Goal is met. The placement of student teachers and their performance in K-12 schools is analyzed as part of the reauthorization on-site review, as well as in the institutional reports submitted to the department prior to reauthorization visits.

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.

The data displayed in Figure 1 below reflect the creation of new academic programs and degrees for the CU-System, both pre-performance contracts and post-performance contracts.

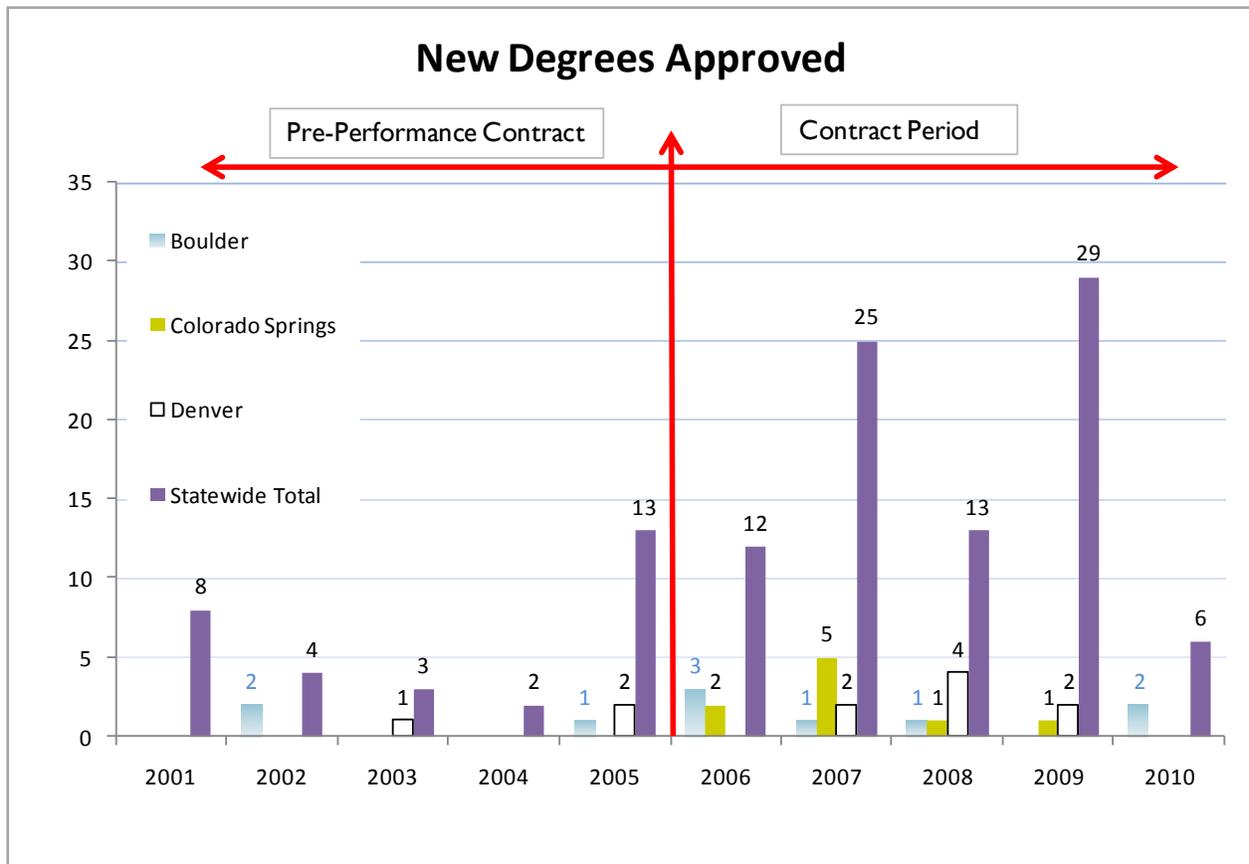


Figure 1. CU-System, New Degrees Approved

Performance Goal Achievement

Finally, as noted in the CU-System PC:

Performance Goals and Measurements. The Institution agrees to make those efforts and implement those initiatives and programs which, subject to the availability of financial resources, as described in Addenda A and B, will enable the Institution to achieve the performance goals set forth in Addendum A within the time frames established in Addendum A. The Institution agrees that its progress towards those performance goals shall be evaluated based on the measurements set forth in Addendum A. Unless specified otherwise herein, all performance measurements will be evaluated based on established University methodologies.

Institution's Eligibility for State Funding. As provided by Title 23, Article 5, Section 129 (7)(a), during the period that the Institution is operating under a performance contract, the Institution shall remain eligible for state-funded capital construction projects and controlled maintenance projects as provided in Title 23, Article 1, Section 106. The

Institution shall also remain eligible for direct state support, including, but not limited to, general fund appropriations for unfunded enrollment growth and fee-for-service contracts. As required by Title 23, Article 5, Section 129(8), the Commission shall, in consultation with the Governing Board, calculate the amount of unfunded enrollment growth, defined in the statute as "the amount of enrollment growth calculated pursuant to subsection (8) of this section that has not been funded for each governing board from state fiscal year 2000-01 through 2004-05." As permitted by Title 23, Article 5, Section 129(8), the Department, through the Commission, may request, as a part of the annual budget cycle, a general fund appropriation for the Governing Board for the amount of unfunded enrollment growth, to the extent that there remains an amount of enrollment growth that is unfunded for the Governing Board. The Department agrees that it will not take the position that the Institution's status as an enterprise should adversely affect its eligibility for such funding.

Figure 2 below displays the data for state support to all IHEs over the last ten years. Figure 3 displays the data for state support to the CU-System over the last ten years. It is clear that total support, including the additional ARRA funds, has exceeded the 2003-2005 funding levels.

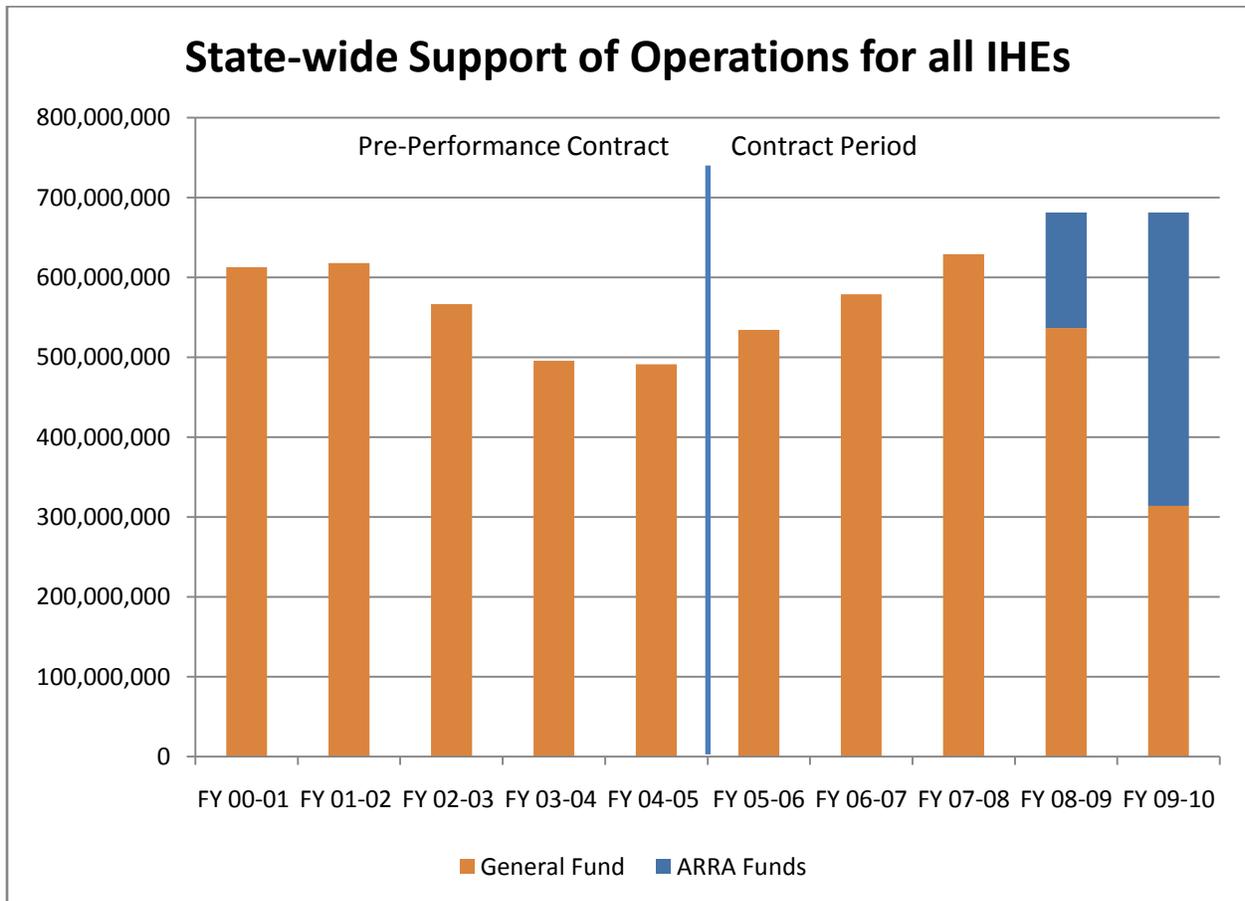


Figure 2. State-wide Support of Operations for All IHEs

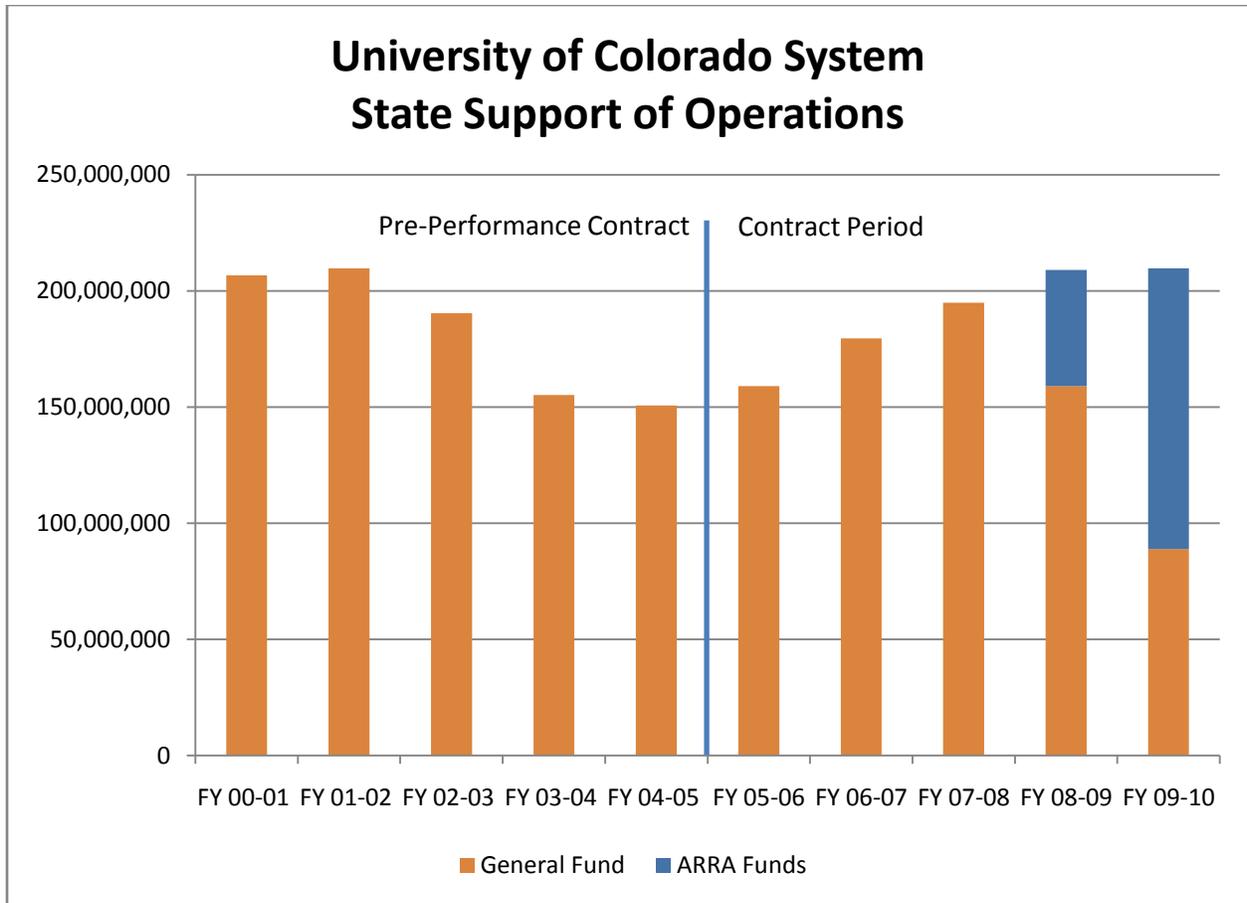


Figure 3. Financial Support to CU-System, Ten-Year Trend

Further, in Figure 4 below the financial support disaggregated by Resident FTE is displayed which again reflects a funding level above the 2003-04 level and above the statewide funding per Resident FTE.

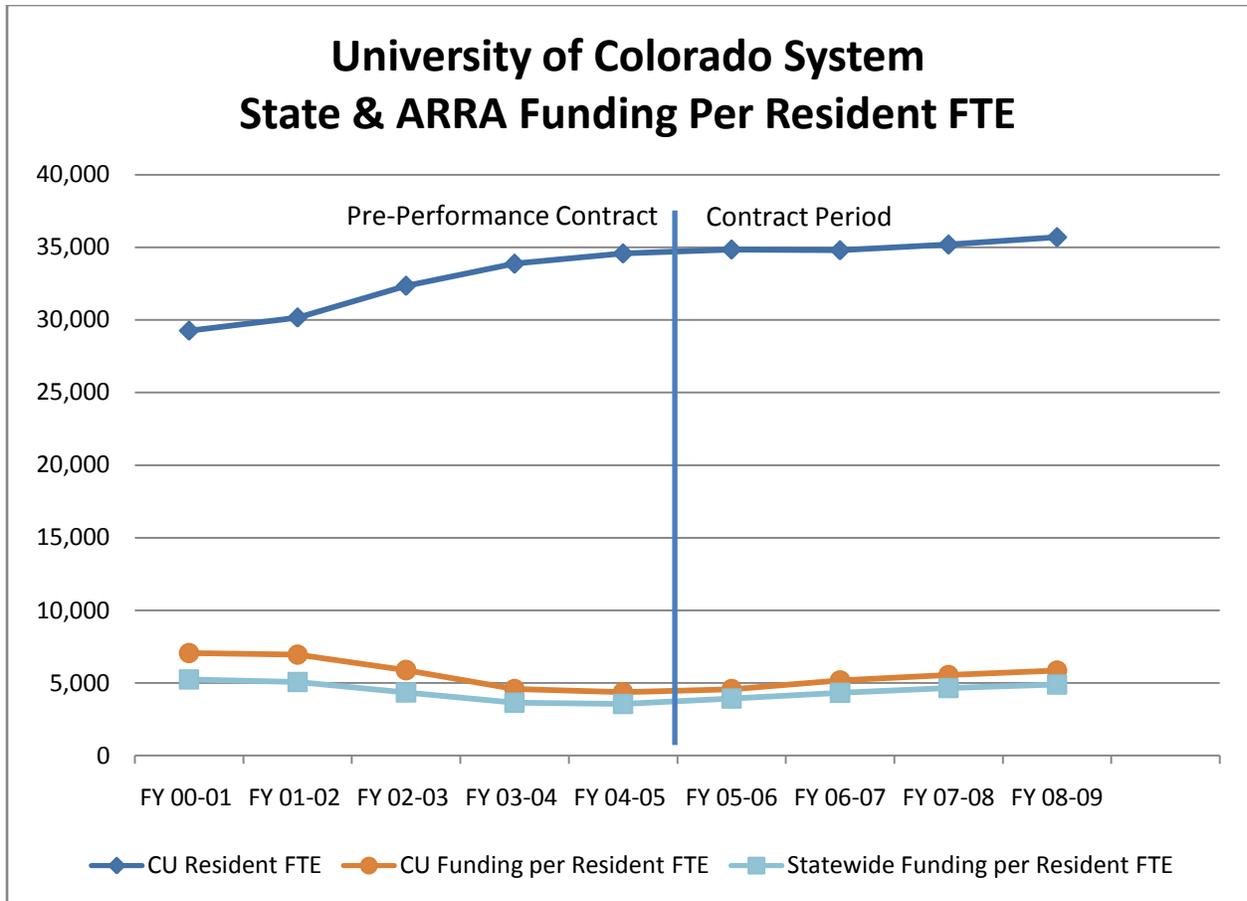


Figure 4. Financial Support to CU-System, per Resident FTE, Ten-year Trend

The annual reports provided by the CU-System 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.