**Assurance Argument**

# University of Colorado Colorado Springs - CO

**Review date: 6/7/2021**

# 1 - Mission

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

# 1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

The University of Colorado Colorado Springs celebrated its 50th anniversary in 2015.   The campus has evolved from a small local institution with limited degrees and programs to a regional research university serving a diverse, low income, often first-generation, academically strong student body with high quality graduate and undergraduate education.  The mission, vision, and values of UCCS inform our everyday work, our academic programs, our student support services, and our recruitment and enrollment strategies.

(1)  *Historical Context for Mission*

The University of Colorado is unique among higher education institutions in the state in that each campus (with the exception of the medical campus) is established in the state constitution and has a single elected Board of Regents (BOR) for all campuses.  The Boulder, Colorado Springs, and Denver campuses each have a distinct role and mission as provided by Colorado law.

The University of Colorado Colorado Springs (UCCS) statutory mission states:

*The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards.  The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs.*  (Colorado Revised Statutes, §23-20-101(1)(c))

When the Colorado Springs campus was established in 1965, it operated as a division or extension of

the Boulder campus.  A Colorado constitutional amendment, approved in the 1972 Colorado General Election, established UCCS as a distinct campus.  Several changes in the mission statement ensued, primarily focused on UCCS being a "comprehensive baccalaureate" university.  With broad input from faculty, staff, other southern Colorado institutions, and businesses and industry, a concerted effort was made by UCCS leadership to educate the legislature about the unique needs of the southern part of the state (low-income, minority, and rural population; no research institution, connection to economic development). As proposed by the BOR, the addition of "a specialized graduate research university" was added to the mission statement effective August 10, 2011. UCCS is the only selective admissions graduate university in the southern half of Colorado.

In addition to its statutory mission, UCCS has developed a campus vision and values for excellence as well as a strategic plan to lead and guide its work (see 1.B).

(2)  *Academic Programs, Support Services, and Enrollment Consistency with Mission*

The current student population has grown from 1,300 when the campus was founded in 1965 to over 11,000 in fall 2015, 85% of whom are undergraduates and 15% graduates.  Most of the growth of the student population has occurred in the past ten years.  Over 2,000 students are enrolled in online courses. UCCS has been among the fastest growing universities in the state for the past several years.

- Ten-year graph of enrollment growth

The student body represents a diverse population, including low-income, minority, and military students:

- 31% of all undergraduate students and 36% of the freshman class are minority.
- 32% of graduate students are minority.
- One-third of undergraduates come from low-income families (32% Pell Grant recipients).
- More than 2,000 students are military veterans, active military, or military family members.

UCCS now has 45 bachelor's, 22 master's, and five doctoral degrees.  The campus academic programs (under the Provost and Executive Vice Chancellor for Academic Affairs) are housed in six colleges and schools (College of Business, College of Education, College of Engineering and Applied Science, College of Letters, Arts, and Sciences, the School of Public Affairs, and the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences), along with the Graduate School and the Kraemer Family Library. New programs and degrees must align with the University mission and undergo a rigorous development and review process at the department, college, and campus levels before being submitted to the Board of Regents and the Colorado Department of Higher Education.

- List of state-approved degree programs

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(3)  *Planning and Budgeting Priorities Alignment with Mission*

UCCS works diligently to align its mission and its planning. The 2020 Strategic Plan was created through an inclusive campus-wide process immediately following the adoption of the new mission statement. TEXT DELETED  The 2020 Strategic Plan not only presents the plan itself, but also details the process and lists the individuals who were participants. In addition, the plan contains a set

of key economic assumptions that frame the Summary of Sources and Uses of Funds and Net Effects. The Sources and Uses are linked to the priorities in the Strategic Plan (see 5.C).

In 2016 a mid-term review and update of the Strategic Plan also employed a broad input process to support updates and revisions. See the Strategic Plan Update to view the progress made on the plan. The mid-term review also assessed campus investments to ensure alignment with the strategic plan.

TEXT DELETED

*** The text below has been merged from Core Component 1.B ***

(1) *Articulation of Mission*

UCCS clearly articulates its mission, purpose, vision, goals, and plans in public documents. UCCS' mission is described in Colorado law as noted in 1.A. The statutory mission as well as the vision, values, goals, and plans are described in the 2012-2020 Strategic Plan. The Strategic Plan appears on the campus website and in the catalog and is used in new faculty and staff orientations as well as for grant and fund-raising purposes.

The 2012-2020 Strategic Plan was developed through a broad public participatory process involving UCCS faculty, staff, students, administrators, members of the Board of Regents, governance groups, UCCS alumni groups, community representatives, and other friends of the University. The engagement of the campus and the Regents in the process is described in more detail in the Strategic Plan as well as in 5.C. The completed plan was submitted to the Board of Regents and approved by action of the Board at a public meeting in June 2012.

(2) *Currency of Mission Documents and Emphases on Aspects of Mission*

During fall 2015 and spring 2016, the Strategic Plan was reviewed to ensure that it continued to be a useful guide for campus development and resource allocation. Six areas of focus were identified for this review due to their importance to the campus or to new opportunities and to ensure current alignment with the mission: diversity, international, research, student experience, online education, and health and wellness.

TEXT DELETED

The Vision and Values of Excellence described in the Strategic Plan expand upon UCCS' statutory mission. The vision statement is as follows:

*UCCS, a premier comprehensive undergraduate and specialized graduate research university, provides students with academically rigorous and life-enriching experiences in a vibrant university community. We advance knowledge, integrate student learning with the spirit of discovery, and broaden access to higher education for the benefit of southern Colorado, the state, nation, and world.*

The values of excellence address key areas, reflective of UCCS' mission: student focus, the integration of teaching and scholarship, innovation, collaboration, inclusive diversity, dynamic responsible growth, and integrity.

UCCS also established a set of goals in the 2012-2020 Strategic Plan**.** The twelve goals articulated in that plan implement the mission with excellence, innovation, and impact; support achievement of the

vision; and indicate areas of emphasis. They describe UCCS' plans with reference to instruction, research, scholarship, and creative work; student support; international programs and services; multicultural and global engagement; sustainability; responsible growth; revenue diversification; infrastructure development; community engagement; and marketing and communication.

(3) *Nature, Scope, and Intended Constituents of Programs and Services*

The University's statutory mission describes broadly the nature and scope of the higher education programs and services UCCS provides. It is inherent in the University's status as a public institution that it has a responsibility to serve the people of Colorado. The vision, goals, and objectives provide more clarity with respect to the University's commitment to broaden access to higher education opportunities for the benefit of southern Colorado as well as the rest of the state, the nation, and the world. The first value in the Values of Excellence, student focus, describes the University's commitment to its students. The value of collaboration describes the University's intention to engage with outside organizations. Goal 1 in the Strategic Plan reflects the University's intention to develop academic programs that serve diverse communities. Goal 2 describes the University's commitment to support research, scholarship, creative work, and clinical and professional practice. Goal 6 describes the University's determination to attract and support diverse students, faculty, and staff. The objectives under the goals provide specific information about the University's intended scope of programs and services by 2020 and its intended constituents.

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**UPDATE:**

*Updated Argument:*

In the fall of 2018, the UCCS campus began a discovery process to gather input for a new strategic plan in partnership with JERA Partnerships. The existing mission, vision and core values statements served as the foundation for the development of the new strategic plan. Campus stake holders contributed their ideas through surveys, e-mail and listening sessions. By March of 2019, the chancellor was ready to hold three town halls to allow the more than 250 participants to learn about the strategic themes developed based on the discovery process. By September of 2019, in a subsequent town hall, Chancellor Reddy emphasized that UCCS' values – student focus, integration, integrity, dynamic responsible growth, innovation, inclusive diversity and collaboration – are woven into each of the core strategies even when they are not explicitly called out in the plan's language. Participants were invited to engage in the further development of the plan. Based on that input, seven working groups were tasked with identifying the priorities, initiatives, anticipated outcomes and measures of success for each of the strategic themes. During the June 25 core strategy review, leaders from each working group presented their team's proposed initiatives to an audience of faculty, staff and students. Each 25-minute presentation outlined three to four key initiatives, two to three potential outcomes, and three to four methods of measuring the success of the overall strategy. Team leaders then responded to questions from audience members. From July 15 through August 26, a review of each core strategy was received by faculty, staff and students, who then had the opportunity to submit feedback through an online submission box.

From this extensive collaborative development process, the UCCS 2030 Strategic Plan emerged. Through the fall of 2019, additional town halls were conducted to dive deeper into the draft plan and solicit ongoing feedback. The new strategic plan was approved by the UCCS Board of Regents in February 2020.

*Updated Evidence:*

[2020 CDHE Approved Programs](#)

[UCCS Mission Vision and Values](#)

[UCCS New Degree Process 2021](#)

[Enrollment History through fall census 2020](#)

[Fall Databook 2019](#)

[Student Diversity Chart](#)

## Sources

- 1039 20111215 Open Pathway - Letter
- 2021.2020 CDHE Approved Programs
- 2021.EnrollmentGrowthCharts
- 2021.FallDatabook
- 2021.MissionVisionValues
- 2021.NewDegreeApprovalSteps2020
- 2021.StrategicPlanFor2030
- 2021.StudentDiversityChartsFall2020
- CDHE List of Approved Programs
- CHAN_Mission Vision Values of Excellence 2012
- CHAN_Strategic Plan 2020
- CHAN_Strategic Plan 2020 (page number 5)
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- CHAN_Strategic Plan Midpoint Review 2016
- CRS 23-20-101
- IPEDS.2015.FallEnrollment
- Sept. 3 Strategic Plan Town Hall begins transition to implementation phase – UCCS Communique
- VCAA_Provost_UCCS New Degree Process_2016
- VCAF_IR Fall Databook
- VCAF_IR_Enrollment Growth Chart 2015
- VCAF_IR_Student Diversity Chart 2015

# 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

## Argument

The UCCS campus exists because of its community's advocacy, and, in turn, UCCS is committed to Colorado Springs and the southern Colorado region.  Innovation and collaboration, two of our core values, reflect this commitment.  The former speaks to our role as a catalyst for economic, social, and cultural change in our communities, and the latter to our search for opportunities to collaborate, to build partnerships, and to engage with external organizations. A crucial goal of the 2020 Strategic Plan is to "build mutually beneficial cultural, civic, economic, and system-wide collaborations with external partners and organizations to advance UCCS and the southern Colorado region."   While keeping its educational mission as its primary focus, UCCS engages extensively with its external communities.

(1)  *Public Obligation*

It is inherent in the University's status as a public institution that it has a responsibility to serve people of the State of Colorado in its educational role.  The university's academic units collaborate on many initiatives.  For example, The UCCS Economic Forum in the College of Business is the premier resource for local economic information and brings together experts from the public, private, and academic sectors to report annually on the southern Colorado economy to help spur economic growth.  The Philosophy Department hosts popular monthly talks at the regional library (Library 21C) on such topics as "Learning in the Digital Age," "Love and Hate," and "Do We Have a Moral Obligation to the Poor?"

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UCCS also has hosted and co-sponsored a wide variety of events in partnership with the local and regional community.  These events provide an opportunity for a wider community audience to engage with the University, as well as support UCCS' academic mission to expose students to current events and foster civic engagement.  Some of the notable examples include:

- Annual 21st Century Skills Forum**:**  A Career Workshop for High School Students**.** Partners include Junior Achievement of Southern Colorado, UCCS, Pikes Peak Community College (PPCC), Colorado Technical University, and several area school districts.
- Annual Pikes Peak College Readiness in Colorado Initiative**.** Partners include PPCC, UCCS, and the El Pomar Foundation, among many others.

- National Reach Higher Summit in support of the First Lady's Reach Higher Initiative partnered the UCCS College of Education with the State of Colorado.

The [Strengthening Communities and Bridges](#) grants and the [Precollegiate Program](#) all speak to the UCCS commitment to serving the public good by increasing access to higher education, inspiring first generation high school students through a firsthand learning experience in professionalism and college life.  Other community partnerships include a robust partnership with Pikes Peak United Way and a local school district to inspire and equip low- to middle-income families to improve their future with a more sustainable life through education.  These are all prime examples of the leadership role that UCCS plays in Colorado around access to high-quality affordable education for all qualified students as well as developing an access pipeline to prepare students for a selective admissions institution.

(2) *Educational Responsibilities*

While UCCS is committed to community engagement, its educational responsibilities are primary. UCCS has "student focus" as its first value statement in the 2012-2020 Strategic Plan. The first goal in the strategic plan is related to academic programs. The plan states, "Teaching is the heart of the University, and the uniquely personal, student-focused UCCS teaching and learning experience has long been a hallmark of this institution."

TEXT DELETED

UCCS' community programs and partnerships all support its educational mission.  For example, our agreement with Peak Vista for the space it occupies in the Lane Center ***TEXT DELETED*** ([Condominium Declaration for Lane Center for Academic Health Sciences](#)).  Similarly, the UCCS partnership with Penrose St. Francis Centura Health ***TEXT DELETED*** ([UCCS-Penrose St. Francis Centura Health Letter of Intent](#)).

Several other academic connections to partnerships reflect the educational mission of UCCS. Examples include the Bachelor of Innovation degree approved in 2006, which originally was a partnership between the Colleges of Business and Engineering and Applied Sciences but has now expanded to the Colleges of Letters, Arts, and Sciences and Education. Students in this family of degree programs work in teams beginning in their freshman year to help solve problems proposed by local businesses.   A newly approved bachelor's degree in Exercise Science, a collaboration between the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Science and the College of Letters, Arts, and Sciences joins Psychology master's and doctoral programs, Nutrition, Health Promotion, and Nursing in supporting the campus health and wellness initiative.

One of the most rewarding academic partnerships is a program to develop a qualified nursing workforce for southern Colorado.  Funded by the Colorado Health Foundation for 2.2 million dollars for three years and now extended to five years, the dual enrollment program between UCCS and several southern Colorado community colleges has provided nursing education via CISCO Telepresence and a Clinical Simulation Learning Center in the college.

UCCS is fully engaged with external constituents and communities of interest and responds to their needs as its mission and capacity allow. The University leads a consortium of major community groups to advance collaboration on a strategic economic and social community plan.  From business to human service organizations, all constituencies are accounted for through the Regional Leadership Forum (RLF).  Additionally, the campus created Regional Connect to bring together 13 campus and

community leaders to assess University/community partnerships and leverage the resources of the University for the betterment of the region.

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Several current initiatives reflect a broad range of innovative partnerships with the community that are integrally connected to UCCS educational initiatives. The first is in the area of health and wellness. In 2013, the Colorado Economic Development Commission approved a City for Champions proposal for the Colorado Springs community, an ambitious effort to build a downtown stadium, Olympic museum, a Sports Medicine and Performance Center at UCCS, and a visitor's center at the Air Force Academy. For UCCS, it means a $16.7 million jumpstart for a new building on the North Campus focused on health and wellness.  In a partnership with Penrose-St. Francis Centura Health, the Center's goal is to develop nationally recognized programs for the elite athlete, the amateur athlete, and individuals who desire to maintain an active and healthy lifestyle. Also in the health and wellness area, The Lane Center for Academic Health Sciences resulted from a partnership with the community and was awarded a 2014 "Excellence in Health Care Innovation" designation by the Colorado Springs Regional Business Alliance.  The Center houses a Primary Care Clinic, Aging Center, Center for Active Living, Peak Nutrition Clinic, and Veterans Health and Trauma Clinic, all in an outstanding model for integrated healthcare education, research, and preventative primary and specialty care services.  In partnership with the CU Anschutz Medical campus in Denver, the Center also hosts third- and fourth-year medical students.  Peak Vista Community Health Center, which serves low-income residents of the region, also has a clinic in the Lane Center.  Students from across the campus are educated, engaged in research, and are offered a range of clinical and internship opportunities in the Center.  The Center for Active Living and the Aging Center are leaders in understanding and assisting the ever-growing aging population in the area.  Finally, the [Veterans Health and Trauma Clinic](#) serves an expanding veterans and active-duty population, along with providing subject matter expertise and counseling with first responders ([see also VHTC Brochure](#)).

A second public partnership area is in the Arts.  Located along Nevada Avenue, a northern gateway to Colorado Springs, the UCCS North Campus will be further enhanced by another partnership that will result in the opening of the Ent Center for the Art**s** in 2018.  The building will not only provide space for UCCS theatre, music, and art exhibits/performances, but also for community-based arts nonprofits, such as the Children's Chorale, the Conservatory, the Youth Symphony, and many others.

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A third area is in Innovation and Entrepreneurship. The El Pomar Institute for Innovation and Commercialization (EPIIC) was created in 2008 as part of a revitalization of a former campus unit, the Colorado Institute for Technology Transfer, originally established in 1991 through a grant from the El Pomar Foundation and matched by the University of Colorado.

TEXT DELETED

In addition, the QUAD Program, joining all four major institutions of higher education in the region to cultivate innovation, was led by UCCS in 2015 and completed its second season this summer. The program brings business, education, government, and non-profit leaders together with young professionals, helping to retain critical talent for the region, cultivating creative solutions, and seizing opportunities

The newest addition to our public partnerships is in the area of cybersecurity. The National Cybersecurity Center began as a UCCS proposal that responded to the governor's call for a national cybersecurity center in Colorado. The Center will house a Rapid Response Center, a Cyber Institute, and a Cyber Research and Education Training Center. ***TEXT DELETED*** UCCS is also working with significant partners to bring commercialization opportunities to the region in advanced cyber and digital manufacturing.

TEXT DELETED

Two groups, the Chancellor's Ambassadors and the University Partners (the former selected by the Chancellor and the latter open to any local business or nonprofit) give the University foci for seeking community input. A growing Alumni and Friends Association is connecting the campus to its graduates. The School of Public Affairs and the Center for the Study of Government and the Individual host an annual leadership conference that provides government and nonprofit leaders opportunities to convene and share best practices.

The UCCS Sport Management Program through the College of Business brings together many community partnerships to provide internships for students ***TEXT DELETED*** The College's PGA Golf Management Program and First Tee of Pikes Peak entered into a partnership to get aspiring golf professionals involved in teaching golf to youth and being mentors to hundreds of young people throughout the city.

TEXT DELETED

A list of university/community partnerships provides further evidence of UCCS' engagement with the community.

And finally, the campus commitment to sustainability is a prime example of serving its public obligation. As an original signatory to the American College and University Presidents Climate Commitment (ACUPCC), UCCS formed the Climate Action Committee in 2010 to analyze and project a date by which the campus could attain carbon neutrality. The group created the 2012-2020 UCCS Sustainability Strategic Plan, which helped inform the campus plan.

TEXT DELETED

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**UPDATE:**

*Updated Argument:*

The public/private construction projects introduced in our 2016 report have been completed. Our partnership with Centura Health and the Colorado Economic Development Division resulted in the William J. Hybl Sports Medicine and Performance Center in August 2020. The Ent Center for the Arts opened in January 2018. The UCCS Cybersecurity building now houses the National Cybersecurity Center, cybersecurity business partners, and a Space Information Sharing and Analysis Center. Funding for renovation of the cybersecurity building was secured from the U.S. Department of Commerce with matching funds from the El Pomar Foundation, Anschutz Foundation, and Lane Foundation.

UCCS continues to be very active in engaging with our community in response to the needs of our region.  We have also created a  list of university/community partnerships which have been developed since our previous review. We provide several examples here.

UCCS developed the Cybersecurity Apprenticeship Program (C-CAP). C-CAP addresses this skills gap with industry aligned coursework, skills-based boot camps and experiential learning methods. C-CAP partners with employers to ensure the apprentices are trained and prepared to fulfill the middle and high-skilled jobs.  Companies we are working with on such endeavors are SAIC, The Space ISAC, Kratos, BlueStaq, VMWare, and Altia to name a few.

UCCS leadership, staff and faculty serve on many local, state and national boards and committees.  An example of boards and committees: local Chambers of Commerce and EDC's to include Women's and Hispanic Chambers of Commerce.  Pikes Peak United Way, Pikes Peak Workforce Center, National Cybersecurity Center and Downtown Partnership Board of Directors.  Many of our Deans are on service committees through the Rotary and Kiwanis Clubs.  We have people who serve on selection committees for the Gazettes Best & Brightest as well as the Colorado Springs Business Journals Rising Stars.  Committee that have a UCCS representative are Peak Executive Forum, Military Affairs Council and Winter Nights Club to name a few.

UCCS recognizes that Colorado Springs is Olympic City, USA, and through that recognition and in partnership with the City have placed multiple OCUSA banners around campus.  We also work with the US Olympic and Paralympic Museum on Student, Staff and Faculty discounts as well as tours for our students in specific classes.  At UCCS there are Olympians among us.  We host about 30 students per semester who are training through one of our local National Governing Bodies and at the Olympic Training Center.  We are in the process of planning specific student orientation classes for those potential Olympians as well as helping with more UCCS resources to help those Olympic hopefuls thrive as UCCS students.

*Updated Evidence*:

Alumni Relations Strategic Plan

CU Foundation Financial Report

Pre-Collegiate Update

Sustainability Strategic Plan

## Sources

- 2021.AboutPreCollegiate
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- 2021.CommunityPartnerList
- 2021.CommunityPartnerships
- 2021.CUFoundation.ConsolidatedFinancialReport2020
- 2021.SustainabilityStrategicPlan2020
- CHAN_Lane Center_Veterans Health and Trauma Clinic

- CHAN_Lane Center_VHTC Brochure
- CHAN_Strategic Plan 2020
- CHAN_Sustainability Strategic Plan 2020
- CHAN_UCCS Community Partnerships_2016
- VCAA_COB_UCCS Economic Forum Agenda 2016
- VCAA_Provost_Strengthening Institutions Grant_15
- VCSI_Lane Center Condo - Declaration_2016
- VCSI_PSFCH-UCCS Sport Med LOI_2016
- VCSS_21st Century Skills Forum
- VCSS_Pre-Collegiate Development Summary for HLC

# 1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

## Argument

(1) *Role in a Multicultural Society*

The mission, vision, values, structures, processes, and activities of the University of Colorado Colorado Springs clearly support its relationship with a diverse society. The core value of inclusive diversity asserts that "we value inclusive diversity as a foundation for teaching and scholarship that prepares students, faculty, staff, and community members for both local and global multicultural realities." Three of the goals of the 2020 Strategic Plan address issues of diversity:  Goal 1 establishes that programs should serve diverse communities; Goal 4 establishes the need to increase international and domestic program opportunities; and Goal 6 reinforces the need for an inclusive campus community. The 2016 mid-term review of the plan had as two of its focus areas internationalization and diversity. As a result of that review, changes were made to the Strategic Plan in those areas.  Goal 4 as related to internationalization was modified to include the provision of effective support for the recruitment and integration of international students and scholars on campus. Strategies and objectives were added under Goals 1, 3, 4, and 6 to emphasize the importance of recruiting, supporting, and retaining diverse student, staff, and faculty populations.

(2)  *Diversity Processes and Activities*

The 2007 Diversity Strategic Plan, adopted as part of the campus strategic plan (updated and approved in early 2016),  provided a detailed plan to examine "diversity within," "diversity without," and "diversity in what we do." It then laid out a framework of strategies, goals, and priority actions for building diversity into the fabric of UCCS. Many of the priority actions recommended in the plan have been implemented. A senior leadership position, the Associate Vice Chancellor for Inclusion and Academic Engagement, was established, and pre-collegiate programs were further developed and integrated, contributing to the growth of the minority student population. Intentional minority and other culturally diverse student outreach efforts are essential parts of the University's strategic recruitment initiatives. They include support of and attendance at on and off-campus minority events, organizations, foundations, and high schools (Minority Related Recruitment Events**,** Recruitment Diversity Campus Visit Group).  Student success programs included the strengthening of LGBT resources, disability programs and services, and international student and program support. ***TEXT DELETED***  UCCS demonstrates a commitment to diversity with a range of curricula, student services, activities, and events (Campus Events Sponsored by Chancellor's Office).

TEXT DELETED

In addition, the Global Intercultural Research Center (GLINT) was formed as a faculty-led interdisciplinary research unit to provide support and training for global intercultural scholarship and to focus and leverage financial and human organizational resources to accomplish activities in this area, consistent with UCCS strategic objectives. GLINT has 42 faculty associates who present seminars and author publications (2015-2016 Glint Report).

In terms of curricula, the new general education program, Compass Curriculum, includes a goal called Act and Interact, which states that "students will be prepared to participate effectively in a society that encompasses diverse experiences, perspectives, and realities." All students are required to take at least one course in this area as part of their general education. As of spring 2016, 115 courses have been approved for global/inclusiveness credit.  See the list of Compass Curriculum Inclusiveness Courses.

The Women's and Ethnic Studies program hosts the Matrix Center, which conducts a yearly Knapsack Institute for faculty from UCCS and around the nation to work on transforming their courses to incorporate diversity issues.

The Trauma, Health, and Hazard Center has the first veterans' trauma track in a PhD Psychology program in the U.S. The Center's clinic provides services to a wide range of veterans, including UCCS students, who are experiencing PTSD.

Within the student services area, UCCS provides a wide range of scholarships for high need and/or first generation students, subject area tutoring through its Excel Centers, a Precollegiate program for low-income students, and a University Studies program which assists underprepared, undecided, and pre-professional students with more directed and intentional programming.  A summer bridge program allows students to begin coursework the summer before their freshman year as preparation for the college learning environment.

Student Life and Leadership supports a multitude of diverse student clubs and organizations which are among the largest and most active student groups on campus (Saudi Student Club, Indian Student Alliance, Black Student Union, Latino Student Union, Asian and Pacific Islander Student Union, among others).

TEXT DELETED

The participation of minority populations in select co-curricular leadership programming is strong. In AY 2015-16, one quarter of the students participating in the highly selective Chancellor's Leadership Class were students of color. The new UCCS*lead* leadership certificate program is open to all undergraduate students, and among the inaugural cohort of 321 students, 26% were minority students. In addition, 41% of this year's Student Government Association (SGA) representatives were ethnically diverse.

The UCCS Office of Veteran and Military Student Affairs received the 2016 President's Diversity & Excellence Award from CU-System President, Bruce Benson.

TEXT DELETED

In August 2009, the Pikes Peak Gay and Lesbian Community Center contracted to provide the establishment of the UCCS LGBT Resource Center at MOSAIC.  In 2010, a UCCS graduate student

was hired to support the center's initiatives, in 2012 a full-time assistant director was hired, and in 2015 a full-time director was hired.

TEXT REMOVED

The Global Engagement Office (GEO) at UCCS supports international education for the campus community, providing services within the following areas: education abroad; international student programming and support; short-term incoming study programs (i.e., 1- or 2-week programs for ESL or proposal-specific programs); campus-wide partnerships; international linkages and international opportunities (affiliations, hosting international visitors, opportunities abroad for faculty, staff, and students); and partnership with international admissions and with MOSAIC (support for student clubs).

The Office of Disability Services helps students with disabilities become confident, self-advocating, and independent adults. The office promotes an equitable and inclusive experience by providing reasonable accommodations for students and advancing awareness and education within the community. Its services include alternative format textbooks, assistive technology, a peer note-taking program, and testing accommodations. Five percent of UCCS undergraduate students have identifiable disabilities; 668 students are served by the office (see Disability Services Trend Data).

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**UPDATE:**

*Updated Argument:*

The Board of Regents established a Civics Initiative in 2019. Our campus responded to this initiative with a $1.6 million multi-year proposal which was approved and funded by the CU President's office. As part of this initiative we established several new academic certificates and minors with a focus on civics. These include a civics certificate in Political Science, a certificate and minor in Civic Engagement through U.S. History, and enhancement of our existing pre-Law minor. In addition, the UCCS Center for the Study of Government and the Individual established a Program on the American Constitution which includes a postdoctoral fellowship, lecture series, and professional development opportunities for middle and high school civics teachers. In addition to this initiative a civics certificate sponsored by the Women's and Ethnic Studies program in collaboration with the Sociology Department is currently in the final stages of campus approval.

We have emphasized the need for broad participation in diversity, equity and inclusion activity. Over the past three years we have established diversity groups in each of the colleges that did not already have a group, identified a diversity fellow in each college to serve as a liaison to our Associate Vice Chancellor for Equity, Diversity and Inclusion, established a diversity council of faculty and staff, established a student diversity assembly, and created a new Equity, Diversity and Inclusion Strategic Plan. In addition, each of our colleges was asked to identify one actionable diversity goal that they would pursue over this year. While progress was slowed down due to the pandemic, this was an important step in getting involvement from all colleges. At the recommendation of the Faculty Assembly Minority Affairs Committee and Women's Committee, the campus joined the National Center for Faculty Development and Diversity to better support our faculty and graduate students. In 2017 the Faculty Assembly Minority Affairs Committee developed a Diversity in Practice Handbook to assist faculty in incorporating diversity and inclusion exercises into the curriculum. Human Resources developed an implicit bias training program specific for hiring/search committees.

The CU President's office has established a diversity initiative this year and provided the campus with $1 million in funding to support diversity efforts on our campus. We formed a task force to collect proposals from the campus and to determine which proposals should be funded. Over 51 proposals were received from campus units. The review process is in progress. We are also exploring the structure of our campus diversity infrastructure. The Office of Equity, Diversity and Inclusion has been moved into the Chancellor's office and the chief diversity officer now reports directly to the chancellor. We are exploring what the future of this position should be with a focus on whether the current Associate Vice Chancellor position should become a Vice Chancellor position.

In support of our students, we are piloting this year a Bridge to Success Sophomore Mentoring Program which is grounded in a theory of change model with the mission to increase the sense of belonging among sophomores from underrepresented groups through mentoring opportunities with trained faculty and staff. We nearly doubled the space for the Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC) to better serve the needs of our students. We expanded our Cesar E. Chavez scholarship program by adding a graduate student scholarship to the existing undergraduate scholarship. Our Compass Curriculum (general education) inclusiveness courses have expanded to 157 different approved classes. Periodically, the administration reminds our campus of the importance of showing respect for differing faiths and viewpoints and encourage reasonable accommodations for religious holidays.

Inclusive diversity remains one of the core values of our campus. The 2030 campus strategic plan weaves diversity, inclusion, equity, and respect issues throughout the document. One of the core strategies is "Foster a Community of Learning, Engagement, and Inclusive Belonging to Nurture the Growth and Success of Faculty, Staff, and Students." Another core strategy includes a goal to increase our international student population. In 2017, UCCS hosted the CU Diversity Summit with a theme of "Fostering a Culture of Inclusion: Modeling Systemic Change."

*Updated Evidence*:

Disability Service Data

First Generation Student Scholarships

Need Based Scholarships

2019 Knapsack Institute

## Sources

- 2021.Communique.RespectReligiousHolidays
- 2021.CUDiversitySummit2017
- 2021.DisabilityServicesTrendData
- 2021.DiversityInPracticeActivitiesHandbook.FacultyMinorityAffairsCommittee
- 2021.DiversityStrategicPlan2019
- 2021.FirstGenerationStudentScholarships
- 2021.KnapsackSchedule2019
- 2021.NeedBasedScholarships

- 2021.StrategicPlanFor2030
- CHAN_Diversity Strategic Plan 2007
- CHAN_Sponsored Community Events
- CHAN_Strategic Plan 2020
- VCAA_Compass Curriculum _Inclusive Courses_2016
- VCAA_Provost_AHIW Closing Report 2013
- VCAA_Provost_GLINT Report_ 2015-16
- VCAA_WEST_Knapsack Institute_2017
- VCSS_Disabilty Services Trend Data_2015
- VCSS_Excel Center Summary
- VCSS_Financial Aid_First generationcholarships_2016
- VCSS_Financial Aid_Need base scholarships
- VCSS_Pre-Collegiate Development Summary for HLC
- VCSS_Recruitment_ Diversity campus visit group support_2016
- VCSS_Recruitment_Minority Related Recruitment Initiatives_2016
- VCSS_University Studies Summary

# 1.S - Criterion 1 - Summary

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

## Summary

## Sources

*There are no sources.*

# 2 - Integrity: Ethical and Responsible Conduct

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

## 2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

## Argument

*Integrity as a UCCS Value and Ethics as a Significant Component of the UCCS Culture*

UCCS operates with integrity and has identified integrity as one of its [Values of Excellence](#) in the [2012-2020 Strategic Plan](#)**.** The Plan states, "*We value integrity and expect ethical behavior from each member of the campus community in all interactions*."

We have created a culture of leadership in ethics at all levels on the campus. Since 2010, the campus has been an integral part of the College of Business' [Daniels Fund Ethics Initiative](#). While this initiative is designed to advance principle-based ethics education in business schools, it has had a major impact on the entire campus through a wide range of activities, including faculty fellows who champion principle-based ethics throughout the curriculum and student events to demonstrate ethical decision-making.

*Policies and Procedures Requiring Ethical and Fair Conduct*

TEXT DELETED

UCCS implements policies and procedures established at the State and CU levels and adopts additional policies and procedures as necessary. At the State level, Article 29 of the Colorado Constitution**,** "Ethics in Government," imposes strict limitations on gifts that state government employees, including University employees, may receive.

TEXT DELETED

Colorado state statutes include ethical principles and establish standards of conduct for employees and governing board members, focused on the avoidance of conflict of interests between the financial interests of public officials and employees and their performance of governmental responsibilities. These standards are enforced by the independent ethics commission (See, [C.R.S. §24-18-101 et seq.](#)).

The CU Board of Regents has adopted ethical principles and standards of conduct for the CU community. [Article 1, Part D of the Laws of the Regents](#) requires that all members of the University

of Colorado community take responsibility for upholding "the highest standards of legal and ethical conduct." Article 3, Part E of the Laws requires all employees to uphold "ethical standards appropriate to their position within the university as defined in state law and regent policies," and Article 5, Part D.2.(A) requires faculty members to act on and off the campus with integrity and in accordance with the highest standards of their profession. Article 7, Part B of the Laws imposes a similar obligation on students to behave ethically and with integrity. Regent Policy 1.B, Guiding Principles requires the University to "promote and uphold the principles of ethics, integrity, transparency, and accountability." Regent Policy 1.C., Principles of Ethical Behavior includes the general principle that University of Colorado employees are expected to conduct themselves ethically. These Principles of Ethical Behavior also address specific components of ethical conduct expected in an academic institution.

TEXT DELETED

The following are selected policies governing UCCS and selected UCCS resources that implement the principles effectively.

*1)  Research and Academic Integrity*

TEXT DELETED

The University Administrative Policy on Misconduct in Research, Scholarship, and Creative Activities provides the framework for responding to allegations of misconduct in research, scholarship, and creative activities. It requires faculty leadership in implementing the policy and consistency among campus procedures for addressing research misconduct allegations. UCCS has adopted UCCS Research Misconduct Procedures that comply with the framework established in University policy.

TEXT DELETED

Several units on campus have responsibility for maintaining academic and research integrity.  The Office of Sponsored Programs and Research Integrity (OSPRI) provides support services to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students.  OSPRI enforces requirements designed to promote research integrity.  For example, online training, available through both the University and the Collaborative Institutional Training Initiative (CITI), is required to be completed prior to beginning any University-sanctioned research.  The Institutional Review Board (IRB) oversees and ensures responsible conduct for research involving human subjects that is conducted by faculty, staff, or students. The IRB offers resources to assist researchers in conducting responsible research. Additional campus committees support integrity in research and scholarly activities, including the International Animal Care and Use Committee (IACUC) for research involving animals, and the Institutional Biosafety Committee (IBC) for research and scholarly activity involving the use of biohazards, recombinant DNA molecules, select agents, or blood-borne pathogens.

Students are subject to academic honesty requirements that require ethical behavior in academic matters, including research. Article 7 of the Laws of the Regents imposes a responsibility on students equivalent to that of faculty for academic integrity and ethical behavior. The UCCS Student Academic Ethics Code requires students to maintain a high standard of integrity in all academic matters and provides a process for addressing violations.  The individual colleges have developed procedures for addressing violations of academic honesty requirements (see College

Procedures for Academic Ethics).  With reference to research, students are covered under the University Administrative Policy Statement on Misconduct in Research, Scholarship, and Creative Activities when their work meets the definition of research.  Most course-related work is covered by the UCCS Student Academic Ethics Code and Academic Honor Code, rather than by University research misconduct policy.  Student theses and dissertations and work performed by students in a CU employment capacity are generally covered by the research misconduct policy (see APS 1007, Footnote 1).

2) *Respect for Others and Nondiscrimination*

TEXT DELETED

Regent Law Article 10: Nondiscrimination

TEXT DELETED

The University requires that employees and students treat others with fairness and respect. Regent Law Article 5, Part D.2.(A) requires faculty to show respect for the opinions of others. Article 10 of the Regent laws, as noted above, requires students to judge others "in accordance with the basic standards of fairness, equity, and inquiry that should always guide education." In the UCCS Values of Excellence, the following is included in the description of the value of Integrity: "We build an environment where we treat each other with respect and appreciate each other's contributions."

The Inclusive Diversity UCCS Value of Excellence states, "We provide an open, safe, and supportive campus environment based on mutual respect, engagement, and learning for everyone, including those from the full spectrum of backgrounds, social identities, abilities, cultures, perspectives, and university roles."

UCCS has adopted campus policies prohibiting discrimination based on protected class status and providing procedures for review of complaints of discrimination. (See, for examples, Discrimination and Harassment Policy and Disability Access and Accommodation Policy).

The UCCS Office of Institutional Equity, directed by the UCCS Title IX Coordinator and Director of the Office of Institutional Equity, investigates allegations of discrimination, harassment, and related retaliation based upon an individual's protected class status. The Americans with Disabilities Act (ADA) Coordinator in the Department of Human Resources receives all requests for documentation of disability status and reasonable accommodations for faculty, staff, and student employees. The Office of Disability Services is the designated unit on campus for receipt of all requests for documentation of disability status and reasonable accommodations for students.

The Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC) seeks to support and create opportunities for students to develop a sense of community on campus, emphasizing advocating for and supporting students belonging to underrepresented groups. MOSAIC hosts or sponsors events and activities for the campus community throughout the year.

All students receive training related to protected class discrimination, harassment, and related retaliation during the orientation process. Faculty and staff are also required to complete training on behavioral expectations related to nondiscrimination.

To ensure fair, ethical, and nondiscriminatory hiring processes, the Department of Human Resources offers resources to assist search committees in their work.

TEXT DELETED

3) *Conflicts of Interest and Commitment*

TEXT DELETED

The Board of Regents has adopted a conflict of interest policy for its members requiring Board members to act in the interest of the public, the University, and the Board, and not in the Regent's own interest, to disclose conflicts to the Board, and to refrain from acting on a matter to which the conflict relates. The policy cautions Board members to avoid the appearance of impropriety (Regent Policy 2A: Conflict of Interest). The Board has also adopted a policy requiring University employees to act in the best interest of the University, to avoid deriving personal benefits from their University association, and to prevent the compromise of their primary employment commitment to the University (see Regent Policy 3B: Conflict of Interest – University Staff). The University has adopted an administrative policy statement that implements the Board's policy (see APS 5012 – Conflicts of Interest and Commitment) and another administrative policy statement that requires all officers to submit an annual disclosure of outside financial interests and activities to be reviewed for possible conflicts of interest (APS 4013 – Officer Disclosure of Interests). The University has also adopted an administrative policy statement that addresses conflicts of interest created by amorous relationships when one of the individuals has direct evaluative authority other the other (APS 5015 – Conflict of Interest in Cases of Amorous Relationships) and an administrative policy statement to identify and report potential conflicts of interest in employment where a supervisory relationship exists between immediate family members (APS 5003 – Nepotism in Employment).

The University addresses conflicts of interest regarding intellectual property through two administrative policy statements. APS 1013 - Intellectual Property Policy on Discoveries and Patents for Their Protection and Commercialization governs the ownership and disposition of intellectual property created by University employees. APS 1014 - Intellectual Property That is Educational Materials clarifies the rights, responsibilities, and rewards for the University and its employees in the development and commercialization of educational materials.

The University Administrative Policy Statement Roles and Responsibilities of Department Chairs requires that department chairs assist the dean, or appropriate administrators, in ensuring compliance with conflict of interest rules. UCCS has adopted procedures requiring annual conflict of interest disclosures and providing processes for reviewing potential conflicts, managing conflicts, and sanctioning non-compliant employees (UCCS Conflict of Interest and Commitment Procedures). UCCS has also adopted a campus policy for conflicts of interest and nepotism in personnel matters (UCCS Policy 300-006 Conflict of Interest and Nepotism). ***TEXT DELETED*** (see UCCS Conflict of Interest Management Plan).

*Ethics and Compliance Program*

The Ethics and Compliance Program is intended to support a culture of ethics and compliance within the University community. The compliance program is supported by a Compliance Office led by the Compliance Director. The Compliance Director reports to the Chancellor through the Vice Chancellor for Strategic Initiatives and meets regularly with the Chancellor. The Ethics and Compliance Program is implemented campus-wide under the direction of a Compliance Coordinating Committee chaired by the Vice Chancellor.

TEXT DELETED

Individuals who observe fiscal misconduct, violations of state or federal laws, recurring violations of University policy, or gross mismanagement of University assets may report their concerns anonymously through the CU Ethics Point. Complaints arising at UCCS are sent to UCCS for investigation and remediation, as appropriate.

*Audits and Reviews*

Regular audits and reviews evaluate UCCS compliance with the policies and procedures described above ***TEXT DELETED*** (see Board of Regents Internal Audit Charter). Although UCCS has received recommendations for improvements in its compliance reviews, during at least the last ten years, UCCS has not received a material finding of non-conformance.

Additionally, an external independent audit is performed yearly on UCCS financial statements. ***TEXT DELETED***   During the last 10 years UCCS has received only clean opinions from the annual reviews of its financial statements.

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**UPDATE:**

As part of an extensive review and updating of Regent Law and Policies and CU System Administrative Policy Statements, several of these documents referenced in 2016 have been updated. Typically this has involved updated wording and procedures. There is certainly no decrease in our commitment to operate with integrity in all areas. Ethical behavior references that were in Regent Law Article 1, 5 and 7 were moved to Regent Law and Policy 8 for faculty and staff.  Student ethical issues are now covered in campus-level codes of conduct.  The updated documents are list here.

**Updated Regent Laws:**

Regent Law Article 1 University of Colorado Legal Origin, Mission, Policy Framework and Freedom of Expression

Regent Law Article 2 The Regents of the University of Colorado

Regent Law Article 3 Officers of the University and Administration

Regent Law Article 4 Academic Organization and Program Planning

Regent Law Article 5 Faculty

Regent Law Article 6 Staff

Regent Law Article 7 Students

Regent Law Article 8 Conduct of Members of the University Community

**Updated Regent Policies:**

Regent Policy 1 Guiding Principles

Regent Policy 2 Conflicts of Interest

Regent Policy 3 Administration

Regent Policy 8 Conduct of Members of the University Community

**Updated CU System Administrative Policy Statements:**

APS 1007 Misconduct in Research, Scholarship and Creative Activities

APS 1026 Roles and Responsibilities of Department Chairs - rescinded and being replaced by campus policy (under development)

APS 4013  Disclosure of Interests

APS 5012 Conflicts of Interest and Commitment in Research and Teaching

**Updated UCCS policies:**

200-019 Student Academic Ethics

300-002 Appeals Procedure for University Staff

300-006 Conflict of Interest

300-017 Discrimination and Harassment

**Updated UCCS documents which were referenced in 2016:**

College of Letters, Arts and Science Policies and Procedures

Conflict of Interest Annual Disclosure

Daniels Fund Ethics Initiative Report 2019-2020

CU EthicsPoint Web Site

Guidelines and Procedures for Research Misconduct Allegations

In addition to updated documents referenced above, UCCS has strengthened our commitment to research integrity. The Faculty Assembly Committee on Misconduct in Research, Scholarship and Creative Activities developed bylaws in 2017. The Office of Research developed a brochure which describes UCCS training and other resources regarding responsible conduct of research.

## Sources

- 2021.APS1007.MisconductInResearch
- 2021.APS1014.IntellectualPropertyEducationalMaterials
- 2021.APS103.IntellectualPropertyOnDiscoveries
- 2021.APS4013.DisclosureOfInterests
- 2021.APS4016.FiscalCodeOfEthics
- 2021.APS5003.NepotismInEmployment
- 2021.APS5012.ConflictsOfInterest

- 2021.APS5015.ConflictsOfInterestAmorousRelationships
- 2021.CLAS.PoliciesProceduresManual
- 2021.ConflictInterestProcessHR
- 2021.DanielsFundEthicsInitiatveReport
- 2021.EthicsPoint
- 2021.FacultyAssemblyBylawsResearchMisconduct
- 2021.RegentArticle2.Regents
- 2021.RegentArticle3.Officers
- 2021.RegentArticle4.AcademicOrganization
- 2021.RegentArticle5.Faculty
- 2021.RegentArticle6.Staff
- 2021.RegentArticle7.Students
- 2021.RegentArticle8.NonDiscrimination
- 2021.RegentArtilce1.Mission
- 2021.RegentPolicy1.GuidingPrinciples
- 2021.RegentPolicy2.ConflictsOfInterest
- 2021.RegentPolicy3.Administration
- 2021.RegentPolicy8.EthicalBehavior
- 2021.ResponsibleResearchConductBrochure
- 2021.UCCS.OSP.ResearchMisconductProcedures
- 2021.UCCSPolicy200-019.StudentAcademicEthics
- 2021.UCCSPolicy300-002.AppealsProcedureForUniversityStaff
- 2021.UCCSPolicy300-006.DisclosureConflictsOfInterest
- 2021.UCCSPolicy300-017.DiscriminationHarassment
- CHAN_Mission Vision Values of Excellence 2012
- CHAN_Strategic Plan 2020
- Colorado Constitution Article XXIX Section 3
- CRS 24-18-101
- CU_APS Conflict of Interest in Cases of Amorous Relationships
- CU_APS Conflicts of Interest and Commitment
- CU_APS Fiscal Code of Ethics
- CU_APS Intellectual Property on Discoveries and Patents
- CU_APS Intellectual Property That is Educational Materials
- CU_APS Misconduct in Research
- CU_APS Nepotism in Employment
- CU_APS Officer Disclosure of Interests
- CU_APS Roles and Responsibilities of Department Chairs
- CU_Procurement Code of Ethics
- PRES_EthicsPoint_Website
- Regent Department of Internal Audit Charter
- Regent Law Article 1 - Mission
- Regent Law Article 10 - Nondiscrimination
- Regent Law Article 2 - Regents
- Regent Law Article 3 - Officers
- Regent Law Article 5 - Faculty
- Regent Law Article 7 - Students
- Regent Policy 1B Guiding Principles
- Regent Policy 1C Principles of Ethical Behavior
- Regent Policy 2A Conflict of Interest

- Regent Policy 3B Conflict of Interest University Staff
- UCCS_Policy 200-019 Student Academic Ethics Code
- UCCS_Policy 300-002 Appeals Procedure for University Staff
- UCCS_Policy 300-006 Conflict of Interest and Nepotism
- UCCS_Policy 300-017 Discrimination and Harassment
- UCCS_Policy 300-021 Disability Access and Accommodation
- UCCS_Research Misconduct Procedures
- VCAA_COB_Daniels Fund Ethics Annual Report 2015-2016
- VCAA_LAS_Policies and Procedures
- VCAA_LAS_Policies and Procedures (page number 39)
- VCAF_ HR_Conflict of Interest Management Plan (2)
- VCAF_HR_Conflict of Interest and Commitments Procedures
- VCSI_Compliance_Website

# 2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

## Argument

UCCS has created a variety of communication venues to ensure that both students and the public are clearly and completely informed about its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The Academic Catalog and Enrollment Handbook contain information and information locations for academic programs; enrollment and financial processes, policies and deadlines; and student rights and responsibilities. The catalog is accessible to the public through the UCCS website, as is the course schedule for each semester. The catalog also contains a list of faculty and administrators. Contact information for all faculty and staff is available in the Campus Phone Directory.

The UCCS Viewbook is updated annually and published in hard and electronic copy for review by prospective applicants and families.

TEXT DELETED

The Institutional Research website, most commonly used by faculty and administrators, maintains a wealth of information on enrollment and program data. IPEDS and the Common Data set are also available on this site. In addition, the site provides all accreditation relationships, both for the campus and for individual colleges and programs.

UCCS designed a website page based on the Student Consumer Information/Student Right to Know Act (Part 1 & Part 2) to provide current and prospective students with resources and campus metrics in a variety of areas related to general institutional information, student services, student financial aid, campus security, student outcomes, and accreditation relationships. The General Information Section on the website contains links to the follow areas:

- Accreditation, approval, and licensure of institution and programs
- Career and job placement services
- Computer use and file sharing
- Copyright infringement--policies and sanctions
- Educational programs (with a link to the Academic Catalog)
- Facilities and services for students with disabilities
- Faculty (with a link to the faculty list in the Academic Catalog)
- Instructional facilities

- Net price calculator
- Price of attendance
- Privacy of Student Records--Family Education Rights and Privacy Act (FERPA)
- Refund policy and requirements for withdrawal and the return of Title IV (federal aid) calculation
- Student activities
- Student diversity
- Textbook information
- Transfer of credit policies and articulation agreements

Other sections of the Student Consumer Information website provide information on Complaints and Appeals as well as the Intercollegiate Athletic Program. The Health and Safety Section links to campus security policies, crime statistics, and a crime log, along with fire safety policies, drug and alcohol abuse prevention, and vaccination policies. The Student Outcomes section lists graduation and retention rates, and Student Financial Assistance provide students with institutional and financial aid information.

UCCS has established an Ethics and Compliance program that is intended to support a culture of ethics and compliance and a system of internal controls within the University community.

TEXT DELETED


*** The text below has been merged from Core Component 3.E ***

The University of Colorado Colorado Springs has a wide range of programs and activities that contribute to an enriched educational environment. Since the last HLC accreditation, the UCCS student body has grown substantially, and we have designed strategies to help us meet our 2012-2020 Strategic Plan goal of providing "a transformative education experience that engages students both in and out of the classroom."

*(1)  Co-Curricular Programs*

Student Life and Leadership provides opportunities for students to participate in 174 registered clubs and organizations and has seen this number nearly double in the past decade.

TEXT DELETED

Student leadership development is an institutional priority, and Student Life and Leadership offers expansive student leadership programming. Some of these programs include the Chancellor's Leadership Class, LIVE Leadership, the Student Government Association (SGA), the Mountain Lion Leadership Council, and UCCS*lead,* a new leadership certificate program open to all UCCS students. Launched in AY 2015-16 with 321 students, UCCS*lead* incorporates leadership training, academic coursework, mentoring, and community engagement. Enrollments for UCCS*lead* are expected to be 800 for AY 2016-17.

In an effort to meet the growing desire of the UCCS student body to volunteer, in 2015 Student Life and Leadership added a community service and civic engagement branch to its services. The office promotes civic engagement by offering resources and consultation to students related to community service opportunities both on and off campus. Access to these resources as well as the tracking of

service hours is supported by Mountain Lion Connect, an online service powered by Org.Sync that also allows students to search information about campus clubs and events.

Student participation in the SGA elections has significantly increased in recent years, with 2,160 eligible students voting in the 2015-16 student body elections for a student voter turnout of 20%, the highest percentage in the history of UCCS.  In comparison, 608 students voted in the 2011 student body elections, a student voter turnout of 7.2%.

A wide range of wellness and recreation opportunities also exists on the campus.  UCCS is a NCAA Division II program, offering 16 men's and women's teams.  In addition, the Recreation and Wellness Center is leading the way in collegiate wellness by bringing campus recreation, health services, and mental health services together in the expanded facility.  This innovative and integrated model creates the opportunity for joint programming related to students' physical and mental health, nutrition, and exercise. UCCS has 16 club sports available that serve over 500 students and an intramural sports program with 32 sports and 2400 participants.  Additionally, the Student Outdoor Learning Experience provides trips and outdoor experiential activities for students.

UCCS also has a growing residence life community, currently housing 1,638 first-year and upper-class students. Residence Life and Housing offers leadership opportunities by employing 45 Residential Advisors (RAs), trained student peer leaders who live on each floor and facilitate intentional educational and social programs for all residents.  In addition, the Residence Hall Government is the representative student government organization that actively provides programming and student leadership opportunities for residents.

### (2) Contributions to an Enriched Educational Experience

The UCCS Honors Program offers students a choice of two levels of participation:  University Honors or Mountain Lion Honors.  Students in both programs enter as a cohort, taking a special section of the Gateway Seminar (a part of the Compass Curriculum for first-year students) called *Gray Matters,* designed specifically for them (see sample syllabi 1 & 2).

TEXT DELETED

Many departments participate in discipline-specific national honor societies and have additional clubs related to the major.

TEXT DELETED

The Visual and Performing Arts Department provides numerous opportunities for student to exhibit their artwork as well as perform in concerts and theater productions.  Each year the Gallery of Contemporary Art (GOCA) has a student art show.  The English Department works with students to produce *riverrun*, the campus literary publication.

The College of Letters, Arts, and Science houses LAS SLICE (Service Learning Internship and Community Engagement).  Students in several Professional and Technical Writing (PTW) Program courses have worked with community clients to assist with research, writing, or multimedia projects. Students in the professional colleges of Business, Engineering and Applied Sciences, Health Sciences, and Public Affairs have clearly delineated paths for internships.

Students have multiple opportunities not only to participate in research but also to receive grants.

The LAS Student-Faculty Research Awards program provides grants for student research, and the Undergraduate Research Academy provides funds for students to conduct research over the summer. Mountain Lion Research Day supports students as they present their research. The Colorado Springs Undergraduate Research Forum (CSURF) is a collaboration between three Colorado Springs institutions: the U.S. Air Force Academy, Colorado College, and UCCS. The Forum rotates among the institutions and allows students to present research to a panel of faculty representing each of the three institutions. An opportunity to present research posters is also part of this event. The library maintains an online Undergraduate Research Journal which publishes student research.

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**UPDATE:**

Updates on Student Affairs activities are provided in Section 3D.

Student research efforts have been consolidated within the Office of Research into a Center for Student Research which incorporates the Undergraduate Research Academy and a new Graduate Research Academy. The Center offers a range of workshops and activities for students to enhance their research abilities.

*Updated Evidence:*

Student Registration Handbook

UCCS Viewbook

Student Consumer Information

Mountain Lion Research Day Abstract Book

Colorado Springs Undergraduate Research Forum 2021

## Sources

- 2021.ComplianceWebsite
- 2021.CSURF
- 2021.MountainLionResearchDay.AbstractBook
- 2021.RecentAwards.OSPRI
- 2021.RegistrationHandbookFall2020
- 2021.ResearchDataHighlights
- 2021.StudentConsumerInformation
- 2021.StudentFlier
- 2021.Viewbook
- CHAN_Strategic Plan 2020
- VCAA_Honors Program_ Gray Matters Syllabus (1)
- VCAA_Honors Program_Gray Matters Syllabus (2)
- VCAA_KFL_Undergraduate Research Journal
- VCAA_LAS_Student-Faculty Research Awards

- VCAA_Provost_Honors Report
- VCAA_Research_ Undergraduate Research Academy
- VCAA_Research_CSURF_Book_2016
- VCAA_Research_Mountain Lion Research Day Abstract Book_2016
- VCSI_Compliance_Consumer Information Website_Part1
- VCSI_Compliance_Consumer Information Website_Part2
- VCSI_Compliance_Website
- VCSS_Recruitment_Viewbook_2015-16
- VCSS_Registrar_Fall 2016 Registration Handbook_2016
- VCSS_SLL_Student Life and Leadership Outcomes_2015
- VCSS_Student Life and Leadership_Student Success and Enrollment Management Division Program Assessment Calendar_2016

# 2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

## Argument

*(1) and (2) Governing Board Deliberations as a Public Institution*

Colorado's Constitution establishes the Board of Regents as the governing board of the University of Colorado. *Colo. Const. Article IX, §12.*  No other governing board of state institutions of higher education in Colorado is constitutionally created or elected by the citizens.  The directly elected nature of the Board of Regents provides it with a degree of autonomy and independence that is rare among institutions of higher education. Unlike governing boards of other state institutions of higher education both in Colorado and in other states, the Board of Regents is not subject to executive branch or legislative branch confirmation. Consequently, as an independent and elected board, the Regents are not part of the state executive or legislative branches.

Colorado's Constitution further provides that the Board of Regents has the authority to govern the University of Colorado campuses and provides the Regents with "the general supervision of their respective institutions and the exclusive control and direction of all funds and of appropriations to their respective institutions, unless otherwise provided by law" (*Colo. Const. Article VIII, §1*).  In their exercise of this authority, the Regents are public officials and are subject to statutory prohibitions that prohibit unauthorized uses of governmental power (*C.R.S. §18-8-404(1)(a)*). Another act of official misconduct occurs when an elected official knowingly and maliciously refrains from performing a duty imposed upon him or her by law.  Colorado law also prohibits Regents from performing any official act that will result in a direct economic benefit to an entity in which the Regent has a direct or substantial financial interest (*C.R.S. §24-18-108.5(2)*).  Regents may not disclose confidential information to advance a private interest, accept substantial gifts that would influence a reasonable person in discharging a public duty, or accept loans or compensation for services that are not commensurate with normal market standards.

To ensure transparency and accountability, the University of Colorado and the Board of Regents are subject to the Colorado Open Records Act, which states that "all public records shall be open for inspection by any person at reasonable times" (*C.R.S. §24-72-203(1)(a)*).  The Act broadly defines "public records" as including "all writings made, maintained or kept by the state, any agency [or]

institution" (*C.R.S. 24-72-202(6)(a)(I)*).  The statute specifically defines "the correspondence of elected officials" as a public record, unless the correspondence is a work product, lacks a demonstrable connection to the exercise of functions required or authorized by law or administrative rule and does not involve the receipt or expenditure of public funds, or is a communication between an elected official and a constituent under circumstances that the constituent expects is confidential (*C.R.S. §24-72-202(6)(a)(II)*). The Board of Regents is also subject to the Colorado Sunshine Act, which states that "it is a matter of statewide concern and the policy of this state that the formation of public policy is public business and may not be conducted in secret" (*C.R.S. §24-6-401*).

### (3)  Independence from Undue Influence

By Regent Policy, "a Regent is expected to serve the public trust and to exercise his or her powers and duties in the interest of the public, the University, and the Board" (*Regent Policy 2(A)(1)).* Accordingly, *Regent Policy 2(A)* is designed to ensure that its members exercise "independent judgment in the discharge of Board responsibilities."

TEXT DELETED

### (4)  Delegation to Administration and Faculty

Although the Board of Regents is the ultimate source of authority in the University of Colorado system, its powers are of "general supervision," and the Board of Regents has delegated the day-to-day operations to the University's administration, primarily to the President of the University system and the Chancellors of its campuses. The *Laws of the Regents* vest several duties in the office of the President.  Specifically, as the principal executive officer, the President:

- Shall be responsible for the administration of the university and compliance of all university matters with applicable regent *Laws* and policies and state and federal constitutions, laws and regulations.  *Laws of the Regents, §3(B)(1)(A)*.
- Serves as the chief academic officer of the university.  *Laws of the Regents*, *§3(B)(1)(B)*.
- Serves as the party responsible for providing academic leadership for the university in meeting the needs of the state.  *Laws of the Regents*, *§3(B)(1)(B)*.
- Serves as the chief spokesperson for the university. *Laws of the Regents*, *§3(B)(1)(B)*.
- Serves as the interpreter of university policy.  *Laws of the Regents*, *§3(B)(1)(B)*.
- Shall represent and interpret the roles, goals, and needs of the university throughout the state.  *Laws of the Regents*, *§3(B)(1)(E)*.

To ensure that the President ultimately retains the authority to serve in these roles, the Chancellors of each campus are "responsible to the president for the conduct of the affairs of their respective campus[es] in accordance with the policies of the Board of Regents" (*Laws of the Regents, §3 (B)(5) (A)).*

The Board of Regents delegates authority to the administration, but it also adopts a model of shared governance with the faculty of the University that recognizes the faculty's particular expertise in academic matters.

TEXT DELETED

The Laws of the Regents further specify:

- The faculty shall have the principal role for originating academic policy and standards,

including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and determination of candidates for degrees.

- The faculty shall have the principal role for originating scholastic policy, including scholastic standards for admission, grading (consistent with the Uniform Grading System of the University), continuation, graduation, and honors. As required by the Laws of the Regents, the deans of the colleges and schools shall have responsibility for enforcement of admissions standards and requirements.
- In the selection and evaluation of faculty, the faculty shall have the principal role, subject to the concurrence of the administration and the ultimate authority of the Board of Regents or its designee(s).
- In establishing policies and procedures for faculty appointment, reappointment, promotion, tenure and post-tenure review, and establishing policies and procedures for the appeal of decisions in these areas, the faculty shall collaborate with the campus and system administrations in the development of recommendations to the president for submission to the Board of Regents.
- In the selection and evaluation of department chairs and academic administrators, the faculty shall collaborate with the campus and system administrations in the development of recommendations for submission to the Board of Regents or its designee(s).
- In establishing and reviewing budget policies and plans for resource allocation, the faculty shall collaborate with the campus or system administration in the development of recommendations to the chancellor or the president, as appropriate, for submission to the Board of Regents. This includes review for new academic degree program proposals, academic program review, and program discontinuance.
- In the preparation of budgets, the administration shall have the principal role, with early collaboration with the appropriate faculty governance unit(s), subject to the ultimate authority of the Board of Regents or its designee(s).
- In the making of other policy concerning the general academic welfare of the university, the faculty shall collaborate with the administration in developing recommendations to the president for submission to the Board of Regents.

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**UPDATE:**

The Laws and Policies of the Regents were updated over the past two years. The content cited in the 2016 argument is still present but often has moved. For example, the references to the Presidents duties in Policy 3.B.1 are now found in Policy 3.A.1. The responsibilities of the Chancellor are now in 3.B.1. The references to the Board of Regents are still in Regent Policy 2 with the conflict of interest in 2.A and fiduciary obligations in 2.J. The principle of shared governance with faculty is found in Regent Policy 5.A.

## Sources

- 2021.RegentPolicy2.ConflictsOfInterest
- 2021.RegentPolicy3.Administration

- 2021.RegentPolicy5.Faculty
- Colorado Constitution Article IX Section 12
- Colorado Constitution Article VIII Section 1
- CRS 18-8-404
- CRS 24-18-108.5
- CRS 24-6-401
- CRS 24-72-202
- CRS 24-72-203
- Regent Law Article 1 - Mission
- Regent Law Article 2 - Regents
- Regent Law Article 3 - Officers

# 2.D - Core Component 2.D

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

## Argument

The University of Colorado Colorado Springs is strongly committed to freedom of expression and the pursuit of truth in teaching and learning.

As described in 2.C, the Board of Regents of the University of Colorado has as one of its guiding principles to "promote faculty, student, and staff diversity to ensure the rich interchange of ideas in the pursuit of truth and learning, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives."

The Laws of the Regents (Article 5D) specifically affirm and define academic freedom: "freedom to inquire, discover, publish and teach truth as the faculty member sees it, subject to no control or authority save the control and authority of the rational methods by which truth is established." Furthermore, "all members of the academic community have a responsibility to protect the university as a forum for the free expression of ideas."

Faculty responsibilities in regard to academic freedom include:

- maintaining competence and exerting themselves both on and off campus with integrity;
- having confidence that their work will be judged on its merits alone;
- entitled to freedom in the classroom in discussing the subject, but should be careful not to introduce into teaching controversial matter that has no relation to the subject;
- in speaking as citizens, should be "free from university censorship or discipline, but their special position in the community imposes special obligations."

Committed to the principle and the law, UCCS has worked to "assure an open environment based on mutual respect, engagement, and learning for all of the campus community" (Goal 5 objective in the 2020 Strategic Plan) as well as to "guide all students to personally develop rational criteria by which to evaluate arguments and adopt positions that are grounded in their personal knowledge and informed understanding" (Goal 6 objective).

The general education (Compass Curriculum) goals support the "development of students' intellectual and practical skills central to investigation, creative pursuit, and problem solving" (Goal 1) as well as the cultivation of self-awareness "to participate effectively in a society that encompasses diverse experiences, perspectives, and realities" (Goal 3). The Gateway Seminars in particular assist first-year students to assume the role of university students and to understand how that plays out in the classroom.

TEXT REMOVED

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**UPDATE:**

The University of Colorado Board of Regents went through an extensive review of Regent Law and Policy over the past 3 years including a major revision and strengthening of Regent Law regarding academic freedom and freedom of expression. Regent Law 5B sets forth principles of academic freedom which are elaborated in Regent Policy 5B. Regent Law 1E describes freedom of expression which is further elaborated in Regent Policy 1D. These revisions were made with extensive input from the university community.

The campus continues to be active in discussions of these topics. In 2016 for example, we hosted a three part series of campus discussions on academic freedom. In 2018 our Diversity and Inclusion Summit focused on themes of academic freedom, free speech and freedom of expression. The library "Just Talk" series featured a speaker on "Academic Freedom in Troubled Times" in 2018.

UCCS created a "Free Expression on Campus" web page. This page links to resources including a place for students to report alleged violations of their academic freedom. Our 2030 strategic plan emphasizes the need to "foster a community of learning, engagement and inclusive belonging".

## Sources

- 2021.AcademicFreedomSeries
- 2021.DiversityInclusionSummit2018
- 2021.FreeExpressionOnCampus
- 2021.JustTalk2018Scribe
- 2021.RegentArticle5.Faculty
- 2021.RegentArtilce1.Mission
- 2021.RegentPolicy1.GuidingPrinciples
- 2021.RegentPolicy5.Faculty
- 2021.StrategicPlanFor2030
- CHAN_Strategic Plan 2020
- Regent Law Article 5 - Faculty
- UCCS_Policy 200-019 Student Academic Ethics Code
- VCAA_General Education_Compass Curriculum Core Goals_2010
- VCAA_LAS_Center for Religious Diversity and Public Life

# 2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

## Argument

The University of Colorado Colorado Springs is committed to creating an environment that ensures faculty, staff, and students responsibly acquire, discover, and apply knowledge.  The Board of Regents has provided the context in its principles and laws for this environment.  While the first line for ensuring that this mission of the institution is fulfilled is the faculty, the Office of Sponsored Programs and Research Integrity provides the resources.  The Kraemer Family Library has assumed a primary role in offering guidance to students in the ethical use of information resources, with support from the English Department's First Year Writing Program.

(1) *Effective Oversight and Support Services*

The UCCS Office of Sponsored Programs and Research Integrity is responsible for effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.  The office is a consolidated source for information and resources for faculty and staff to navigate and fulfill their federal Responsible Conduct of Research requirements. Its brochure, 10 Keys to Responsible Conduct of Research, clearly summarizes advice in such areas as human subjects, animal resources, conflict of interest, and research misconduct.

The Office has several online training programs from the Collaborative Institutional Training Initiative (CITI) at the University of Miami, including Human Subjects Training, Responsible Conduct of Research Training, and Public Health Services Conflict of Interest Training (for NIH proposals).

Several governance structures and policies oversee the responsible conduct of research; see 2.A above for a complete explanation of these.

(2) *Guidance in the Use of Information Resources*

Students are offered several avenues of guidance in the ethical use of information resources.  The Kraemer Family Library subscribes to the Association of College and Research Libraries (ACRL) definition of information literacy as a set of abilities enabling individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."   The library advocates for the integration of information literacy across the curriculum

with collaboration from University faculty and staff.  The library also provides workshops and guides for students, works collaboratively with faculty who are having students conduct research projects, and maintains a reference desk (with in-person, phone, and online chat help).

The core writing courses required at UCCS (English 1310 and 1410), along with Professional and Technical Writing (PTW) Program courses, also guide students in the ethical use of information sources.  For example, in ENGL 1410, the primary task is a sustained research project on a substantive issue.  Writers engage in extended inquiry, which encompasses identifying, evaluating, documenting, and integrating print and non-print sources (see Faculty Guide and Sample Syllabus for ENGL 1410).   In ENGL 1410 and PTW 2000 level courses, students work with library staff as they do research for their assignments.  PTW courses are taken by students from colleges across campus, including Engineering, Business, and LAS.

Finally, as a part of the COMPASS general education curriculum, students take a SUMMIT course in their disciplines, which is often a capstone or thesis project and includes the ethical use of information resources.

(3)  *Academic Honesty and Integrity*

The CU Board of Regents has adopted ethical principles and standards of conduct for faculty, staff, and students. An in-depth discussion concerning research and academic integrity is available in 2.A.

The University Administrative Policy Statement on Intellectual Property that is Educational Materials assigns ownership of educational materials to the author of the materials, unless: 1) the production is a part of a sponsored program; 2) the materials are created under the specifically assigned duties of employees who are not faculty; 3) the author uses substantial University resources in creating the materials; or 4) the materials are commissioned by University contract or an explicitly designed assignment made in writing that is not a normal faculty scholarly pursuit. Through this policy, the University reaffirms its commitments to both academic freedom and encouraging and rewarding University community members who are developing intellectual property. It preserves the integrity of ownership of educational materials and incentivizes University faculty, staff, and students to pursue innovative and creative endeavors.

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**UPDATE:**

*Updated Argument:*

In 2019, UCCS was designated for the first time as a high research activity university (R2) by the Carnegie Classification of Institutions of Higher Education. The elevation in our research status is a testament to our growth in doctoral student graduation and our sponsored program funding.

The Office also partners with the Center for Student Research and the Graduate School to offer "Responsible Conduct of Research" (RCR)  in person training to supplement the online programs. RCR is broadly defined as the practice of scholarship and scientific investigation with integrity.The RCR active learning workshops use multiple modes of learning, including case studies, role-playing, published papers on RCR, mock examples of data entry forms, IRB applications, mentoring contract templates, as well as book and film discussions. Each session is designed and implemented by the RCR Coordinator who selects the content and presentation format for the session. Each session can

be co-facilitated with a local expert as appropriate. Typically, one session is offered every month of the academic year. Faculty, staff, and students who participate in 8 sessions are given a "completion certificate."

To better support research, UCCS increased the Associate Vice Chancellor for Research position from half time to full time and hired a post-award specialist to work with faculty. Other enhancements to research are included in the 2019-20 research highlights.

*Updated Evidence:*

CU Administrative Policy Statement: Misconduct in Research, Scholarly and Creative Activities

Guidelines and Procedures for Research Misconduct Allegations

UCCS Keys to Responsible Conduct of Research

## Sources

- 2021.APS1007.MisconductInResearch
- 2021.CarnegieClassification
- 2021.ResearchDataHighlights
- 2021.ResponsibleResearchConductBrochure
- 2021.StudentFlier
- 2021.UCCS.OSP.ResearchMisconductProcedures
- CU_APS Intellectual Property That is Educational Materials
- CU_APS Misconduct in Research
- UCCS_Research Misconduct Procedures
- VCAA_LAS_English 1410 Outcomes and Overview (1)
- VCAA_LAS_English 1410 Syllabus_2016
- VCAA_OSP_Keys to Responsible Conduct of Research

# 2.S - Criterion 2 - Summary

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

## Summary

## Sources

*There are no sources.*

# 3 - Teaching and Learning: Quality, Resources and Support

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

# 3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Argument

The UCCS mission statement is described in Colorado law and identifies UCCS as a "comprehensive baccalaureate and specialized graduate research university" that "shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs and a selected number of master's and doctoral degree programs."  Under that umbrella, UCCS offers 45 bachelor's degrees, 22 master's degrees, and five doctoral degrees. Each college, school, and library also has a mission statement that supports achievement of the overall campus mission.

(1)  *Program Currency and Levels of Performance*

Several processes ensure that UCCS courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

First, all degree programs have been through an approval process on the campus, with the CU Regents, and with the Colorado Department of Higher Education.  For example, a BS in Exercise Science and a BA in Inclusive Elementary Education went through the campus approval process in AY 2014-15, were approved by the Regents in September 2015, and were judged by the CDHE to be in accord with the UCCS mission.

Second, each UCCS undergraduate degree undergoes a program review on a seven-year cycle (see 4.A).  An Academic Program Review Policy determines the process, as outlined in 4.A.

Programs have consistently used the results of the program review process for improvement.  After undergoing review, for the next two years programs submit updates on progress to the Provost's office, which in turn submits the report of the CU System Vice President for Academic Affairs.  Examples of progress were noted in the 2016 Academic Program Report.

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Third, several UCCS degrees and programs have specialized accreditations which entail external reviews:

- College of Business - AACSB International
- College of Education - CAEP (teacher education) and CACREP (counselor education)
- College of Engineering and Applied Science - ABET
- School of Public Affairs - NASPAA
- Helen and Arthur E. Johnson College of Nursing and Health Sciences - CCNE (nursing), ACEND (nutrition)
- College of Letters, Arts, and Sciences - APA (PhD in Psychology), ACS (Chemistry)

All of the above programs have been continually accredited and are currently accredited.

Fourth, Graduate Programs are approved by the Graduate Executive Committee according to its Policies and Procedures.

Fifth, course and curriculum approval for general education occurs in the Compass Curriculum Committee with oversight by the Council on Undergraduate Education.  Each college or school also has a curriculum/course approval process.

Sixth, a Certificate Policy and a Standards and Procedures for Certificate Programs ensure the quality of these programs.

In addition, students in several programs take licensure exams:

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UCCS students have consistently high pass rates across these professional examinations.  For example, 2015 nursing graduates had a 97% pass rate, and 2014 counseling graduates had a 100% pass rate.

Finally, in AY 2013-14, at the request of the University of Colorado Board of Regents, the campus conducted an extensive program prioritization process for degree granting and non-degree granting programs.  ***TEXT DELETED***  The Program Prioritization Report and the Program Prioritization Update provide details on the process and results.

(2)  *Articulation and Differentiation of Learning Goals*

Learning goals are articulated and differentiated for undergraduate, post baccalaureate, post-graduate, and certificate levels.  Goals for general education (Core Goals for General Education) were approved by the faculty in fall 2010 and include the following broad areas:  Evaluate and Create; Know and Explore; Act and Interact.

Individual programs are required to develop learning goals, separately articulated for bachelor's master's, and doctoral degrees as appropriate, which are reviewed by the campus Assessment Office (or the program's specialized accreditation body).  Please see 4.B for a description of the process and program learning goals.  Assistance on Student Learning Outcomes(SLOs) and on developing SLOs is provided by the Assessment Office through its website.

(3)  *Program Quality and Goals Consistent Across Modes of Delivery*

Both online and on-campus courses and programs must go through the same approval process outlined above.  Dual credit courses must be approved by the appropriate department.  The same qualified faculty teach across modalities and locations.  There is not, for example, a separate group of faculty for online course delivery.  As detailed in the campus Quality Initiative Report, the campus made extensive investments in faculty and faculty support to ensure that newly developed and revised online courses are fully equivalent to their on-campus versions.

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**UPDATE:**

*Updated Argument:*

In fall 2017, the Faculty Representative Assembly commissioned a report on the UCCS student evaluation of teaching, known across the CU campuses as Faculty Course Questionnaires (FCQs).  This resulted in the replacement of the existing FCQ questions with the ones proposed in the report and a second committee that made recommendations regarding the evaluation of teaching, including the use of FCQs in that evaluation.

*Updated Evidence:*

Sample Syllabi

Revised Regent Policy for Academic Program Review

Revised UCCS Policy for Academic Program Review

Revised UCCS Policy for Certificate Programs

BS in Exercise Science Outcomes

BA in Inclusive Elementary Education

Graduate School Policies

Seven-year Program Review Schedule

 Annual Academic Program Review and Academic Planning Report

New Degree Process

Professional Exam Summary

## Sources

- 2017-JUN-27_200-006-Academic-Program-Review-APPROVED
- 2021.1019
- 2021.7-year schedule 2020-21
- 2021.Ex Sci Progress Report 2021

- 2021.ExamSummary
- 2021.Graduate School Policies and Procedures Graduate School
- 2021.IELM Benchmark Report
- 2021.RegentPolicy4
- 2021.SampleSyllabi
- 2021.UCCS - Academic Program Prioritization - 9.12.19 (Final) (002)
- 2021.UCCSPolicy200-023
- Annual Degree Program Review and Acad Planning report UCCS June 2020-FINAL
- CHAN_Mission Vision Values of Excellence 2012
- CHAN_Prioritization Report 2014
- CHAN_Prioritization Update 2016
- CHAN_QI Report UCCS _2016
- FCQ_Redesign_Team_Recommendations_to_FA_050418
- Regent Policy 4C Academic Program Review
- TeachingEvalCommitttee_ReportSpring19
- UCCS New Degree Approval Steps 2020-2
- UCCS_Policy 200-023 Certificate Program Standards and Procedures
- UCCS_Policy 200-023 Certificate Programs
- VCAA_Assessment_ Developing Student Learning Outcomes
- VCAA_Assessment_Student Learning Outcomes
- VCAA_BS in Exercise Science Joint Proposal_2015
- VCAA_COE_ Bachelor of Arts in Inclusive Elementary Education_2015
- VCAA_Compass Curric_Committees_2016
- VCAA_General Education_Compass Curriculum Core Goals_2010
- VCAA_Graduate School Policies and Procedures
- VCAA_Graduate School Structure
- VCAA_Provost_7-year schedule 2016-17_2016
- VCAA_Provost_Acad Prog Rev & Acad Plan_2016
- VCAA_Provost_UCCS New Degree Process_2016
- VCAA_SAVCUEAP_Council for Undergraduate Education_2014
- VCAF_IR Professional Exam Summary

# 3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

(1) *General Education Program Appropriateness*

The general education program at UCCS is appropriate to its statutory mission and provides solid support for the UCCS vision "to provide students with academically rigorous and life-enriching experiences in a vibrant university community. We advance knowledge, integrate student learning with the spirit of discovery, and broaden access to higher education for the benefit of southern Colorado, the state, nation and world."   The program supports the first three goals of the 2012-2020 Strategic Plan

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General education at UCCS prepares students for success in their majors, professional pursuits, and lives as creative, thoughtful, informed, and engaged members of our diverse, global society.

(2) *General Education Purposes, Content, and Intended Learning Outcomes*

General Education at UCCS is now titled the Compass Curriculum**.** After a three-year development process, the Compass Curriculum was put into effect for all first-time freshmen in fall 2014.  Each college has additional requirements for fulfilling the Compass Curriculum requirements, but all students have a minimum of 24 hours in common.

While UCCS had established campus goals for general education in 2000, in fall 2009, the Provost convened a thorough review of the general education program at UCCS.  ***TEXT DELETED*** The goals work is grounded in the American Association of Colleges and Universities LEAP (Liberal Education and America's Promise) initiative. ***TEXT DELETED*** the new Core Goals for General Education

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The goals focus on three interrelated areas of learning, all of which are essential to an undergraduate education. Through the general education curriculum, students are expected to develop competencies in each area and the ability to integrate these competencies in a foundation for lifelong learning.

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Another faculty task force led to the second phase of this effort, supported by retreats in November 2011 and April 2012, resulting in the passage of a new campus-wide general education framework by a vote of the full faculty in December 2012. ***TEXT DELETED*** the new program is called the Compass Curriculum, comprising the following elements to guide students through their undergraduate education:

- Gateway Program Seminar (GPS) introduces students to UCCS, the Compass goals, academic skill preparation, and oral communication.
- Explore Courses encourage students to explore disciplinary perspectives to gain a breadth of knowledge. Students take one course focused on the Physical and Natural World, one on the Arts and Humanities, and one on Cultures, Social and Economic Institutions, Health and Human Behavior. Offered in all colleges, the courses integrate High Impact Practices and common learning experiences.
- Navigate Courses, taken in the third year, focus on the concept of "Knowledge in Action"; students learn and apply knowledge from a range of disciplines. These interdisciplinary courses are offered from across the campus and connect colleges, departments, and academic disciplines in new ways, with a goal of applying academic knowledge to real-world endeavors. Courses may include team-taught courses, service learning, internships, and collaborative common-learning experiences.
- Summit Experience course is taken in the senior year within the major and is designed to apply and integrate knowledge in the major.

Rounding out the four components are three over-arching integrated elements and two skill-based requirements:

- Writing intensive courses
- Inclusiveness (Global/Diversity) courses
- Sustainability courses
- Writing core course
- Quantitative reasoning course

The Compass Curriculum is governed by a director, a leadership team, and a Compass Curriculum Committee, with representatives from each of the colleges. In addition, a set of policies guide the curriculum. Faculty may propose courses, which are then reviewed and approved by the relevant department chair, the college curriculum committee, and finally the dean, prior to being submitted to the Compass Curriculum Committee. A budget provides grants to faculty to develop Compass Curriculum courses.

(3) *Collecting, Analyzing, and Communicating Information; Modes of Inquiry or Creative Work; Adaptable Skills*

Every UCCS student is engaged in gathering, critically analyzing, evaluating, and communicating

qualitative and quantitative information through the requirements of the Compass Curriculum, specifically the Gateway Program Seminar, the core writing courses, the quantitative reasoning requirement, the Explore courses, the writing intensive requirement, the Navigate course, and the Summit requirement.

The approval processes for courses are intended to ensure that students will in fact meet these critical competencies through their courses in the Compass Curriculum. In addition, most degree programs specify variations on these competencies as goals.

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(4) *Recognition of Human and Cultural Diversity*

Each UCCS student, regardless of major, is required to complete at least one course designated as Inclusiveness within the Compass Curriculum. Additionally, many colleges and individual programs have relevant program outcomes. This can be seen in the mission of the Geography and Environmental Studies Department:

Broadly, GES seeks to

- *Broaden students' understanding of the world in which they live*
- Produce graduates with an appreciation for the discipline of geography
- Prepare students for careers and productive citizenship through lifelong learning
- *Highlight the importance of inclusivity*

Specifically, GES seeks to

- *Educate students about human and physical processes that shape the natural and cultural landscape*
- *Foster understanding of human-environment interactions and sustainability*
- Provide technological skills needed to study spatial relationships

As another example, the Bachelor of Arts in Criminal Justice outcomes state:

Students who complete the BACJ will:

- Be able to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency
- Have effective critical thinking and oral and written communication skills
- Have a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions
- Have a comprehensive knowledge of the ethical concerns of the criminal justice field
- *Understand how perceptions of the criminal justice system vary cross-culturally and how such differences influence policy and public perceptions*

Three goals from the 2012-2020 Strategic Plan highlight the campus commitment to inclusiveness and diversity (global/diversity) in addition to a core value of Inclusive Diversity**.** The 2016 Midpoint Revision of the Strategic Plan reaffirmed inclusive diversity as a core value and resulted in updates to the diversity strategic plan.

The 2007 Diversity Strategic Plan had as a key goal the creation of an inclusive campus community,

and several outcomes of that plan have been implemented, including the diversification of the student body and the establishment of both a Global Engagement Office and an LGBT Resource Center (see 1.C for a more thorough discussion of the outcomes).

TEXT DELETED

Both the CU System as well as the campus have conducted Diversity Summits.  TEXT DELETED The 2016 UCCS Diversity Summit had 300 faculty, students, and staff participating in two keynote sessions led by UCCS faculty, and 18 workshops led by faculty and staff.

Given that over 2000 UCCS students are active military, veteran, or family military members, the Office of Veteran and Military Student Affairs (OVMSA) maintains a wide range of programs to serve their needs, including an Orientation Program complemented by a Transitions seminar course (full-term 3-credit course) that has been extremely beneficial for orienting recently separated veterans to the campus and a supportive learning environment (200 participants per term).  Student-veteran programming centers on the Eight Keys to Veteran Success on Campus, a policy document developed by leaders from the Departments of Veterans Affairs, Education, Defense, and Labor through a summit held at the White House by President Obama.

(5) *Faculty and Student Contributions to Scholarship*

UCCS faculty and students contribute to scholarship, creative work, and the discovery of knowledge. Faculty are evaluated on their teaching, scholarship, and service, with the addition of professional practice if the unit specifies it.  Each department and/or college has defined its criteria for Review, Promotion, and Tenure, and these are available on the Provost website.   UCCS formerly tracked faculty productivity in the Faculty Report of Professional Activities (FRPA) but moved to Digital Measures in 2016.  Within this web-based data repository, faculty annual activity data are entered and maintained. Reports of intellectual contributions and creative contributions demonstrate faculty contributions to research and creative works.  UCCS has established metrics, approved by the Board of Regents.

TEXT DELETED

The annual Mountain Lion Research Day showcases both faculty and student research projects. The Gallery of Contemporary Art mounts a student art exhibit each year and regularly exhibits faculty work.  Student art work is also displayed in the University Center.

An Undergraduate Research Academy provides support and mentoring for student research projects, and the Undergraduate Research Journal, a digital journal published by the Kraemer Family Library, provides a publication outlet for them. Various colleges provide support for undergraduate research (LAS Student-Faculty Research Awards).  The Colorado Springs Undergraduate Research Forum, a collaboration among UCCS, the USAFA, and Colorado College, provides another opportunity for students to present research to both their peers and to a panel of faculty evaluators.  The Forum rotates each year among the campuses.

Opportunities for students to work with faculty on research projects can be seen across campus, from the Biofrontiers Institute to individual faculty projects.

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**UPDATES:**

*Updated Argument:*

Several Core Strategies from the UCCS Strategic Plan 2030 demonstrate the ongoing campus commitment to inclusiveness and diversity. In 2019, a new UCCS Equity, Diversity & Inclusion Strategic Plan was implemented. In addition to supporting enhanced EDI Teaching & Learning at events such as the inaugural Mountain Lion Teaching and Learning Day, the 2019 EDI Plan includes as a goal that every academic college will create and implement an EDI strategic plan with plans for each respective department/program.

The recent expansion of the MOSAIC and LGBTQ+ Resource Center and additional programming through International Affairs support opportunities for UCCS students to further their understanding of human and cultural diversity; for example, the number of UCCS students studying abroad in 2019-2020 represented a significant increase from five years prior.

UCCS has established new research and grant activity metrics, approved by the Board of Regents, with goals for external funding and peer-reviewed/juried dissemination outputs. UCCS's current sponsored program achievements represent a 107% increase from the last fiscal year, and faculty produce an average of three peer-reviewed/juried products per year over three-years.

In 2019, the Center for Student Research (CSR) was established to serve as a central hub and resource for undergraduate and graduate student research programs on campus.

*Updated Evidence:*

UCCS Strategic Plan 2030

Mission of GPS

Explore Requirement

High Impact Practices

Navigate Requirement

Summit Requirement

Writing Intensive Requirement

Inclusiveness Requirement

Sustainability Requirement

Core Writing Requirement

Compass Committees 2020-2021

Compass Policies 2018

Compass Renewals Process

[UCCS Equity, Diversity & Inclusion Strategic Plan 2019](#)

[Mountain Lion Teaching and Learning Day](#)

[MOSAIC and LGBTQ+ Resource Center](#)

[International Affairs Vision](#)

[International Affairs Quick Facts](#)

[UCCS 2020 Diversity & Inclusion Summit](#)

[Veteran and Military Affairs](#)

[Office of Veteran and Military Affairs Survey 2017](#)

[McCord Herbst Student Veteran Center](#)

[Military Friendly Schools Rankings](#)

[Veteran and Military Affairs Textbook and Technology Exchange](#)

[Veteran and Military Affairs Boots to Suits program](#)

[Research and Grant Activity](#)

[Mountain Lion Research Week Abstract Book](#)

[Undergraduate Research Academy Summary](#)

[Undergraduate Research Academy Program Overview](#)

[Center for Student Research Charter](#)

[Center for Student Research Brochure](#)

[Colorado Springs Undergraduate Research Forum Abstracts 2019](#)

[UCCS Undergraduate Research Journal 2020](#)

[College of Letters, Arts, and Sciences Research Award Application](#)

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- 2021.SummaryOVMSA.SatisfactionSurvey2017
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- CHAN_Strategic Plan 2020
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- VCAA_Compass Curric_Committees_2016
- VCAA_Compass Curriculum_Core Writing Courses
- VCAA_Compass Curriculum_Inclusiveness Requirement
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- VCAA_Compass Curriculum_Summit Experience
- VCAA_Compass Curriculum_Writing Intensive Requirement
- VCAA_Compass_Explore Curriculum
- VCAA_Compass_Navigate Curriculum
- VCAA_Compass_Quantitative Reasoning Requirement
- VCAA_Compass_Sustainability Requirement
- VCAA_Diversity Summit Program_2016
- VCAA_General Education Curriculum Vote_203
- VCAA_General Education_2014
- VCAA_General Education_Compass Curriculum Core Goals_2010
- VCAA_General Education_Faculty Retreat_2011
- VCAA_General Education_Gateway Experience
- VCAA_General Education_High Impact Practices

- VCAA_KFL_Undergraduate Research Journal
- VCAA_LAS_Student-Faculty Research Awards
- VCAA_Research_ Undergraduate Research Academy
- VCAA_Research_CSURF_Book_2016
- VCAA_Research_Mountain Lion Research Day Abstract Book_2016
- VCAA_Scholarly Activity Summary 2016
- VCSS_Office of Veteran and Military Student Affairs_8 Keys for Success of Veterans on America's Campuses_2016
- VCSS_OVSMA_Trends and Best Practices_2014

# 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

(1) *Sufficient Numbers and Quality of Faculty*

As of fall 2015 UCCS had 764 faculty members, 406 full-time and 358 part-time.  With a predominately tenure-track faculty, UCCS is assured of faculty continuity.  For non-tenure track faculty (titled "instructors" at UCCS) the campus has initiated merit-based opportunities for multiple year contracts as well as promotion to a Senior Instructor category for those who have served at least five years.  The campus maintains a student to faculty ratio of 15 to 1 which enables it to provide quality instruction to both undergraduate and graduate students.  UCCS maintains an updated faculty roster for full-time faculty using Digital Measures, an online system that tracks faculty research, teaching, and service activities.  In addition, faculty are listed in the UCCS Academic Catalog along with their degrees.   Article 5D of the Laws of the Regents of the University of Colorado states: "The faculty takes the lead in decisions concerning selection of faculty, educational policy related to teaching, curriculum, research, academic ethics, and other academic matters."  Faculty members are the key persons involved in the assessment of student learning.

(2) *Instructors are Appropriately Qualified*

All faculty in the tenure track have the terminal degree in their respective fields and have met the requirements for their positions as defined by their department.  Non-tenure track faculty hold a master's degree at a minimum, and many hold a terminal degree in their respective fields. High school faculty in dual credit courses must have a master's degree in the discipline or a master's degree in a related field (or be working toward one) with at least 18 graduate hours in the discipline. They are approved by the appropriate departmental faculty. The School of Public Affairs (SPA), the

College of Business, and the College of Engineering and Applied Science in rare cases allow lecturers with BA or BS degrees and tested experience to teach in undergraduate programs. See the Human Resources section in 5.A for descriptions of the hiring processes.

(3) *Instructors are Evaluated Regularly*

All full-time faculty/instructors are evaluated yearly in a merit evaluation process conducted by the individual colleges and schools. Teaching in all courses is evaluated by the use of the Faculty Course Questionnaire and at least two other forms of evidence.  Examples of other forms of evidence are typically found in unit Review, Promotion, and Tenure (RPT) criteria and include measures such as new course development, teaching awards, development and implementation of innovative teaching methods, contributions to assessment, peer review, and more.  Tenure-track faculty are also reviewed under the Standards, Processes, and Procedures policy at both the system and campus levels.  At UCCS, tenure-track faculty undergo a first year review, a comprehensive review prior to the tenure review, and a tenure review.  The Review, Promotion, and Tenure (RPT) criteria are specified by each department/college, approved by the dean/provost, and are posted on the provost website.  In addition to annual review, tenured faculty have a comprehensive review every five years under the guidelines of the Post-Tenure Review Policy.   Part-time faculty are reviewed by department chairs or by a college-based annual merit review process.

**(**4) *Support for Professional Development*

Faculty have a wide range of opportunities to remain current in their fields and to pursue professional development.  Tenured faculty are eligible for full (at half pay) or half-year (at full pay) sabbaticals every seventh year.  Faculty often use this opportunity to pursue further education or credentials, to study with world class professors or materials at another institution, to write articles and/or books, prepare grants, or improve their teaching.   Faculty are also supported with travel funds for conferences in their fields.  Evaluation of faculty currency in their fields occurs through their yearly evaluations as well as their tenure and post-tenure reviews, in addition to the Program Review process which uses external reviewers.

(5) *Instructors Accessible for Student Inquiry*

Individual colleges and schools require all faculty/instructors to hold regular office hours to serve their students and to both list those hours in their syllabi and post them at their offices.  All instructors are provided with office space to meet with students (in some cases, this is shared office space). Additionally, Blackboard serves as the online platform to facilitate student learning and provides both traditional and online students additional access their instructors.

(6) *Qualifications, Training, and Professional Development for Student Services Staff*

UCCS staff members providing student support services are appropriately qualified, trained, and supported in their professional development, with most staff holding master's degrees in their fields. The overall process for hiring staff is detailed in the Human Resources section (5.A).

Specific requirements for professional staff include the following:

- *Academic advisors and success coaches* are hired based on experience working with college students. They receive thorough training prior to working with students, meet weekly for additional training, and attend a retreat each semester.

- *Full-time financial aid staff members* are hired based on a minimum of three years of experience in the field of financial aid and receive regular training through national, regional, and state associations as well as ongoing training sessions with the Office of Financial Aid, Student Employment, and Scholarships.
- *Full-time Residency Hall Managers* are required to have a bachelor's degree and prior experience working with students living on campus. They undergo three weeks of training when first hired and ongoing training during their time of employment.
- All *Student Life and Leadership staff who* provide services for student activities hold master's degrees in Student Affairs in Higher Education.
- *Enrollment Management professional staff* hold at least a bachelor's degree, with department directors and associate directors holding master's degrees.

Requirements for student staff include:

- *Student tutors* in the Excel Centers are hired with a structured application process based on academic achievement, recommendations, and interviews (Application process for Excel tutors). Communication Center tutors take COMM 4900 - Peer Tutoring, and the Writing Center tutors take ENGL 3800/4800 - Peer Tutoring. All the centers maintain ongoing training for student tutors with workshops.
- *Orientation Welcome Leaders (OWLS)* are selected through a structured application process based on academic and interpersonal behaviors (see OWL application). They receive extensive training to prepare them for working with students during orientation and receive frequent feedback about their performance.
- *Junior Teaching Assistants (JTAs)* act as peer mentors for all first-year students in GPS 1010, the Gateway Program Seminar. Students must apply to be a JTA and enroll in a hybrid course (GPS 4090) that examines the complementary processes of teaching and learning from both the theoretical and pragmatic perspectives. JTA peer mentors learn to engage, listen, and assist first-year students regarding student adjustment to UCCS and academic success in a mature, professional manner.
- *Resident Assistants (RAs)* in Housing undergo a rigorous selection process with recommendations from faculty and staff. They receive an intensive nine-day training program before fall semester and a three-day training before spring semester, including Title IX, crisis response, and other student support interventions. They are also required to attend training throughout the year and meet weekly with their supervisor for ongoing coaching.

All student support staff have access to professional development opportunities and are encouraged to join professional organizations and attend professional conferences. Student Success units have a travel and professional development budget for staff to stay current and connected in their specific fields (see 5.A.1 for further staff development opportunities).

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**UPDATE:**

*Updated Argument:*

A key goal of the UCCS Strategic Plan 2030 is to "Cultivate a culture of inclusive excellence that responds to the diversity of our campus community," measured by having "Expanded the diversity of faculty and staff." Diversifying the faculty and staff is an ongoing goal for the campus. In the annual CU System Diversity Report 2019-2020 UCCS provides information about the diversity of

faculty and staff, as well as students. From 2015 to 2019, the percent of minority faculty increased for tenured/tenure track faculty from 14% to 20% and for instructional/research/clinical faculty from 9% to 14%. In fall 2019, the percent of minority staff was 24% overall. From 2015 to 2019, the percent of minority students enrolled at UCCS increased from 32% to 35%. To continue expanding diversity in faculty and staff, UCCS focuses on multiple strategies. These include HR guidelines for recruitment and hiring and ensuring diversity of candidates throughout staff and faculty searches. Search committees receive training about implicit and explicit bias and include a Diversity Champion. Campus climate and support are another area for diversifying, supporting and retaining staff and faculty. In 2021, the Interim AVC of Equity, Diversity, and Inclusion launched a series of Listening Sessions and has led a Task Force established by the Chancellor to strengthen the culture of equity, diversity, and inclusion at UCCS.

The first-year Gateway Program Seminar (GPS) Faculty Director, Assistant Director, and pedagogical experts at the Faculty Resource Center (FRC) have created year-round professional development trainings, workshops and events and a badging program and focused on strategies for teaching first-year students. GPS faculty who are teaching online sections are required to complete the FRC Online Course Design and Instruction Badge Program (30 hours).

*Updated Evidence:*

UCCS Strategic Plan 2030

CU System Diversity Report 2019-2020

HR Search Guidelines

EDI Listening Sessions

EDI Taskforce

IPEDS HR report

IPEDS Fall Enrollment 2020

UCCS Catalog 2021-2022

Regent Policy 5

Faculty Transcripts Sample 1

Faculty Transcripts Sample 2

Faculty Transcripts Sample 3

Faculty Transcripts Sample 4

Gateway Program Seminar Faculty Training

Gateway Program Seminar Teaching Essentials

[New Faculty Course Questionnaire](#)

[Guidelines for Evaluation of Teaching](#)

[APS 1022](#)

[UCCS Review, Promotion, and Tenure Criteria](#)

[Faculty Resource Center](#)

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[Excel Tutor Application](#)

[ENGL 3800/4800 – Peer Tutoring](#)

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- VCSS_First Year Experience_training for success coach_2015
- VCSS_Orientation_ OWL training_2016
- VCSS_Orientation_OWL Job Description_2016
- VCSS_Student Success_Excel Tutor Training and Application Process_2015
- VCSS_VCAA_First Year Experience_ENGL 3800 Syllabus
- VCSS_VCAA_JTA Training and Development Syllabus_2016

# 3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

## Argument

The University of Colorado Colorado Springs provides a wide range of services to support student learning and effective teaching.

*(1) Support Suited to Population*

The UCCS student population in AY 2015-16 comprised 85% undergraduate students and 15% graduate students, 2,000 of whom were enrolled in online courses. Like most students, UCCS students need academic support, transitional support, financial support, and emotional support. In addition to these common needs, UCCS students have other needs based upon economic status, family status, military status, and disability. Nearly one-third of UCCS undergraduates come from families considered low-income (32% are Pell Eligible), and 32% of all students are minority, including 36% of the freshman class. The campus serves 2,129 military veterans, active military, and military family members (18.8% of the entire student population).

Several services are in place to help new students make the transition to college from high school, community college, or the workplace:

- Office of First Year Experience assists incoming undergraduate students through their first year at UCCS whether they are transfer students or freshmen and works with the Parent and Family Programs.
- Office of Veteran and Military Student Affairs provides transition assistance through financial, social, and academic support for all veteran, active military, and military family members. The office focuses on transitioning military members from military life to the university environment, with academic support leading to workforce and professional opportunities. They also provide training to faculty and staff with the Veteran Educators Training and Support Program (VETS 1 & 2
- LGBT Resource Center provides resources and information to LGBT students as well as advocating for them throughout the campus.
- MOSAIC (Multicultural Office for Student Access, Inclusiveness, and Community) supports and creates opportunities that will assist all students in developing a sense of community at UCCS.

- Office of Disability Services assists students with disabilities, supporting their needs for accommodation and access throughout their time at UCCS.  In 2015, the Office assisted 668 students with documented disabilities.
- Family Development Center provides day care services at a reasonable cost for the many UCCS students who have children, enabling parents to attend classes and participate in the campus community.
- Career Center provides services to all levels of students to help identify interests and career goals, develop intentional career plans, and prepare for jobs or graduate school through resume reviews, mock interviews, and career events.  The Center also identifies internship, volunteer, or employment opportunities through career fairs, networking events, information sessions, workshops, and other career events.  In AY 2014-15, the Center had over 4500 interactions with the students.

Students are also provided with financial support through the Financial Aid Office**.**  Besides a newsletter each semester, the office provides monthly" Mountain Lion Money Matters" workshops to help students better understand loan processes and the responsibilities of being a borrower before applying for loans. In addition, the workshops cover other financial literacy topics ranging from how to protect oneself from identity theft to how to create a budget.  This has resulted in UCCS having one of the lowest loan default rates in the state of Colorado, 2.8% compared to a state average of 12.4% and a national average of 11.8%.  The office is dedicated to making students better educated and more proactive financial consumers.

In addition, students are provided with a wide range of services for emotional and mental health support:

- Mental Health Services, a part of the Recreation and Wellness Center, provides individual and group counseling, psychological and neurological testing, psychotherapy, consultations, workshops, and presentations to help UCCS students manage stress and personal issues that affect learning.
- Gateway Guides**,** under the direction of Mental Health Services, provide strategies for first-year students to help them work through common transitional issues such as homesickness, relationships, and other aspects of college life.
- Student Response Team (SRT) responds to the health and safety needs of students and assists them in crisis situations.  The team is coordinated by the Office of the Dean of Students, and representatives from Mental Health Services and the UCCS Police Department serve on the team.  Additional staff/faculty members as well as students and the community are consulted as necessary. During AY 2015-16, the SRT responded to over 425 concerns.
- Clyde's Cupboard was established as a part of a student-led initiative and is a collaborative effort involving individual students, the Student Government Association, the Student Life and Leadership Office, and the Office of the Dean of Students. Operating since 2014, its goal is to assist students who may face food insecurity and has served over 300 students.

*(2) Learning Support and Preparatory Instruction*

Learning support is provided through the Excel Centers in Communication, Language, Mathematics, Science, and Writing. Large numbers of students use the Centers, and those who do have better grade point averages and higher retention rates.  For example, the centers had over 100,000 visits in AY 2015-16, with additional students supported through outreach in classes.  Students who use the Excel Centers are consistently retained at over a 70% rate--13% higher than non-Excel Center users.

The new University Studies program was designed to increase the success and retention of students who have been conditionally admitted based on review by the UCCS College of Letters, Arts, and Sciences admission committee, or who intend to enter the more selective admissions programs in Engineering, Business, and Nursing, or who are undecided about a major.  TEXT DELTED

The Office of First Year Experience provides support for all entering freshmen and transfer students through a wide range of workshops to support students in their transition to college, regular communications to students and parents about issues affecting students, and links to campus resources that support courses that have proved challenging for first-year students.

The Gateway Program Seminar (GPS), the entry course in the Compass Curriculum (general education) described in 3.B.2, introduces students to UCCS, the Compass goals, academic skill preparation, and oral communication.

Several programs are in place to ensure that new students get directed into courses for which they are adequately prepared.  Prior to New Student Orientation, academic advisors review transcripts and test scores and recommend courses that are at the appropriate level for the students' desired majors. After orientation, academic advisors check all new students' schedules to reaffirm that students are in courses that are appropriate for their level and major.  All students have access to a degree audit program (DARS) that maps their progress and shows them remaining coursework.

TEXT DELETED

*(3)  Academic Advising*

Academic Advising is provided to all undergraduate students through a centralized Advising Center. Advisors initially meet with students at new student orientations or contact online/distance learners to help students transition into the University.  Students are assigned an academic advisor based on major, and students have access to advising services through weekly walk-in advising times, appointments, group advising sessions, and email.  In addition to course scheduling, advisors take a proactive and developmental approach with students, help them make informed decisions about their educational goals, and refer students to appropriate resources on campus.  Academic advisors have focused initiatives for first-year students, students placed on early alert (potential to fail a course), students on probation, and students close to graduation.  The Center maintains degree planning sheets and a degree audit system that help students track their progress toward graduation. Transfer students benefit from UCCS participation in the Colorado Department of Higher Education gtPathways program which spells out transfer articulation agreements with community colleges in the state (see 4.A).

Academic advising for all graduate programs is held within academic departments and is provided by faculty within the discipline.  In addition, the Graduate School provides new student welcome events and professional development opportunities. It also supervises the Graduate Student Association.

*(4) Infrastructure and Resources*

As described in significant detail in 5.A.1, UCCS has made and continues to make investments in the infrastructure and resources necessary to support effective teaching and learning.

TEXT DELETED

Over the past ten years, the UCCS Strategic Plans have guided the Facilities Master Plan and thus

the investment in campus infrastructure, new buildings, and significant renovation of older buildings. These capital projects are in response to the needs of the campus as defined in the strategic plans and as realized through growth in the number of students, faculty, and staff on campus. Major renovation and minor remodels have also been initiated as a result of the strategic plans and the necessity of adding teaching and learning spaces on a growing campus.

TEXT DELETED

Current and future construction includes the Sports Medicine and Performance Center which will incorporate public and private partnerships designed to support enhanced clinical experiences for students and support academic programs related to sports medicine and science. The renovation of the TRW building (a former aerospace company site acquired by the campus) will become home to the new cyber security initiative.

Similarly, UCCS Information Technology (IT) receives a general fund base allocation for planned replacement and upgrades.  UCCS IT utilizes a student learning technology fee to maintain and upgrade the student academic technology environment on a three-year basis. This keeps the student learning environment current and enhances the faculty and student learning experience.

TEXT DELETED

The technological infrastructure provides robust IT support to faculty and students, with a 24-hour help desk and computer labs in virtually all campus buildings.  Blackboard is the learning support system for online, hybrid, and face-to-face courses, and also has a 24-hour help line. The Faculty Resource Center maintains the following resources for faculty:

- Basic Training and a "Boot Camp" for online teaching
- Online course development grants
- Teaching Online Program that certifies faculty based on Quality Matters standards

Each college also has an online administrator to support faculty.  UCCS' Open Pathway Quality Initiative was to expand online degree offerings.  The Quality Initiative Report details the outcomes, including increasing online course sections, section size, and student credit hours.  An investment in the Faculty Resource Center supported faculty in creating quality online offerings.

Science laboratories provide strong support for instruction.  All are either new or have been refreshed and are located in the following buildings:  Osborne Center for Science and Engineering, Centennial Hall, Engineering and Applied Science, University Hall, and the Lane Center for Academic Health Sciences.

Arts facilities include a Gallery of Contemporary Art (GOCA), the Osborne Theater (for student productions), and the Dusty Loo Bon Vivant Theater for the campus professional theater company, Theatreworks.  A Fine Arts building provides facilities for the Visual Arts.  Opening in 2018, the Ent Center for the Arts is a collaboration between UCCS and the local arts community.  It will house GOCA, Theatreworks, and the music, dance, and theater programs.

Clinical sites are maintained by the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences, the College of Education, and the Clinical Psychology program.  The new Lane Center for Academic Health Sciences, another partnership with the Colorado Springs community, contains several clinics that provide sites for nursing, health sciences, and psychology students.

- Primary Care Clinic
- Aging Center
- Center for Active Living
- Peak Nutrition Clinic
- Veterans Health and Trauma Clinic

The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences has 242 affiliation agreements for Health Science and 672 agreements for Nursing with hospitals, clinics, and schools. The College of Education maintains partnership agreements with 62 schools and agencies to provide internship sites for its teacher, counselor, and administrator candidates. And the Clinical Psychology MA and PhD programs in the Department of Psychology have 22 sites.

The Kraemer Family Library (KFL) located in the El Pomar Center serves faculty, staff, and students and is the sole library facility at UCCS. The Library's staff of 26, including 13 professional librarians with master's degrees, 13 library technicians in classified staff positions, and numerous student employees (approximately 9.0 FTE per year), serves the entire UCCS campus community comprising over 700 faculty and over 11,000 students. The Library occupies 108,000 assignable square feet (ASF) in the El Pomar Center with seating space for 1,300 Library users. In addition, the Library contains 26 group study rooms, including a parent/child study room and 12 computer-equipped study rooms. The Library's "information commons" consists of a computer lab containing nearly 200 personal computers. In addition, the area holds a multimedia development lab and an assistive technology lab for students with disabilities. The Library also has an enclosed computer lab/classroom that is used for library instruction sessions. KFL offers a wide range of services to faculty and students, including reference assistance (in person, via email, chat, text, or telephone), classroom and one-on-one instruction in the use of library resources, interlibrary loan including electronic delivery of articles, and campus and easy remote access to the library's catalog and numerous electronic databases and journals. One librarian is assigned to serve as liaison to each program area. See library statistics for 2016.

## (5) *Research and Information Resources*

The Kraemer Family Library has a wide range of resources to guide students in the effective use of research and information services. A set of "how-to" general guides help student with such questions as "How do I cite my sources?" or "How do I design a research poster?" Library faculty have also developed course guides for individual courses. Library faculty provide instruction in classes as requested by faculty, and they also team with core writing faculty to teach students research processes.

Departments conduct undergraduate and graduate research. Students present their research at departmental seminars and research symposia. Several departments teach a seminar class to help students develop research skills, informational literacy skills, and presentation skills.

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**UPDATE:**

*Updated Argument:*

Student support services that are suited to the needs and wants of the UCCS student population continue to grow. Data from academic year 2018 - 2019 is illustrative of this progression and provides a realistic look at a typical year that was not impacted by the limitations that were the realities of the global pandemic. Veteran and Military Affairs saw 4,561 visitors in the new state-of-the-art McCord-Herbst Student Veterans Center, Disability Services assisted 1,220 students with documented disabilities, and 120 students, which is full capacity, enrolled at the Family Development Center, UCCS' childcare facility.

Emotional and mental health services expanded as well. For instance, the Counseling Center served 738 individuals through 5,779 appointments, and 325 people were involved in 1,081 appointments with the Psych Nurse Practitioner.   UCCS' CARE Team, formerly known as the Student Response Team (SRT), responded to 583 documented concerns. Student food insecurity continued to be addressed through Clyde's Cupboard, UCCS' food pantry. Usage increased from 300 annual visitors in its inaugural year to 1,361.

Since 2016, academic advising has focused on several key initiatives to support undergraduates from orientation through graduation. Advising has implemented required first-year advising and now meets with 90% of first-year students in the first semester vs. 47% in fall 2016 prior to the required advising initiative. Advising has also created and implemented a "Think 30" campaign to support students in degree progress and timely graduation. Continuing students enrolled on average in an additional 1.38 credit hours for spring and fall 2019, were 17.2% more likely to be full-time, and 11.6% more likely to enroll in 15 credits or more when they met with their advisor the previous semester. Academic Advising has also led efforts to create Meta Majors on campus--providing undecided students with pathways to explore majors in clusters and to support students who struggle with fit in their declared major.

Recent data from Career Services, the Office of First Year Experience, and the MOSAIC & LGBTQ+ Resource Center exemplifies UCCS' commitment to quality student services too. Career Services consistently initiates 6,029 interactions with students and alumni, and the new T. Rowe Price Career and Innovation Career Center is currently under construction in the University Center on campus and will be completed in August of 2021. The centralized location will be a focal point for ongoing career readiness and internship support. The Office of First Year Experience adopted a peer academic coaching model and increased its meetings with at-risk students substantially—seeing a 200% year over year increase from 2019 – 2020.   Student interactions went from 75 meetings to 375 during this period of time. In the spring of 2021, the Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC) & the LGBTQ+ Resource Center was reconfigured and expanded—adding 560 additional square feet to its physical footprint. This allows for more dedicated, flexible, and welcoming space to involve students in Equity, Diversity, and Inclusion (EDI) educational programming, club gatherings, formal and informal community building, advising, mentoring, and personal reflection.

The Student Affairs Division maintains a schedule of rigorous reviews of their offices to ensure that the programs offered are consistent with national best practices. An example of a review was the advising office. The review consisted of a self-study, an internal review, an external review and resulted in the advising office developing a strategic plan.

The campus physical infrastructure has been enhanced by the completion of the Hybl Sports Medicine and Performance Center and the Ent Center for the Performing Arts, and the continuing development of the Cybersecurity Building.

*Updated Evidence:*

Office of First Year Experience

[Website](#)

[Parent and Family Programs Website](#)

[Parent and Family Newsletter](#)

[Parent and Family Facebook](#)


Office of Veterans and Military Student Affairs

[Satisfaction Survey](#)

[VETS training](#)


[Disability Services](#)

[Loan Default Rates](#)

[Excel Centers](#)


Kraemer Family Library

[Library Class Guides - list](#)

[Library Class Guide - example](#)

[Library statistics](#)

[IPEDS Library resources](#)


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- 2021.LibraryClassGuidesExample
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- 2021.LibraryStatistics
- 2021.MilitaryStudentAffairsSatisfactionSurvey2017
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- 2021.ParentFamilyNewsletterMarch2020
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# 3.S - Criterion 3 - Summary

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

## Summary

## Sources

*There are no sources.*

# 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

# 4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

## Argument

*(1) Program Reviews*

CU System Policy mandates academic program reviews, which are carried out following the UCCS Academic Program Review Policy. All academic degree programs not subject to specialized accreditation are subject to review every seven years. Reviews are conducted under the oversight of a faculty panel. Departments prepare a self-study (1)(2) using a set of criteria and required information. Each review consists of two external and one internal reviewer from outside the program's college who produce a report of their findings. Departments and colleges respond to the reviewers' report. The findings of each review and follow-up on reviews from the three prior years are reported to the Board of Regents in an Annual Report. Taken together, the self-studies, reviewer reports, unit responses, and the follow-ups on past years' reviews included in the annual report provide evidence of a thoughtful, thorough, and useful process that results in a pattern of program improvement over time.

*(2) Evaluation of Credit*

In conjunction with the faculty of relevant academic programs, the Office of Degree Audit and Transfer Credit is responsible for the evaluation of all forms of transfer credit. The website posts policies and guidance for students in general and also based on their incoming status (from Pikes Peak Community College, other Colorado community colleges, California community colleges, other out-of-state community colleges, transfers from Colorado four-year institutions, out-of-state four-year-institutions, and military students). Likewise, the website details processes for credit by examination through Advanced Placement, College Level Examination Program, International Baccalaureate, and DANTES Subject Standardized Tests.

(3)  *Transfer Credit*

UCCS has extensive transfer agreements with numerous two-year and four-year institutions, especially in Colorado, many of which were facilitated by the Colorado Department of Higher Education, as indicated on its website. Upper-division and graduate courses as well as other courses not covered by a transfer agreement are evaluated by academic departments before being transcripted. Credits from international institutions are evaluated by recognized professional services.  In short, across all student populations and programs, UCCS maintains a rigorous process that is also responsive to student needs.

*(4) Authority for Curriculum*

UCCS has a well-developed process for the approval of new academic programs, as detailed in the CU System and campus policies.  Proposals may arise from departments, campus planning processes, and external inquires, but all are examined in a systematic and comprehensive fashion that results in realistic and useful additions to the campus' offerings.

Each school or college maintains a curriculum committee(s) that approve(s) new courses and programs of study, as well as revisions to existing courses, including prerequisites, subject matter, characteristic assignments, and student learning objectives.

1. The College of Business is organized into disciplinary teams, an Undergraduate Team and a Graduate Team, which jointly manage the curriculum.
2. The College of Education Curriculum Committee reviews all requests for new courses using the UCCS Course inventory Form and provides advice and guidance on departmental proposals to add programs or change degree requirements.
3. The College of Engineering and Applied Sciences exercises this authority at the department level. Each department (Computer Science, Electrical and Computer Engineering, and Mechanical and Aerospace Engineering) has reported on the issues in its most recent ABET self-study.
4. The College of Letters, Arts, and Sciences maintains a *Policies and Procedures Manual* that includes the college's processes for managing the college's curriculum.
5. The School of Public Affairs has prepared a guide to its academic policies.
6. The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences manages its curriculum through a set of departmental by-laws.
7. The Graduate School reviews all graduate programs through the Graduate Executive Committee (GEC) and courses through the Dean. Changes to programs must come through the GEC. Minimum standards for programs and student performance are required by the Graduate School.

Academic departments determine faculty qualifications for their programs, including

teaching individual courses, regardless of how they are delivered.  Graduate faculty must be reviewed, approved, and appointed by the Graduate School. When high school teachers are considered for teaching in dual enrollment courses, they and their proposed syllabi are evaluated by departments based on the same criteria used for all other offerings.

Access to and quality of learning resources are detailed in 3.B.5.

*(5) Specialized Accreditation*

UCCS maintains specialized accreditation where such accreditation is available and is either required for licensure or of significant benefit to graduates of those programs as proposed by the program and approved by the Dean and Provost. UCCS tracks the schedules of those accreditation processes in conjunction with its internal academic program reviews. UCCS maintains links to accreditors' websites for confirmation of specialized accreditation and archives the accreditors' reports.  All eligible programs have been continuously accredited.

*(6) Success of Graduates*

UCCS has primarily tracked the success of its graduates through an undergraduate alumni survey, a graduate alumni survey, and the collection of information about UCCS graduates' performance on various examinations for licensure and admission to graduate school. Each year since 2013, the Office of Institutional Research also produces a report on UCCS Baccalaureate Recipients Who Pursued Further Education.

The CU System 2016 Alumni Survey, conducted in April and May, had 1,530 UCCS respondents and showed the following results specific to UCCS:

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**UPDATE:**

*Updated Argument:*

A comprehensive review of regent laws and policies led to the the adoption of a new regent policy on Academic Program Review (APR) in 2017, which was implemented in a CU Administrative Policy Statement and became effective January 1, 2018.  Campus policy was revised to bring campus policy into alignment with those changes.  Guidelines and timelines were also updated.  The APR life-cycle is represented in the AY 19-20 APR reports for Languages & Cultures, the Kraemer Family Library and Mathematics.  These program reviews, as well as follow-up on prior years' reviews, were reported to the CU system.

*Updated Evidence:*

Academic Program Prioritization Update

Alumni Survey Results

[Baccalaureates Pursuing Further Education](#)

[College Navigator Portrait](#)

[Institutional Research Accreditation Page](#)

[Institutional Research Reporting Summary](#)

[New Student Evaluation of Teaching Questions](#)

[National Survey of Student Engagement Results](#)

[Professional Exam Results](#)

[Specialized Accreditation Letter AACSB](#)

[Specialized Accreditation Letter ACEND](#)

[Specialized Accreditation Letter CACREP](#)

[Specialized Accreditation Response CAEP](#)

[Specialized Accreditation Letter CSW baccalaureate](#)

[Specialized Accreditation Letter CSW masters](#)

[Specialized Accreditation Website - InstitutionalResearch](#)

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- VCAF_IR Undergraduate Alumni Survey 2015
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- VCSS_A&R_International Undergraduate Admissions_2016
- VCSS_OSR_Advanced Placement Transfer_2015
- VCSS_OSR_Best Choices BUSINESS_2015
- VCSS_OSR_College Level Examination Program Transfer_2015
- VCSS_OSR_Credit By Exam Transfer_2015
- VCSS_OSR_DANTES Subject Standardized Tests Transfer_2015
- VCSS_OSR_Guaranteed Transfer_2015
- VCSS_OSR_International Baccalaureate Transfer_2015

- VCSS_OSR_Official Transfer Evaluation_2015
- VCSS_OSR_Transferology_2015
- VCSS_OVMSA_Military Transfer Credit - Office of Veteran and Military Student Affairs_2015

# 4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

## Argument

*(1)  Learning Goals and Processes for Assessment*

UCCS has had campus-wide general education student learning goals since 2000. These goals were updated in October 2010 with what became the Compass Curriculum Goals.

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2002 assessment plan; 2007-2010 and 2012 reports; Compass Curriculum 2016 (preface) Plan

UCCS requires each degree program and stand-alone minor to create and submit an assessment plan that includes student learning outcomes, direct measures of those outcomes (supplemented by indirect measures, as appropriate) and a schedule for collecting and analyzing the resulting data. Programs that are subject to specialized accreditation, when that accreditation also requires such a plan, are allowed to submit their relevant specialized accreditation materials to meet this requirement.  The evidence provided demonstrates that every academic program met this requirement at an acceptable level.

From roughly 1996 to 2014, assessment processes were overseen by the Student Achievement Assessment Committee (SAAC). SAAC went through multiple iterations and strategies for inculcating more effective assessment and evolved into a new governance structure within the existing Graduate Executive Committee and a new Council on Undergraduate Education, both comprised of formal representatives from the colleges. Responsibility for feedback to units was delegated to a set of compensated faculty associates.  As a result, feedback to departments has improved in both timeliness and consistency.

In addition to the curricular assessment in the degree-granting colleges detailed above, the Kraemer Family Library assesses student mastery of its information literacy goals which direct students to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

*(2)  Assessment of Co-Curricular Programs*

On the co-curricular side of UCCS, the Athletic Department tracks student-athlete GPAs, retention, and graduation, as well as service participation at the team level. Outcomes for student-athletes have

been well above those for the student body as a whole for 24 straight semesters.  The Family Development Center participates in a three-year cycle of formal accreditation for early childhood education centers.  The University Center (student union), in partnership with Dining and Hospitality Services, Student Government, and the Bookstore, administers a national benchmarking survey of operations and student involvement.  Residence Life and Housing has moved to a curricular model that focuses on intentional student learning outcomes for all residents within four broad areas (Belonging, Individuality, Citizenship, and Academic Growth).  These goals also align with the Compass Curriculum learning outcomes, and beginning in fall 2016, student learning will be assessed for staff training and programming through a variety of methods, including rubrics and focus groups.  In addition, the department regularly administers a nationally benchmarked survey to assess resident satisfaction and assess its goals for student learning.

Student Life and Leadership tracks, monitors, and assesses student involvement and its impact on student success (as measured by GPA), retention, and satisfaction utilizing Mountain Lion Connect (Org Sync), an online club and involvement management tool.  The department maintains monthly reports which align student activities to specific Council for the Advancement of Standards in Higher Education standards, while tracking event attendance, monitoring the cost per student per event, assessing student polls and surveys, and implementing reflective comments for future planning purposes.  The collective data are regularly reviewed and are used to inform ongoing programmatic decisions. National Survey of Student Engagement (NSSE) results are also used by Student Life and Leadership to inform best practice.  For instance, recent NSSE results indicate that UCCS has made sizable gains each of the past five years in student satisfaction when it comes to the "institution's focus on attending student events."  UCCS scores for first-year students are equal to the average of its Rocky Mountain peer institutions in this category.

In 2015-16, Student Life and Leadership completed an extensive program assessment that included a self-study and external review of its structure, programming, operations, and achievements. Information gleaned from the assessment has been incorporated into the new strategic plan for the department.  Similarly, an ongoing program assessment cycle for the Division of Student Success and Enrollment Management has been adopted, with each of the 21 program areas in the division rotating through the program assessment cycle as outlined in the divisional assessment calendar.  Currently, the Department of Academic Advising is undergoing a program assessment and is completing the self-study and internal review steps in the process.

In its second year of operation, UCCS*lead* is a formal co-curricular program that offers leadership training. The program assesses its outcomes through a very specific and focused online inventory. Student Life and Leadership recently launched a co-curricular transcript option for students, the first of its kind at UCCS, which serves as a record of student involvement outside of the traditional classroom and complements each student's academic transcript.  Completion of the three different levels affiliated with the UCCS*lead* leadership program is also highlighted on the co-curricular transcript.

*(3) Improving Student Learning*

Academic units submit annual reports on the data they have collected, their analysis and interpretation of the results, and the changes they have made based on that analysis. Increasingly, units across campus are implementing changes in curriculum, pedagogy, and practice in response to what faculty in those units have learned from assessing student achievement of the goals faculty have set.  The Director of Assessment has compiled a summary of improvements in student learning due

to assessment over the past five years.

In addition to being distributed to the colleges for their responses, information from the general education assessment reports was used in the development of the Compass Curriculum. The governance structure for the Compass Curriculum is intended to foster an active collaboration across the colleges in addressing issues identified with student learning for the campus goals.

*(4) Assessment Reflects Good Practice*

The Assessment webpage contains a variety of campus and external resources for assessment for academic units. The Director of Assessment is diligent in making herself available for individual consultations and group presentations. The faculty associates share their expertise through written feedback to academic units.

Faculty in academic units have the primary responsibility for the determination of student learning outcomes, the measures employed, gathering data, analysis and interpretation of data, and decisions on how to best use the outcomes of assessment to improve student learning. Faculty are accountable for meeting the campus criteria for a viable plan and for its implementation. Deans are ultimately responsible for ensuring that units do so, which they have successfully done.

The Compass Curriculum has a faculty director and is overseen by the Council on Undergraduate Education. The Compass Curriculum Leadership Team and the faculty committees its members chair, including its assessment committee, now have primary responsibility for implementing general education assessment.

With a commitment to continuous improvement, in February 2016 the campus undertook a series of focus groups of faculty who were active participants in various forms of assessment of student learning outcomes. The resulting report, The State of Assessment of Student Learning at UCCS, suggests that engaged faculty have a strong sense of the appropriate goals of assessment and value it for its ability to improve student learning.

TEXT DELETED

In addition to these ongoing processes, the campus has implemented a Program Prioritization process that compared the same indicators across units and degrees. ***TEXT DELETED*** UCCS undertook this process during AY 2013-14, with the final report completed by 103 employees (faculty, staff, and administrators**)** and presented to the campus in April 2014. They reviewed quantitative and qualitative data for 59 degree-granting programs and 66 non-degree programs. Programs were placed into one of five categories: exemplary, prominent, accomplished, strategic, and requiring further study.

In fall 2014, the Provost was requested to follow up with nine degree-granting programs that were identified as requiring further study. She and the Associate Vice Chancellor for Faculty Affairs met with the Dean and faculty for each of these programs, completed a SWOT (strengths, weaknesses, opportunities, and threats) analysis, and set short and long term goals to address the findings of the prioritization process and the SWOT analysis. In spring 2016, formal interviews were conducted to assess progress toward goals. The resulting update report showed that all programs have made progress, many substantially so.

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**UPDATE:**

*Updated Evidence*

Compass Curriculum Assessment Narrative

Specialized Accreditation Website Institutional Research

UCCS Writing Portfolio

Compass Report Out and Celebration

Compass Celebration Invitation

Council on Undergraduate Education Agenda, April 2021

Council on Undergraduate Education Summary, April 2021

UCCS Assurance of Student Learning Plans Spring 2021

UCCS Annual Assurance of Student Learning Assessment Activities and Results Reports Spring 2021

Council on Undergraduate Education Membership

Graduate Executive Committee Minutes, May 2021

Example of Faculty Assessment Associate Feedback to Units

Completing the Assurance of Student Learning Plan Template Guidebook June 2020

Assurance of Student Learning Assessment Activities and Results Report Guidebook July 2020

Kraemer Family Library Instruction Rubric

Information Literacy Assessment for ENGL 1410, Kraemer Family Library

ACRL Framework for Information Literacy

Athletic Department Goals and Evaluation

Athletics 2013-14 Graduation Report

University Center Benchmarked Survey

Residence Life and Housing Handbook

Residence Life and Housing Benchmarked Survey

Academic Commons Report 2018-19

Residence Life Impact Report 2018-19

Housing Operations Impact Report 2018-19

Student Life Databook 2019-20

Student Life Impact Report 2018-19

Student Life Engagement Outcomes

Student Life Monthly Report Clyde's Kickoff Week 2019

National Survey of Student Engagement

Student Life Strategic Plan

Student Affairs Program Assessment Plan

UCCSlead Overview

UCCSlead Student Feedback

Compass Curriculum Renewals Narrative

Academic Program Prioritization Report September 2019


*Updated Argument*

Implementation of the new general education Compass Curriculum Assessment plan began in 2016-2017, as student learning outcomes (SLOs) were aligned with assessment approaches including of student course work and use of the ETS Proficiency Profile. Teams of faculty raters directly assessed course work for SLOs using faculty-designed rubrics adapted from AAC&U Value rubrics, in a rotating two-year assessment process. Effectiveness and inter-rater reliability of rubrics has been determined, with appropriate revisions. Additionally, the UCCS Writing Portfolio requires students to submit writing samples from their academic career which are assessed by trained faculty raters. Initial results of Compass Curriculum assessment were shared with the campus in a report-out and 5-year celebration in September 2019. Over the 2020-2021 academic year, the Compass Leadership Team developed a summary report from the assessment results. Overall, assessment of Compass Curriculum learning outcomes shows evidence of student learning across all areas measured. Results and planned actions for improvement were presented to the Council on Undergraduate Education (CUE) for discussion and approval in April 2021.

Starting in 2014, the Graduate Executive Committee (GEC) and the CUE, both comprising formal representatives from the colleges, have provided opportunities for feedback on assessment at a campus level. For departments and programs, compensated faculty assessment associates review assessment plans and activities and results reports and provide timely and relevant feedback (Appendix A).

In addition to curricular assessment in the degree-granting colleges, the Kraemer Family Library conducts programmatic assessment for the UCCS Writing Program based on the ACRL Framework for Information Literacy for Higher Education.

Student Life incorporated information gleaned from the 2015-2016 program assessment into a new strategic plan for the department. The Division of Student Affairs continues an ongoing program assessment cycle for 30+ program areas outlined in the divisional assessment calendar.

The Director of Assessment has included highlights of unit action plans reflecting program revisions due to assessment results over the past year in the Annual Assessment Activities and Results reports.

The Compass Curriculum Assessment Narrative presents ideas for improving the assessment process overall and for understanding student achievement further in one area (Inclusiveness). Refinements to the Inclusiveness assessment process will enable greater clarity on student performance and faculty curricular design.

In addition to assessing student learning and sharing those results with the campus, the Compass Curriculum Leadership Team initiated in 2019 a planned 5-year review and renewal of all approved courses per Compass Curriculum policy, to ensure that student learning outcomes and course design meet the curriculum's goals.  The renewals are in progress, with about 250 of the 300 courses originally approved in 2014-2015 completed so far, even with pandemic disruptions. The remaining 100+ courses will be reviewed in 2021-2022.

Following 2016 faculty focus groups on assessment and in response to CUE and GEC recommendations, the Director of Assessment held a well-attended Assessment Summit in February 2017. From ideas shared by faculty and staff, the Director implemented improved feedback processes through the faculty assessment associates efforts (Appendix A), added once/semester meetings with interested faculty and staff, and continued individual faculty meetings. The Director revised the Guidebooks for designing student learning assessment plans and reporting activities and results for clarity and simplicity, and departmental plans and reports are available (as of 2016) on the website to support requests for transparency and sharing of successful departmental efforts. Plans for 2021-2022 include holding division-level assessment retreats led by campus faculty with program level assessment experience.

UCCS provided an update about academic program prioritization to the CU Regents in September 2019, summarizing steps taken since 2014 for the seven academic programs identified for further study and review. Additionally, this update described the rigorous review of new academic programs, as well as the annual budget review process for existing programs. A shift to an incentive based budget model is currently in progress, which will connect revenue, program design, and delivery and costs and better support academic delivery.

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# 4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## Argument

*(1) Goals for Retention, Persistence and Completion*

In May 2015, the Board of Regents approved UCCS Metrics for 2020: Values, Strategic Goals, Measurements, and Assumptions, which included various measures of retention, persistence, and completion.  For 2020, these goals are a first-time, full-time freshman cohort retention rate of 72%, up from the 2014 baseline of 66%, and an improvement of the transfer progress rate of 75%, up from 70%. In terms of completion, the goals are to move from a 6-year graduation rate of 47% for the freshman cohort to a rate of 53%, with an increase from 56% to 63% for that same cohort when still enrolled students, at UCCS or elsewhere, are taken into account.  \*\*\*TEXT DELETED\*\*\*  Overall, UCCS graduation rates have steadily increased over the past decade and are now above the rate of our comparative peer institution group, despite the fact that the amount of state funding to support UCCS is significantly less.

*(2) Collecting and Analyzing Information*

UCCS has regularly tracked retention rates of first-year students since 1993 and graduation rates since 2002.  Since 2010, the reports on first-year retention have contained increasingly more detail.  In addition to these internal reports, UCCS has engaged with IPEDS, College Portrait, and The Student Achievement Measure to produce reports for an external audience that allow for comparisons to other institutions.  The Office of Institutional Research and the Office of the First-Year Experience (fall 2011, fall 2014) have each produced periodic in-depth analyses of retention. In addition to these quantitative reports, UCCS also collects information about all aspects of the student experience through surveys, focus groups, and external reviews; the composite data are used to improve programming and outreach.

*(3) Program Improvements as a Result of Assessment*

UCCS assesses student retention, persistence, and graduation data and uses quantitative and qualitative data to modify and create programming. Several examples are described below. Additional examples are provided in the evidence files.

- Gateway Program Seminar: Annual retention data continually showed that students who enrolled in a freshman transitions class (now called GPS 1010 Gateway Program Seminar) had 10-15% higher retention rates than students who did not take the class and had higher graduation rates as well. As a result, enrollment in GPS 1010 was incorporated into the general education Compass Curriculum and made mandatory for all entering freshmen in fall 2014.
- University Studies Program: Freshmen with one or more risk factors (such as index score below 92, high school GPA below 3.00, and designated as an intent or undecided major) typically had significantly lower retention (20-29% lower) than students with no risk factor. The data also showed a high correlation between use of student support services (Excel Centers and advising, for example) and retention. The University Studies program was created in fall 2014 to embed Excel Center usage, academic advising, campus engagement, and other intentional support into specially designed GPS 1010 courses. Although this program is only in its first year, these changes appear to have made a positive impact on fall GPA and spring enrollment, with students registering at a higher rate than did previous at-risk students (Retention Analysis).
- Mathematics Placement Test: Academic performance is a key indicator of retention and graduation. Students who don't do well academically, particularly in high-risk courses like mathematics, have substantially lower retention rates than freshmen who earn higher grades. The Mathematics Placement Test (MPT) was developed to connect students to the appropriate level math course. Prior to this, students could register for a math class without having met any of the prerequisites for the course. ***TEXT DELETED***
- Academic Advising: 2011 NSSE data and Graduating Senior Exit revealed that students were not satisfied with advising and did not feel a strong connection to their advisors. Based on these results and feedback on accessibility of academic advisors, Academic Advising added advisors and began to assign students to specific advisors based on major/area of interest. Additional group advising was added during busy registration times. These changes improved the student to advisor ratio from 700:1 in fall 2011 to 600:1 in fall 2015. The UCCS Senior survey showed that the mean advising satisfaction score improved from 3.52 in 2012 to 3.75 in 2014. Freshmen who meet with an academic advisor at least one time have a 20% higher retention rate (Academic Advising Retention Analysis). Based on the data and student survey responses, Academic Advising has incorporated success coaching and developmental advising into first-year advising in summer 2016.
- UCCS*lead* Leadership Program: The high retention rates (100% in 2013 and 2014) for students involved in leadership programs such as the Chancellor's Leadership Class (CLC) and LIVE Leadership and the high interest in the programs by qualified students prompted the creation in 2015 of UCCS*lead,* a co-curricular student leadership program. ***TEXT DELETED***
- Co-curricular Involvement: Data tracking through Mountain Lion Connect (OrgSync) shows that UCCS freshmen who are involved in clubs and attend UCCS events have significantly higher retention rates (75% versus 60% for the fall 2014 cohort) and earn higher grade point averages than students who do not participate in either. Because of these results, student program activities for new freshmen have been expanded to an additional week prior to the traditional orientation week, and the number of student programs throughout the first five weeks of classes during the fall semester has been increased substantially.
- Graduate School Retention Specialist: Gaps in data about graduate student retention resulted in

the hiring of a recruitment and retention specialist in the Graduate School. The Graduate School and Institutional Research are working on expanding data analysis to include graduate students. The specialist supports graduate retention efforts, including providing professional development, graduate student association, and funding (although most funding is available through departments).

Other improvements arising from data analysis of retention, graduation, and program completion include:

- In 2009, the First Year Experience was created to coordinate across Student Success and academic support units that serve first-year students and to identify measures to improve first-year student retention.
- Success coaches were added in 2013 to address the needs of at-risk first-year students. Originally in the Office of First Year Experience, in fall 2016 they will work directly with Academic Advising to provide comprehensive first year developmental advising.
- In summer 2015, the Strengthening Institutions Program, funded by a Title III U.S. Department of Education grant, launched a pilot summer bridge program with 13 conditionally admitted students. These students earned a higher fall GPA than the average fall GPA, and 100% of the students were enrolled for the subsequent spring semester.
- In fall 2014, the Compass Curriculum, the first campus-wide set of general education, was launched for all incoming first-time freshmen. The Compass Curriculum is based on increasing student engagement by exposing students to a variety of high-impact practices demonstrated to have positive effects on student outcomes, including persistence and graduation.
- Over the past several years, the Office of Veteran and Military Student Affairs (OVMSA) has conducted a series of student-veteran focus groups. Several key support initiatives for first-year student-veterans and beyond have resulted from the feedback provided during these focus groups (OVSMA Focus Group Feedback). Some of the changes include the adoption of a specific orientation session for veterans, a new military transfer credit policy, priority registration for all veterans, and a Gateway Seminar Transitions Course for new student-veterans. Additionally, another significant improvement has been the new McCord-Herbst Student Veteran Center established in summer 2016 to support all UCCS student-veterans.

*(4) Processes and Methodologies Reflect Good Practice*

UCCS uses a number of externally-derived measures of retention, persistence, and completion. IPEDS is the Integrated Postsecondary Education Data System, a nationwide database of statistics managed by the National Center for Education Statistics of the U.S. Education Department, which includes measures for first-year retention and graduation rates. Reporting under the College Portrait and Student Achievement Measures provides nationally recognized measures of persistence for transfer and part-time undergraduates.

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**UPDATE:**

*Updated Evidence*

CU System Strategic Plan

CU Board of Regents Metrics Retention

CU Board of Regents Metrics Graduation

CU Proposed Metrics and Goals 2023

UCCS Retention Rates since 1993

UCCS Graduation Rates since 2001

UCCS Retention Report 2020

IPEDS Feedback Report

IPEDS Outcomes Survey

National Student Clearinghouse

Undergraduate Enrollment Strategy Governance 2017

Undergraduate Enrollment Strategy Governance Summary for Deans and Cabinet 2019

Strategic Initiative Retention and Graduation Summary 2020

Summary and Select Initiatives: Retention and Graduation 2021

Excel Center Usage Retention Report

Mission of GPS

Academic Advising Survey Results

Think30 Overview

Meta Majors Overview

Meta Majors Pilot

Early Alert Program (Starfish)

Mentor Collective Data

Mentor Collective Pilot Highlights

UCCS*lead* Leadership Program

Student Engagement Data – Co-curricular Involvement

First Year Experience

First Year Experience Strategic Plan 2019

Academic Coaching

Strengthening Institutions Program Grant Final Report 2020

Veteran and Military Student Affairs Survey 2017

Clyde's Kickoff Week

Institutional Research Reporting Summary

Student Affairs Assessment Plan

*Updated Argument:*

In Fall 2019, the CU System initiated a strategic planning process, identifying metrics for retention and graduation. 2026 official goals for these metrics will be finalized in summer 2021. Previous CU System metrics were revised to establish 2023 goals for UCCS in these areas. For retention, the 2023 first-time full-time student cohort goal increased to 72% (from 2017 baseline of 69%). For 6-year graduation, the fall 2017 FTFT cohort goal is 53%, an increase over fall 2012 cohort rate of 45%.

In addition to internal reports, to allow comparisons to other institutions, produce reports for an external audience, and understand the wider scope of student achievement, UCCS has engaged with the IPEDS Feedback Report since 2007, and more recently with the IPEDS Outcomes Survey since 2015 for more comprehensive tracking of graduation rates and enrollment, and with the National Student Clearinghouse to ascertain extended graduation rates that include students who transferred out of UCCS and enrolled or graduated from another institution.

UCCS continues to use our retention, persistence, and graduation data, both overall and disaggregated, to guide implementation of new approaches and programs for support our students' success) as in the comprehensive annual Retention Report.

In Spring 2018, to coordinate efforts in enrollment, persistence, and graduation a new Undergraduate Enrollment Strategy Governance structure was put in place, comprising a Steering Committee and four subcommittees in vital areas: Retention and Graduation, Course Scheduling and Capacity, Admissions Policy, and Enrollment Marketing. These cross-functional teams include leads and members from Academic Affairs, Student Affairs, and Administration and Finance. Recommendations and proposed initiatives from these groups are shared with the Deans and the Cabinet, as well as in Town Hall campus forums; leads and members also participate in regular briefings to the CU System president.

Data from quantitative and qualitative sources are discussed by subcommittees in the Undergraduate Enrollment Strategy Governance structure and other stakeholder groups on campus. A number of Initiatives to support retention, persistence, and graduation have been developed and strengthened through these groups including a re-evaluation of the University Studies Program from data in the campus Retention Report leading to a Meta Majors pilot and revisions to the Gateway Program Seminar. Additionally, Academic Advising has improved their caseload ratio and been central to the Think30 initiative encouraging improved retention and timely graduation through increased credit hours/year. An early alert and student tracking program has been adopted campus-wide by greater numbers of faculty. A 2020-21 pilot Mentor Collective program will be expanded next year after showing positive impact on GPAs and spring enrollment. The Mathematics Placement process has been revised to support student enrollment and accurate placement. A new model for Academic

Coaching and impacts from the Strengthening Institutions Program grant summer bridge program and revised gatekeeper science and math courses also show promising results.

This updated list presents the variety of additional campus, internal, website, and external reporting provided by the Office of Institutional Research to support retention, persistence, and completion analysis and initiatives .

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# 4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## Summary

## Sources

*There are no sources.*

# 5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

# 5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

## Argument

The University of Colorado Colorado Springs has a strong administrative structure to support its mission. The structure includes opportunities for leadership at all levels of the institution. Beginning with the Board of Regents (BOR) and continuing with the Chancellor and her team, faculty, staff, students, and the community, the structure allows for all voices to be heard in the setting of policies and procedures. The system and campus organization charts detail the relationships among the groups.

*(1) Governing Board Knowledge and Oversight*

As referenced in 2.C, Colorado's Constitution creates the University of Colorado and provides the mechanism for the University's governance. Colorado's Constitution provides that the Board of Regents (BOR) has the authority to govern the University of Colorado campuses and provides the Regents with "the general supervision of their respective institutions and the exclusive control and direction of all funds and of appropriations to their respective institutions, unless otherwise provided by law." Colo. Const. Art. VIII § 5 .

The BOR consists of nine members serving staggered six-year terms, one elected from each of Colorado's seven congressional districts and two from the state at-large. The BOR meets in public session typically on one of its four campuses. The board follows all rules and regulations of the Colorado Meetings Law, or Sunshine Law, approved by voters in 1972. Board meeting announcements, agendas, and minutes are posted on its website.

Although the Board of Regents is the ultimate source of authority in the University of Colorado system, its powers are of "general supervision," and the BOR has delegated the day-to-day operations

to the University's administration, primarily to the President of the University system and the chancellors of its campuses.  The University of Colorado system consists of four campuses (Boulder, Colorado Springs, Denver, and Anschutz Medical).  Each campus is led by a Chancellor who reports directly to the President.

At UCCS, not only does the Board of Regents meet at least twice yearly on its campus, but also the Chancellor provides newly elected members with a day-long orientation to the campus.  The immediate past chair of the Board of Regents is the Colorado Springs representative; he and other BOR members regularly attend campus events and activities, including commencement ceremonies.

*(2)  Policies and Procedures to Engage Internal Constituencies*

At the system level, the University is governed by the Laws of the Regents as well as a set of Regent Policies and a set of Administrative Policy Statements that provide the operating and procedural policies of the University for implementing the laws.  The Office of Policy and Efficiency provides access to University policy news or changes, and supports efforts to increase efficiency and effectiveness in University policies and procedures, including support of the system administrative unit reviews.

At UCCS, the Senior Vice Chancellor for Administration and Finance (SVCAF) maintains a website for Campus Policies.  It includes a UCCS Policy Review Tracker which lists policies, the office of primary responsibility, the responsible vice chancellor as well as the approval date, last review date, and next review date.   The first *UCCS policy (100-001)* provides the campus policy process to supply clear direction to those initiating or reviewing policies and process, and it mandates constituent review of campus policy revisions and additions. Representatives of faculty and staff governance participate in policy creation and revision.

*(3)  Shared Governance*
*A* number of avenues are available for administration, faculty, staff, and students to work collaboratively in shared campus governance and administration.

All faculty are members of the Faculty Assembly which meets as a whole once or twice per academic year. While the Board of Regents of the University of Colorado delegates authority to the administration, it also adopts a model of shared governance with faculty of the University that recognizes the faculty's particular expertise in academic matters, including academic policy and standards, scholastic policy, and the selection and evaluation of faculty. TEXT DELETED  Faculty Assembly is governed by a Constitution and Bylaws. and minutes of the Faculty Assembly are posted on its website.  All faculty members are also members of the system-wide Faculty Senate. The Faculty Council is the executive committee of the Senate and includes representatives from the UCCS campus.

The UCCS Staff Association represents all staff and is the result of a merger between two previous associations for classified (in the state personnel system) and unclassified staff.  An elected Executive Board meets monthly to carry out day-to-day operations of the association, and a set of by-laws guides their work; a schedule of meetings and minutes is posted on the website.

The Student Government Association (SGA) consists of elected officers and representatives from each of the colleges and works to advocate for students in all areas of the University.  It oversees a budget of almost $300,000 that is generated by the Student Activity Fee and supports SGA as well as student organizations and clubs on campus.  The SGA is led and overseen by three branches of

government: executive, legislative, and judicial. The Vice Chancellor for Student Success (VCSS) meets regularly with Student Government leadership, and the Office of Student Life and Leadership provides consistent and regular support and mentoring to student leaders.

The Chancellor and members of her Executive Leadership Team meet monthly during the fall and spring semesters and in separate meetings with the faculty, staff, and student executive bodies.

Administratively, the Chancellor is a member of the CU President's Executive Leadership Team and also chairs her own Strategic Leadership Team of campus vice chancellors. The Provost and Executive Vice Chancellor for Academic Affairs convenes the Deans Council on which serve the deans of each of the colleges, schools, and the library. The Vice Chancellors for Student Success, Administration and Finance, and Advancement also meet regularly with their leadership teams.

There are numerous cross-functional committees and teams at work to provide a broad range of input, examples of which are detailed below:

- University Budget Advisory Committee (UBAC) is chaired by a faculty member and includes representatives from the administration, faculty, staff, and students. Voting members are the individuals appointed by faculty, staff, and student governance. These representatives advise the Chancellor and the SVCAF on budget-related initiatives and goals.
- Graduate Executive Committee (GEC) is chaired by the Graduate School Dean and includes faculty representation from each graduate program and a non-voting member from the library faculty. The GEC works with the graduate faculty within each discipline to plan, develop, and administer programs approved for the campus in accord with the general standards of excellence and sound academic administration established by the Graduate School.
- *Council on Undergraduate Education (*CUE) is chaired by the Senior Associate Vice Chancellor for Undergraduate Education & Academic Planning. The Faculty Assembly President sits on this committee or delegates another representative to do so, and the CUE has faculty representation from each of the colleges. CUE has jurisdiction over the review of undergraduate assessment. With this responsibility comes the commitment to the campus-wide process of continuous self-evaluation and improvement, including the assessment and improvement of student learning.
- *Enrollment Management Committee* is led by the Chancellor and includes representation from Academic Affairs, Administration and Finance, Advancement, and Student Success.
- *Enrollment Capacity is* jointly chaired by the SVCAF, VCSS, and the Senior Associate Vice Chancellor for Undergraduate Education and Academic Planning.
- Institutional Review Board for Research Involving Human Subjects includes faculty and staff membership.
- *Committee on Misconduct in Research, Scholarship, and Creative Activities* is chaired by the Associate Vice Chancellor for Research and includes faculty representation from each of the colleges and the library.
- *Compliance Committee* oversees the University's compliance activities and programs to attest that they are reasonably designed, implemented, enforced, and generally effective in preventing and detecting violations of the laws, policies, and procedures throughout the University. Membership includes individuals with significant compliance related responsibilities as well as representatives from faculty and staff.
- *UCCS Information Technology* works with five established committees: IT Information Exchange, IT Student Technology Committee, IT OneCard, IT Accessibility, and Blackboard Users. The first two committees have broad campus representation. The last three committees

were established in response to client requests.

While these formal mechanisms provide all campus citizens with the opportunity to participate in shared governance, numerous additional forums exist for the exchange of information and ideas: UCCS publishes Communique, an online official news publication for faculty and staff; similarly, the University of Colorado system publishes CU Connections; campus forums are held regularly throughout the academic year; the Chancellor hosts a fall Year in Preview luncheon and a spring Year in Review luncheon for faculty chairs, deans, directors, and administrators; and brown bag lunches are held regularly by the Chancellor and other administrators to gain faculty and staff input on campus issues.

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**UPDATE:**

*Updated Evidence:*

Campus Forums

State of Campus Invitation

Revised Faculty Assembly Constitution

Revised Faculty Assembly By-Laws

Revised Student Government Association Constitution


*Updated Argument:*

Chancellor Pam Shockley-Zalabak announced on Dec. 16, 2016 her plans to retire from UCCS after 15 years at the helm and a more than 40 year association with the campus. Dean of the College of Business and Administration and Associate Vice Chancellor for Distance Education Venkat Reddy was named interim Chancellor. Chancellor Shockley-Zalabak departed from UCCS on February 15, 2017. Following a national search, Dr. Reddy was named Chancellor of the University of Colorado Colorado Springs an May 8, 2017.

Thomas Christensen, Professor of Physics and former Dean of the College of Letters, Arts and Sciences at UCCS, was named provost following a national search and began serving on July 1, 2017. Charles Litchfield, previously associate vice provost for finance and administration of undergraduate education at Stanford University, was chosen from a national search and became Vice Chancellor for Administration and Finance on March 1, 2018.

With the new leadership at the campus level have come some changes in the operation of what is now called the Cabinet. This new configuration, however, continues to hear regular reports on matters of importance and to meet regularly with important constituencies. Examples of the cabinet's role in making crucial decisions include approving concept papers for new degree programs (which authorizes the development of a full proposal) and an inclusive discussion of the campus response to CU System's Online Initiative.

The University examined its administrative structure over the last several years and made several

changes which are reflected in updated organizational charts. The campus also examined our enrollment management structure and determined that we lacked coordination across divisions. We created a new cross-divisional committee structure to improve communication and cooperation on this important topic throughout UCCS.

The onset of the pandemic in March 2020 has caused disruption across the world, US higher education and UCCS. Some of the structures in place to plan, respond, gather input and communicate with the campus are described elsewhere. One place the campus has focused in this period is on governance. The effectiveness of UCCS' response to the pandemic in terms of governance is captured quite clearly in the record of the November 13, 2020 meeting of the Faculty Representative Assembly. This record shows both the carrying forward of the university's routine, but vital, business, but also the engagement of the parties in addressing the extraordinary challenges of the pandemic. In some ways, as the Vice President's report suggests, this period was the most trying part of the pandemic for the campus, but at the same time, summarized in that same report, it was perhaps the clearest demonstration of the elements of shared governance coming together to address the issues that faced the campus.

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# 5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

## Argument

Resource allocation focuses on the UCCS mission and vision to "advance knowledge, integrate student learning with the spirit of discovery, and broaden access to higher education for the benefit of southern Colorado, the state, nation, and world." Further, adherence to Article 1, Part C of the Laws of the Regents to "encourage and provide access to the university for all qualified students within the university's capacity" is of primary consideration in the setting of tuition and fees.

Despite a nation-wide retreat from state investment in public higher education, UCCS has flourished by successfully diversifying revenues, improving efficiencies, investing in human and physical capital, and increasing degree offerings that are critical to the success of current and future students.

*(1)  Institutional Capacity*

**Fiscal Resources**

UCCS has the fiscal resources to support operations whenever and wherever programs are delivered. The fiscal health of UCCS is consolidated in the University of Colorado's Annual Financial Report, including the System office and the four campuses. The report indicates that UCCS and the University of Colorado have increased overall revenue as well as diversified revenue streams. The most recent audited financial report is for fiscal years 2014-2015. As such, in most cases the most recent data referenced are from 2014-2015.

Since 2006, UCCS has increased all funds 99.5% from $101,170,319 to $201,878,412 in 2014-2015, the most recent year for which audited financial reports are available. Significantly, revenue streams have diversified within fund categories, and overall growth has been consistent and proportional among the funds.

*General Fund*

State support in 2005-06 was $17,161,557 actual dollars compared to $20,453,418 in 2014-15. State support increased to $22,498,760 at the beginning of 2015-16.  ***TEXT DELETED***  UCCS continues to model entrepreneurial behavior to sustain a track record of success to meet the needs of current and future students and provide excellence in teaching, research, and creative work.

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UCCS is a tuition dependent institution. Budget Figure A demonstrates a dramatic increase in total tuition from FY 2005-06 of $36,481,306 to FY 2014-15 of $93,494,250. This increase is primarily due to an increase in enrollment, which is attributable to the University's increasing reputation for student success. In fall 2005, student enrollment was 7,615 compared to 11,147 in fall 2014, an increase of 46.4%. A second factor affecting total tuition collected is the increase to the tuition rate. Tuition strategy was included in the 2007-12 (p. 25) and 2012-20 (pp. 56-57) strategic plans. In all but one year, actual tuition increases were equal to or less than the plan. In 2011-12, in response to a reduction in state support, tuition increases were above the plan. However, in subsequent years state support increases resulted in tuition increases that were equal to or less than the plan. All tuition increases are approved by the University of Colorado Board of Regents (BOR).

*Auxiliary and Restricted Funds*

Auxiliary revenues have nearly doubled from $25,200,216 in FY 2005-06 to $45,403,209 in FY 2014-15. The majority of this may be attributed to the addition of on-campus student housing, the conversion of food services from contract managed to UCCS owned and operated, and the increase in permit restricted parking on the campus. Auxiliary funds continue to provide significant academic and student services that are funded through student fees and other revenues independent of the general fund. Such services include residential life and housing, dining, student life and leadership activities, bookstore, and recreation and wellness programs. All auxiliary operations are charged a general administrative recharge (GAR) on most expenditures. The GAR rate in 2005-06 was 10% and resulted in a return to the campus of $1,411,155. Due to growth in auxiliary operations, the GAR rate in 2014-15 was reduced to 7.5%, resulting in a return of $1,798,861. These funds cover the cost of shared administrative services used by the auxiliary operations and reduce operating costs in the general fund. Additionally, many of the auxiliary operations provide and pay for graduate assistantships and financial aid programs in the Recreation Center, Dining and Hospitality Services, and Intercollegiate Athletics.

Restricted Funds include federal financial aid, sponsored projects, and gift funds. These funds greatly enhance educational opportunities for students and research opportunities for faculty. As with auxiliary funds, restricted funds have nearly doubled from $18,719,411 in FY 2005-06 to $33,071,677 in FY 2014-15, which is attributable to a growth in financial aid, philanthropic efforts, and enhanced research efforts. Research expenditures are another category where volume has more than doubled from $5,505,441 in FY 2005-06 to $11,888,346 in FY 2014-15, demonstrating the success of faculty in advancing the academic mission through research. Budget Figure C shows research expenditures for this same time period.

Philanthropic efforts at UCCS have resulted in significant investments with support growing from $2,420,769 in FY 2005-06 to $10,024,531 in FY 2014-15. Details of the fundraising results for 2006 and 2015 are available in the Foundation Gift Revenue Reports for FY 2006 and FY 2015. Fundraising is conducted in conjunction with the University of Colorado (CU) Foundation, which manages the private gifts and endowments that help CU achieve its education, research, outreach, and health care goals. The CU Foundation, a separate 501c3 organization, serves as the financial portal for philanthropic giving to CU. ***TEXT DELETED*** The CU Foundation's Annual Report to Investors, published each fall, provides an organizational recap of the performance and financial condition of the foundation for the prior fiscal year ending June 30.

**Human Resources**

As of fall 2015, UCCS employees number approximately 3,270, including 1,720 student employees. Of the faculty appointees, 453 are regular faculty who are tenured, tenure track, or non-tenure track instructors. In addition, there are 293 lecturers and 33 other faculty appointments, including clinical and research faculty. Staff include 21 officers, 529 University staff, and 221 classified positions.

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*Recruitment and Hiring*

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Search committees for faculty positions are determined by the department chair in consultation with faculty colleagues and the Dean of the college. The hiring decisions are determined by the search committee and the chair with additional approvals from the Dean, Provost, and Chancellor.

To ensure that all staff are appropriately qualified for their positions, the UCCS recruiting model starts with a rigorous review of position descriptions, proceeds through a compensation analysis to ensure that compensation is appropriate and competitive for the recruitment area, and creates position postings through a variety of recruiting websites, including sites that focus on areas of diversity and inclusion. Search committees are determined by department directors with approval of the Associate Vice Chancellor and may require approval of the Division Vice Chancellor. Search committees recommend finalists to the hiring authority and provide additional recommendations after candidates are interviewed on campus. The hiring authority must have the concurrence of the Division Vice Chancellor, and the final approval rests with the Chancellor. On-boarding and check-in of new employees is conducted by the supervising authority and the Human Resources Department (HRD).

All members of search committees are required to take online Search Committee Member Training. HRD offers Diversity Champion training, a two-hour session that includes topics on how to attract diverse candidates, assist the search chair throughout the process, and use tools available through the Affirmative Action Office. All search committees are required to include a trained diversity champion.

*Background Checks*

UCCS is committed to providing a safe environment, and in support of this commitment UCCS performs background checks for all employees which at minimum include sex offender registry and criminal history.

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UCCS requires individuals charged with personal counseling and/or health services to hold the appropriate advanced degree and be licensed by the State of Colorado. Academic advisers at minimum must hold a baccalaureate degree in any field. Various professional positions and technical positions on campus require academic credentials as well as state licensing. Supervising authorities in departments are responsible for confirming the validity of the license prior to hire as well as annually reviewing licensing credentials.

*Performance and Compensation*

Evaluations for classified staff and university staff occur annually based on job specific criteria as

well as core competencies, including communication, interpersonal skills, job knowledge, accountability, and customer service. Evaluations for faculty also occur annually and are based on each individual faculty member's load, which is distributed across teaching, research, and service components.

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All compensation increases for faculty and University staff are based on merit. Compensation pools for state classified employees may include a cost of living adjustment and are generally determined by the Colorado Department of Personnel and Administration with approval from the General Assembly and the Governor. Compensation pools for University staff and faculty are recommended by the campus and approved by the Board of Regents (BOR).

With BOR approval and in collaboration with the UCCS Faculty Assembly Personnel & Benefits Committee and the Staff Council, UCCS has issued additional compensation for uncompensated merit to address salary inequities between UCCS positions and those of our peer institutions. After three years of adjustments, faculty and professional staff salaries are on average approximately 99.5% of peer salaries.

**Physical and Technological Resources**

*Facilities*

To improve efficiency and maximize service to faculty, staff, and students, UCCS consolidated all auxiliary and general fund facility services under one administrative canopy. Thus, facility management includes the physical plant, planning, design and construction, auxiliary facilities, parking/transportation, and sustainability units.  Executive leadership is provided by the Associate Vice Chancellor for Campus Planning and Facilities Management (AVCCPFM) who reports to the SVCAF. The executive directors and directors in each of the areas are professionals holding baccalaureate or graduate degrees in related fields.  Staff includes architects, an engineer, administrative support staff, licensed craftspersons, licensed commercial drivers, technicians, groundskeepers, and custodians.

The UCCS physical plant comprises 3,026,463 gross square feet in 62 buildings and 544.46 acres of grounds. Primary buildings are placed into three general categories:  Academic, Auxiliary, and Administrative.

*Master Plan Planning Process*

As the campus representative to the BOR subcommittee on capital development, the AVCCPFM works closely with the SVCAF on all strategic planning and led the planning process on the 2012 Facilities Master Plan.

The development of the 2012 Facilities Master Plan was coordinated with the UCCS Strategic Plan and was supported by a Master Planning Committee comprising representatives of the various university constituencies, neighbors, city staff, and a consultant with substantial experience in higher education campus master planning.  Numerous two- and three-day workshops were held over a period of nine months to provide input from the many constituents.  The Master Planning process was guided by team leaders to its final form.  The Master Plan was presented to and approved by the UCCS Leadership Team, the BOR, and the Colorado Commission on Higher Education.

*Capital Construction*

Over the past ten years, UCCS has invested in campus infrastructure, both new buildings and significant renovation of older buildings, such as Centennial Hall, which was opened in 1980 and completely renovated in 2008-09.  Additions include the Osborne Center for Science and Engineering, the Lane Center for Academic Health Sciences, an academic office building, a new housing village, recreation center, dining hall, and parking garage.  In total, 1,141,521 square feet of building space was added to the campus physical plant with an investment of $272.5 million.  The capital projects were guided by the 2007-2012 Strategic Plan (p. 27) and the 2012-2020 Strategic Plan as demonstrated in the midpoint review (pp. 68-69).

Additionally, over the last several years, UCCS has  engaged in 181 building and grounds remodels and renewals, including all three levels of the University Center, the Excel Centers, Kraemer Family Library study carrels, Summit Village residential rooms, the first floor of Columbine Hall, the Fine Arts building, the original housing student dining hall, and numerous classrooms.  In total $13,333,479 has been invested.

New construction and remodels take into consideration the diverse needs of students, faculty, and staff.  To this end, plans for new and replacement furniture are designed to meet the pedagogical needs of faculty. In addition, provisions are made for lactation rooms and gender neutral bathrooms.

Current and future construction includes the Ent Center for the Arts which will house several performance spaces, an art gallery, two academic programs within the Visual and Performing Arts Department, and academic and student support spaces.  Plans are also underway for several additional facilities.  The Sports Medicine and Performance Center will include public and private partnerships designed to support enhanced clinical experiences for students and academic programs in support of athletes' health and performance.  Expanded intercollegiate athletic facilities and the renovation of the TRW building on N. Nevada which will house the new National Cybersecurity Center are also in development.

*University Capital Renewal Budget Process*

Capital renewal is defined as investments to replace facilities components that have reached the end of their useful life. The University is currently budgeting $1.0 million per year in capital renewal in general fund facilities.  Auxiliary funded operations engage in ongoing renewal that is funded with auxiliary reserves.   Projects are identified through inspections by facilities maintenance staff and with input from University leadership and the campus community.  The projects are prioritized based on impact on the mission of the University and long term fiscal impact.  Examples of capital renewal projects include air handler, cooling tower, compressor, and carpet replacement.  In addition to the University's funds, state funds have been obtained in support of the University's major maintenance and capital renewal needs for a combined investment since 2007 of $6,495,641.

*Classroom Furniture*

The SVCAF has allocated reserve funds annually since 2014 for classroom furniture replacement. The classroom furniture program replaces non-repairable chairs and tables and older style furniture that no longer meet the pedagogical needs of the faculty. In collaboration with associate deans and faculty, a study was completed to set priorities, and new furniture classroom layouts are being developed.  In addition, furniture has been added to the inventory to accommodate students with disabilities.  Several classrooms have been upgraded as part of this program.

**Technology**

*Administration*

The UCCS Information Technology Department (UCCS IT) encompasses academic, administrative, and auxiliary services computing needs for the campus. The Enterprise Resource Planning (ERP) systems such as student information, human resources, finance, and procurement are shared by all University of Colorado campuses. These services are managed by the system-wide University Information Systems which includes a governance structure with representation from each campus.

UCCS IT manages and supports the majority of the technology on the campus, including campus networks, both wired and wireless; personal computing (mobile) devices; campus servers; data storage; identity management; the Learning Management System (LMS) Blackboard; and most of the academic labs and classrooms, including the campus computer software images. In addition, UCCS IT manages the campus media environment, such as video, telecommunications, telepresence, and campus television and radio studios. Some of the infrastructure is housed in the cloud, including the student email and LMS. UCCS IT also supports and manages the administrative computing environment of the campus with over 2,500 computers.

*Information Security*

In coordination with the Colorado Commission on Higher Education and the University of Colorado System, UCCS has developed a program to provide information security for the communication and information resources that support the operations and assets of UCCS. UCCS IT employs system security analysts who provide guidance in the following areas: risk assessment, security standards, awareness and training, program evaluation, incident response, and continuity planning.

*Technology Resource Allocation and Replacement Process*

UCCS IT has two primary funding sources:  general fund and student fees.  The general fund budget enables UCCS IT to work on supporting and improving the campus technology infrastructure and plan for future upgrades. UCCS IT upgrades administrative systems and environments every three to five years.   UCCS IT is developing a plan to improve redundancy of all systems on campus, including a backup power supply. UCCS IT is also working on a virtual desktop system that will allow faculty, staff, and students to use campus resources from anywhere on or off campus.

UCCS IT receives just over 50% of the campus student technology fee that provides funding for the academic technology environment.  The upgrades and additions managed by UCCS IT, guided by the 2012-2020 Strategic Plan (p. 6) goals 2, 3, and 10, enhance the student learning environment. For example, UCCS IT is in the process of upgrading all the technology classrooms on campus and designing digitally enhanced learning spaces in the Kraemer Family Library. The fee also supports technology in media services that are accessible to all students. The student fee generated $1,599,207 in fiscal year 2014-15, of which $762,493 is allocated directly to UCCS IT, with the remaining amount used by the Library, Excel Centers, and reserves.

*Governance*

UCCS IT works with five established committees:  IT Information Exchange, IT Student Technology Committee, IT OneCard, IT Accessibility, and Blackboard Users.  The first two committees have broad campus representation. The last three committees were established in response to client

requests.

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The Student Technology Fee Committee (STFC) was established in 2006 and is charged with managing and disbursing fees collected in the interest of the UCCS student body. The STFC is a student-driven committee with 70% of the committee composed of student representatives and is chaired by the SFAIT. The STFC issues calls for proposals in the spring semester of every year.

*Delivering Classes Anywhere*

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In addition, UCCS IT has implemented Mediasite for video capturing, streaming, and on demand play back. The media hosting for this service is performed by CU Boulder in a shared environment, allowing both campuses to share resources successfully.

All four campuses of the University of Colorado share resources to ensure ongoing access to critical online services such as authentication, certain network protocols, and web site delivery. Planning is dynamic with implementations scheduled through December 2018.

UCCS continues to invest in technology. From improving smart classrooms and labs to upgrading the wireless system to refreshing the entire core network to increasing data storage and enhancing the computing environment, UCCS works to add redundancy and resiliency to technological systems to provide the best possible experience for faculty, staff, and students on campus, in the state, or anywhere in the nation and world.

## *(2) Resource Review and Budget Allocation Process*

UCCS engages in a consistent resource review and budget allocation process. The guiding document for budget reviews and budget allocations is the UCCS Strategic Plan *Our Commitment to the Future: 2012-2020.* As stated on page 8 of the plan, the 12 identified goals "will be our guide into our future."

*Resource Review*

Annually, UCCS conducts budget review meetings that include all colleges and administrative departments. The dean or director of a unit presents to the Leadership Team information on the prior year's finances, challenges, successes, and plans for the future, including funding requests. The budget reviews are held over several days and are open to any member of the campus community. These presentations assist the UCCS Leadership Team in forming a comprehensive picture of the overall financial status and needs of the campus, thus allowing key decisions to be made in support of the UCCS Mission and Strategic Plan.

The UCCS Office of Budget and Planning (OBP) within the Office of the SVCAF prepares an annual Sources and Uses Statement for each college to help ascertain the effectiveness and efficiency of institutional resources for instruction. Statements are done annually at the college level and biennially within each college at the department level. Sources and Uses Statements are distributed to each Dean, the Provost and the Chancellor. Individual meetings are held with each Dean and include the Provost, the SVCAF, and any attendees the Dean wishes to invite. Discussion focuses on the content of the Statement. The 2006 and 2015 Sources and Uses Statements are provided in the

source documents.

Another mechanism used to ensure the appropriate and ethical use of institutional resources is the Unrestricted Funds policy, which requires an annual report detailing unrestricted net assets/reserves. As dictated by the policy, the reserves must be reviewed and plans for use of funds submitted to the OBP for review by the UCCS Leadership Team and the CU BOR.

*Budget Allocation Process*

The UCCS Strategic Plan, developed and monitored in an open and inclusive environment, guides the resource allocation decision making through the strategic investment of growth and initiatives funds toward improving the student experience and outcomes. Evidence of this imperative is found in the allocations of resources during the first three years of the plan. The 2012-2020 Strategic Plan Midpoint Review (pp. 62-63) illustrates the first three years of the strategic plan, from FY 2012-13 to FY 2014-15, as compared to actual results:

- State support increased from $17,201,800 to $20,453,418
- Tuition revenue increased from $ $75,982,475 to $93,494,252
- All General fund sources increased from $105,054,503 to $123,403,527
- Auxiliary funds increased from $40,576,282 to $45,403,209

The allocation of these additional resources generated by tuition and state support is conducted in a manner designed to ensure input from all colleges and departments, with the focal point the mission of UCCS. The primary recipients of growth funds are additions to the number of faculty and staff (Budget Figure E) and to facility improvements. Planned allocations are made to provide the necessary resources for the operation and maintenance of additions to the campus square footage.

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For several years UCCS engaged in prospective funding, allowing for the recruitment and hiring of faculty in high demand academic programs prior to the realization of growth. Prospective funding was also available to student services, administrative, and technological areas to make sure critical services were maintained at the highest level in support of positive learning outcomes. As enrollment growth has stabilized, UCCS is transitioning to a mix of prospective and retrospective funding, the latter of which is dependent on student growth.

Prospective funding needs that are independent of growth include merit increases, increases to insurance, and utilities. Funds for these expenses are generated through increases in tuition rates and state support. In this manner, UCCS does not depend on tuition dollars generated by enrollment growth to fund ongoing expenses. Base funding that is the result of enrollment increases is allocated retrospectively and is not available until the end of the academic year, although one-time funds are available for immediate instructional needs.

New curricular offerings are developed by the faculty and must tie to the strategic plan. For example, the new Exercise Science degree is tied to the CU Regents Guiding Principle and the 2012-2020 Strategic Plan health and wellness initiative to "meet the needs of the State of Colorado, including health care, technology, work force training, and civic literacy." See 3.A and 4.A for the processes for new degree programs. A primary document for ensuring the allocation of appropriate funding for a new academic degree program or a deliberate growth initiative within an existing academic degree program is the undergraduate or graduate degree *pro forma*. TEXT

DELETED  The *pro forma* is produced collaboratively among the faculty in the academic degree program, the dean's office, and the OBP.  The *pro forma* is reviewed extensively by the Assistant Vice Chancellor for Finance and Human Resources and is subject to review and approval by the Provost and the SVCAF.  Once accepted, a *pro forma* is tracked and adjusted to actual enrollments over five years, with allocations and investments made as determined by the *pro forma*.  This ensures that the appropriate investments are made to support the academic mission.

Deans of the colleges meet with the Provost to discuss specific initiatives for each college where funding may not be available as a result of increased growth.  The Provost consults with the SVCAF, and often the Provost and SVCAF meet with the requesting dean to determine options.  Division vice chancellors also may bring forward initiatives. Funding for such initiatives is developed through a formula that includes tuition dollars, rate increases, and increases to allocations.  The SVCAF and the OBP prepare an analysis of funds available which is then discussed by the Leadership Team.

The final campus review and recommendation rests with the University Budget Advisory Committee (UBAC), established by the Chancellor and charged with serving in an advisory role to the campus Leadership Team.  The UBAC reviews individual program plans and *pro formas* as well as the overall campus budget.  The UBAC membership consists of faculty, staff, and students appointed by their respective governance boards.

Communication of budget processes and decisions occurs throughout the year through the following mechanisms:

- Leadership Team meeting with Deans
- Campus Forums
- *Communique* Articles (example)

### (3)  *Mission Statement and Available Resources*

Developed and monitored in an open and inclusive environment (see 5.A.2), the UCCS Strategic Plan helps to guide the resource allocation decision making through the strategic investment of growth and initiatives funds.  Both the 2007-2012 Strategic Plan and the 2012-2020 Strategic Plan provided realistic goals that are attainable given the resources available.  In particular, the most recent plan includes a value of excellence that considers "financially responsible" growth.

UCCS diversification of funds, to include philanthropic efforts, modest efforts in the non-resident student tuition area, and ambitious auxiliary goals contributed to the overall financial stability of the campus and its ability to meet the human and facility needs essential to delivering a quality experience for students, faculty, and staff.

In addition to the number of facilities added since 2006, in response to the growth in programs and in students, UCCS has increased the number of faculty and staff members on campus.  Figure G provides a comparison of the 2006 employee numbers to 2015.  Staff increases are the result of growth, much of which has been in auxiliary services such as the conversion of food services from contract to University operated.  The proportion of regular faculty as a percentage of all employees has increased by three percentage points.  However, as demonstrated in Figure H, while the number of tenured and tenure-track faculty (T/TTF) has increased by 50 FTE, as a percentage of regular faculty the T/TTF has decreased from 73% to 61%. UCCS' retrospective funding model addresses enrollment growth and increases T/TTF.  Additionally, UCCS leadership and the deans of the colleges are developing processes and criteria for the conversion of select instructor lines to TTF.

*(4) Training and Professional Development*

Training at UCCS covers a broad range of both mandatory training and occupational specific training.    All required training is recorded in SkillPort, including some of which require annual re-certification.  Examples include:

- Conflict of Interest and Commitment
- Contract Management
- Discrimination and Harassment:  In addition to online training, the Office of Institutional Equity provides in-person training around Title IX, Sexual Harassment and Discrimination. These training opportunities are offered as requested.
- Emergency Response and Preparedness
- Fiscal Code of Ethics
- Immigration and Export Control issues; HRD, in conjunction with the Office of Sponsored Programs and Research Integrity, offers training to academic and administrative departments.
- IT Privacy and Security
- Lab Safety

New employees receive an automated notice if they have not completed IT training.  HRD runs a regular report of individuals who have not completed the Conflict of Interest training and uploads the training information into SkillSoft monthly.  Title IX related training is tracked by the Office of Institutional Equity, and this office follows up with each individual and supervisor to ensure the training is completed online or in person, and once completed it uploads the data to SkillSoft.

Professional Development is a committee within the UCCS Staff Council, which represents the interests of University staff and classified employees.  It meets monthly and offers a wide variety of professional development opportunities.  These meetings are open to all interested staff.

Additional campus-wide training includes:

- UCCS is the recipient of a Daniels Fund Ethics Initiative at UCCS Grant.  This $1.25 million grant sponsors regular ethics awareness sessions, roundtables, and workshops that discuss ethical issues in the workplace, government, and the general community.
- The Multicultural Office for Student Access, Inclusiveness and Community (MOSAIC) offers Safe Zone Training four to five times each semester.  This training is designed to educate students, faculty, staff, and community members about the lesbian, gay, bisexual and transgender community.
- TEXT REMOVED
- The Faculty Resource Center (FRC) conducts monthly "Let's Talk Teaching" brownbag sessions for faculty and staff.  The topics range from designing accessible classrooms and course materials to effective online course development.
- The Office of Veteran and Military Student Affairs regularly conducts VETS Training, an interactive training session designed to provide faculty and staff with applicable information about the student veteran transition experience and strategies for understanding and helping veterans succeed academically.
- Online video tutorials via Lynda.com are available to all faculty and staff at no charge to the employee's department.
- The University provides nine hours of free tuition per year to all benefits eligible employees.
- Faculty and staff are encouraged, when funding is available, to attend regional and national conferences in subject matter areas relevant to their university positions and responsibilities.

- Where appropriate, staff attend required training to meet licensing requirements.

*(5) Financial Auditing and Monitoring*

The University has internal financial controls in place to monitor and review all revenues and expenditures. Compensating controls are used, which requires two people to be involved in the processing of every financial transaction. The Controller's Office oversees access to the financial system.

All Budget Journal Entries are reviewed and approved by a staff member of the OBP. All sponsored project journals require final approval by the sponsored projects accounting office.

Every month, the OBP produces a budget to actuals analysis for the general fund and the auxiliary funds. Finance managers are contacted if discrepancies are noted, and plans are put in place to correct. The OBP director reviews these reports, and any issues of high concern are discussed with the AVCFHR. To bring additional compensating controls to sponsored programs, grant accounting is supervised by the UCCS Controller. Budget to actuals on sponsored projects are reviewed monthly during the billing cycle. Throughout the life of a sponsored project, a mini audit takes place, validating that all expenditures are allowable and appropriate compared to the budget and the award stipulations.

Monthly from September to April, the OBP updates the Base Budget Model, ensuring that all continuing budgets are being handled appropriately. This report is also used to develop future budgets for the campus.

Tuition revenue analyses are performed by the OBP throughout the fiscal year and are compared to the Tuition Model kept by the AVCFHR.

Student fee revenue, both mandatory student fees and academic fees, are monitored monthly with comprehensive analyses performed by the OBP in March and July of each fiscal year. Year-end total balances are presented to the campus Leadership Team for review.

The AVCFHR serves as an evaluator for all college and department financial assistants. This gives financial assistants direct access to centralized financial services for questions and concerns and provides the AVCFHR the opportunity to assess practices in the de-centralized financial operations of the campus.

*External Audits*

The University of Colorado Department of Internal Audit provides independent, objective assurance and consulting activity designed to add value and improve the University's operations. The department is established within the University of Colorado by the BOR. Its role and responsibilities are defined by the BOR as set forth in the [Internal Audit charter.](#)

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Additionally, an external independent audit is performed yearly on the [CU financial statement](#), inclusive of UCCS. The external auditor's responsibility is to express an opinion on the financial statement and to obtain reasonable assurance that the statements are free from material misstatements. The audit is performed in accordance with generally accepted auditing standards and Government Auditing Standards.

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**UPDATE:**

*Updated Argument:*

Fiscal Resources

To better prepare for the challenges facing all higher education, UCCS began researching different budget models in 2019. A cross-campus team worked with a consultant and developed an all-funds, incentive-based budget model. This model will run parallel with the current incremental model in 2021-22 and will be fully operational in 2022-23. UCCS has also reached out to a software company to develop and build necessary budget and financial software for the campus to better plan and monitor financial resources and expenditure data. The main objectives of the new model and software are to stay closely aligned with our mission, transparency, accountability, and entrepreneurial ingenuity.

Since 2016, UCCS has continued to increase all funds resources. All data reflected here are from the most recently audited financial statements in 2019-2020.

State support has seen an increase of almost 53%, with a total state allocation in 2019-20 to $31,257,875. The state of Colorado also allocated $2,800,000 to UCCS for the purpose of leading a cybersecurity initiative. UCCS has used this funding to help build support in academic, research and service arenas. UCCS has awarded hundreds of cybersecurity student scholarships in the amount of $1,142,675 and is expanding our options for cybersecurity degrees and certificates. UCCS has been awarded additional grant funds in the amount of $19.5 million to support and grow these activities. UCCS has used this state allocation to grow public-private partnerships with Space ISAC and the National Cybersecurity Center (NCC). See President's October Briefing on cybersecurity initiatives.

Tuition revenue has increased 29% to $120,434,373. UCCS enrollment has started to level off and with smaller incoming classes and graduating larger numbers of students, this has had an impact on tuition revenue. UCCS has established a Strategic Enrollment Steering committee to better position the campus and to meet the upcoming enrollment challenges projected in higher education nationwide. Tuition rate increases are still approved by our Board of Regents and the current tuition strategy is to keep rate increases at or below CPI. The average tuition rate increase for resident students over the past five years (2016 through 2020) is below 3% and below 3.5% for non-resident students. UCCS did not raise tuition for undergraduate resident students for two years: 2019-20 and 2020-21.

Auxiliary revenues have increased over 37% since 2014-15 with a total of $72,774,056 auxiliary revenue in 2019-20. A major contributing factor to this increase is the establishment of an all-funds campus-wide benefits pool, which is categorized as an internal service center and accounts for $32,837,733 of the total. The general administrative recharge (GAR) is currently still active in the auxiliary fund however with the new incentive-based budget model, this charge will go away and cost allocations will take it's place.

Restricted revenues have also seen an increase of 28.5% from 2014-15. Total revenues in 2019-20 were $44,074,624. Research remains an important goal for UCCS and this is evidenced in the tenets of the new budget model with 100% of F&A earning be directly allocated to colleges where it has been earned and a portion of state allocation dollars are being directed to support and enhance

research.

UCCS continues to develop public-private partnerships that further the academic mission and research as well as serve our community. We have built the Ent Center for the Arts which supports arts, culture and community for UCCS and the Pikes Peak Region. On August 24, 2020, the William J. Hybl Sports Medicine and Performance Center fully opened, combining health doctors and clinicians with faculty, researchers and students in a state of the art, one-of-a-kind facility as part of the City for Champions project.

For over 50 years, the University of Colorado Foundation has partnered with the University of Colorado to enhance philanthropic support for CU. Private support for the University, given through the philanthropic portal of the Foundation, enables the University to transform lives through education, research, clinical care and community engagement.

The CU Foundation is a legally separate 501(c)(3) charitable organization that functions as a part of CU Advancement. The Foundation invests and allocates gift funds in a manner consistent with the purposes established by donors and distributes dollars from its managed funds to support a wide variety of programs and activities throughout the University system and on its four campuses.  As of March 31, 2021, the Foundation managed more than $2 billion in assets for the benefit of the University of Colorado, including more than 3,000 current fund accounts and more than 3,000 endowment funds.

The Foundation is governed by an elected Board of Directors. Board committees include an Investment Policy Committee, a Finance/Operations Committee and an Audit Committee.

The Foundation's day-to-day operations are overseen by Jack Finlaw, its President and CEO, who works with an administrative staff of 20 employees.

Human Resources

Overall, employee count has decreased since fall 2015 with the biggest impact to student employees. As our strong growth in prior years begins to level off, we have reacted appropriately with our employee levels. Regular faculty saw an increase of 42 to 495, lecturer/others saw an increase of 11 for a total of 304, clinical and research faculty grew to 46, an increase of 13. UCCS grew the number of officers by 1 for a total of 22, saw an increase of 52 university staff positions for a total of 581 but saw a loss of 51 classified staff positions for a total of 170. Student employees decreased by 174 for a total of 1,546.

Facilities

The UCCS physical plant comprises 3,449,082.54 gross square feet in 65 buildings, encompassing general fund, auxiliary fund, and leased buildings.

Since 2016, UCCS has invested $61,425,000 in the Hybl Sports Performance Center, an integral component of the City for Champions project; $60,268,471 in the Ent Center for the Arts; and $13,269,000 in the UCCS Intercollegiate Athletics Indoor Practice Field.

Technology

The Student Technology fee generated $1,779,058 in 2019-20 with a base allocation of $951,571 to UCCS OIT. Since 2016, UCCS OIT has been working on upgrading technology in all classrooms

and due to the pandemic, even more focus was placed on technology needs for our students and the campus. Over the past year, 67 classrooms have been updated with plans to update an additional 40 beginning in July 2021. This has allowed greater flexibility in teaching modes through the pandemic and will continue to support technology needs for all faculty and students. UCCS has also started to offer a chromebook for all new freshmen, using the funds from the Student Technology fee. Once all new freshmen have claimed their technology, any available chromebooks can then be utilized by other student populations.

Resource Review and Allocation

With the adoption of a new budget model, UCCS is in the process of establishing appropriate governance groups to ensure the financial health of the campus and that the approved tenets of the new model are upheld: mission alignment, transparency, accountability, and entrepreneurial ingenuity. The Budget Model Steering Committee has identified the following committees/working groups to facilitate the model: Executive Budget Committee, University Budget Advisory Committee, Extended Cabinet, Support Unit Committee, Academic Affairs Committee, Budget Allocation Model Working Experts, Data Integrity and Analysis, Campus Curriculum Committee, Space Advisory Committee, Strategic Enrollment Committee and Strategic Plan Working groups. While many of these exist currently, committee charges and memberships are being reviewed and updated. We are also reviewing current processes and procedures to make sure these align with the new model as well as financial responsibilities to our Board of Regents and President's Office.

*Updated evidence:*

Annual Financial Report

Budget Figure A

Budget: 2006, 2015, 2020 Comparison

Sources and Uses

Campus Budget Review Presentations

2020-21 Current Funds Budget

Financial and Compliance Audit Report

UCCS Policy 500-013 Unrestricted Funds and General Fund Carry Forward

Facilities

Buildings and Grounds Projects

New Capital Construction

Major Capital Renewal

[Custormer Satisfaction survey](#)

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# 5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

## Argument

The University of Colorado Colorado Springs has a vigorous and rigorous planning process to ensure that it is taking account of current and future developments in the economy and in higher education as well as aligning with the campus mission. A tier of integrated planning processes provides an opportunity for all campus citizens to be engaged with and contribute to the process and to link it to resource allocation.

*(1)  Allocation in Alignment with Mission*

As described in 1.A, the 2012-2020 Strategic Plan was created through an inclusive campus-wide process immediately following the adoption of the new mission statement for the campus.  In summer 2011, the UCCS Leadership Team committed to a pragmatic, systematic approach to develop a new strategic plan, including a thoughtful review of vision and values, formation of expert subject groups, genuine and engaged campus-wide input, and important stakeholder input.  Over 400 individuals actively participated in the process.  Ongoing participation was thoughtful, genuine, recursive, sometimes messy, and ultimately rewarding.  Primary efforts came from UCCS faculty, staff, students, and administrators. The Regents of the University of Colorado, friends of the University, local community and alumni groups, and representative governing organizations all collaborated to create the plan.

TEXT REMOVED

Concurrently with the development of the 2012-2020 Strategic Plan, the Master Plan was undertaken; both plans reinforce shared goals.  The State of Colorado requires that each campus develop a master plan for facilities and land use to support the implementation of the academic mission and guide capital improvement plans.  The 2012 Master Plan built on the 2006 plan, providing a strategy for meeting projected growth needs and campus capacity in a responsible and sustainable way. The goals of the facilities master plan are: (1) preserve a sense of place, (2) connect campus destinations, (3) develop the campus in a responsible and sustainable way, and (4) engage the

campus and public on the North Campus.  The planning process was guided by the Master Planning Team (the Executive Director of Facilities Services and the Project Manager for the Colorado Springs Urban Renewal Authority) as well as a Master Plan Committee comprising more than 30 individuals representing a range of interests (neighbors, city and utilities officials, faculty, and staff).  The Design Review Board for the University of Colorado System reviewed the progress of the master planning process at four intervals.  The master planning team conducted listening focus groups, public forums, and two open-house session for students, faculty, staff, and neighbors to gather further input on future campus development.  The plan was approved by the Board of Regents at the September 2012 board meeting and by the Colorado Commission of Higher Education at their December 2012 meeting.

In January 2016, the campus initiated a midpoint review of the 2012-2020 Strategic Plan by conducting a full-day conference.  Hourly presentations were made on progress since 2012, and participants were invited to make comments on six areas of focus:  internationalization, diversity, research, a proposed health and wellness program and village, the student experience, and online education.  More than 325 faculty, staff, and students attended and gave feedback (1,100 comments were received).  Groups of faculty, staff, and University leadership reviewed and summarized the input, which was presented in a revised plan 2020: Our Commitment to the Future. The Board of Regents provided feedback at their February 2016 meeting and approved the revised plan in April 2016.

*(2) Linking of Assessment*

TEXT DELETED assessment at UCCS is linked to budget planning and resource allocation.  Numerous planning and assessment documents provide critical information and inform budget planning including: the 2007-2012 and 2012-2020 Strategic Plans, new program proposals, campus budget reviews, sources and uses documents, new building program plans, and, as discussed in 5.D., campus-wide program review and assessment, inclusive of degree granting and non-degree granting departments.

UCCS not only reviews but also applies what is learned to improve and enhance student outcomes and the experience of students, faculty, and staff.  This is demonstrated extensively in 5.A.2, specific examples of which include employee training, technological resources, hiring and recruiting practices, and tuition setting.

*(3)  Planning Process*

As evidenced by the strategic plans, UCCS engages in multi-year planning.  Budget planning includes multi-year planning with specific attention to tuition setting occurring approximately 9-12 months in advance of a new fiscal year. Tuition setting takes into consideration regional and state-wide economic conditions, student demographics, fluctuations in state support, and Board of Regents directives.  Mandatory increases in expenses over which the campus has minimal control such as utility increases, compliance related functions, and benefit costs are also incorporated.  The University Budget Advisory Committee is included in discussions, and the deans and directors provide input during the annual budget reviews.  All budget requests must link to the UCCS mission statement and strategic plan.  These internal and external factors are integral to the planning process.

*(4 & 5) Resource Allocation Process*

The resource allocation process described both above and in 5.A is designed to provide maximum

information so that decisions can be made both thoughtfully and quickly. External conditions such as regional and national economic markets may cause significant fluctuations in enrollment. Through a combination of prospective and retrospective budget allocations, UCCS is able to respond appropriately to these changes and ensure that instructional needs are met. Tuition increases, while predicated on mandatory costs and shifts in state support, are prudently administered so that during years when state support decreases, tuition increases are modest. This is evidenced in 2011-2012 when state support decreased by 18%, and the campus increased tuition by 7.2% rather than up to the 9% increase the state legislature had authorized.

*** The text below has been merged from Core Component 5.D ***

UCCS is committed to a continual process of improvement in all of its units across the entire campus. As detailed in the 2012-2020 UCCS Strategic Plan, UCCS is committed to student success through a transformative educational experience. To meet this and the other goals of the plan, student access to UCCS through affordable tuition rates is critical and accomplished through a consistent review of both degree and non-degree granting programs to ensure the appropriate allocation of resources. Program reviews and a program prioritization process provide invaluable information on areas for improvement, and the University tracks progress toward the improvement to inform allocations based on performance.

*(1&2) Evidence of Performance and Improvement*

*Campus-Wide Program Review*

In AY 2013-14, the University of Colorado Board of Regents (BOR) requested that each of its campuses prioritize programs according to consistency with campus mission and vision, using the results to inform future decisions and resource allocation. UCCS gathered 103 employees to evaluate qualitative and quantitative data for 59 academic degree granting programs and 66 non-degree granting programs. All evaluators attended mandatory training prior to scoring programs based on common criteria, including but not limited to performance trends, innovation, and inclusivity. Degree granting programs also included faculty scholarship, merit, and student demand, while non-degree granting programs included criticality and services.

TEXT DELETED

The results of the study were compiled in the Program Prioritization Report (April 2014). The preliminary results were shared with the campus community at a Campus Forum on April 21 and with the Board of Regents on April 29, 2014. An update to the BOR was presented on November 19, 2014, listing the program prioritization recommendations and the actions that had been taken in response. ***TEXT DELETED*** The complete list of recommendations and actions is in the Chancellor's update to the BOR. In November 2015 the Chancellor, Interim Provost, and Senior Vice Chancellor for Administration and Finance hosted five separate meetings to discuss strategic planning, budgeting strategies, and program prioritization.

Following program prioritization, in 2015 the BOR implemented four metrics for advancing the University's strategic priorities: (1) Student success by diversity and level, (2) Financial aid and Pell eligibility, (3) Sponsored research awards, and (4) Other revenue. UCCS reports data on these performance indicators to the BOR. Data for each campus are compiled and published on the CU System website.

*Academic Program Review*

All University degree-granting programs undergo review on a seven-year cycle.  The Academic Program Review process is explained in 3.A and 4.A.  Results of the reviews are compiled each year by the Provost and are followed up to track changes based on recommendations**.**

Additionally, in fall 2014 the Provost reviewed nine programs identified as needing further review in the Program Prioritization process.  The findings of this review are further explained in 3.A and 4.A, with the report included in the sources for this criterion.

*Non-Academic Program Review*

The divisions of Student Success and Enrollment Management (SSEM), Administration and Finance (AF), and Advancement are continuing the process of assessment and building on the April 2014 Program Prioritization Report.

SSEM evaluates 21 different program areas, and approximately three program areas will be addressed each calendar year.  The timeline is based on assessment training completed in summer 2015. In 2016, the Chancellor facilitated assessment training with Academic Advising to gauge how each staff member personally uses data so as to "build a culture of evidence."  Participants were asked to assess this along a continuum.  Overall, the discussions were positive and productive, leading to strong buy-in by the advising staff and answered the "why assessment is important" question.  The rest of the training consisted of reviewing each of the program assessment process steps. Follow-up training also occurred in June when participants specifically reviewed the assessment rating form with a handful of core advisers.   The Student Life and Leadership office is currently in the strategic planning step of the program review process.  Included in the evidence file are the program assessment timeline for Academic Advising, a list of SSEM Internal Review Team members, and the calendar.

In fall 2015, in order to show demonstrated progress since the campus Program Prioritization was conducted in FY 2013-14 and the BOR metrics implemented in 2015, Administration and Finance (AF) established a division working group to develop an intentional program review process for the 26 VCAF departments. The goals of this new process include manageability in terms of work load and usefulness to department heads/staff in assessing unit progress and making improvements. In addition, while consistency across the division is important, there is some flexibility due to the wide variety of department functions. VCAF units must incorporate stakeholder feedback, an external reviewer component, and the option to incorporate existing assessment efforts, as well as any relevant national standards and/or benchmarking tools. Though the intent is not to prioritize (rank) programs again, some of the previous framework was built upon for the review categories.  A standing committee was established and members appointed by the SVCAF to serve a three-year term. Included in the evidence files are the program review process, categories, and timelines.

In 2015, University Advancement and Development also established a program review process. In addition to representatives from the division, faculty and staff members are participants on the internal assessment team.  Given the external nature of this division, an external review is also conducted.  Each department in the division will rotate through the assessment cycle every five years.

Other measures provide evidence of performance in operations.  National bench-marking surveys that measure and compare student and administrative support units provide evidence over time and in

comparison to peer institutions.  Residence Life and Housing, the University Center, Facilities Services, and Dining and Hospitality Services are examples of departments that have participated in these surveys.  Client surveys to receive feedback on performance are regularly conducted by departments, for example, the Family Development Center, Dining and Hospitality Services, Theatreworks, the Galleries of Contemporary Art, and Facilities Services. The results from these surveys are used to guide operational and programming adjustments.

TEXT DELETED

Quality assurance checks are regularly conducted by Public Safety, Facilities Services, and Environmental Health and Safety, and operational changes are made as necessary.

Market studies of University faculty, administrators and professional staff salaries are conducted with regularity, and funding for compression/uncompensated merit adjustments was included in budget requests for fiscal years (FY) 2014-15 and 2015-16.  Faculty and staff governance participated in their respective studies, both informing and determining the methodology.  Due to a recent change in Colorado law allowing UCCS the opportunity to adjust salaries for classified staff, a market study for this employment group was conducted in FY 2015-16, with uncompensated merit adjustments made for FY 2016-17.

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**UPDATE:**

*Updated Argument:*

In 2018, UCCS went through another strategic planning cycle and a new strategic plan was developed and adopted for 2020-2030: Success 2030. This was a campus-wide and community effort and many stakeholder groups were formed. From all of the listening sessions and working groups, there were seven core strategies that emerged to form the basis of the plan: Learning, Engagement, and Belonging; Retention and Graduation; Research and Creative Excellence; Financial Strength; Deliberate Investment; Distinctive Programs; and Partnerships and Outreach. Each of these core strategies reflect our core foundational values.

Additionally, a key component of the strategic plan was the research, development and implementation of a new budget model. This strategic goal directly impacts the ability of the campus to allocate its resources in alignment with its mission, with transparency and accountability. Research and discussions about a new model took place in 2019-20 with phase I development in 2020-21. A cross-campus steering committee, co-chaired by the Provost and the Vice Chancellor for Administration and Finance, worked diligently to establish tenets of the model that were in alignment with the mission of the university as well as met the needs of the strategic plan. The steering committee consisted of two deans, two associate deans, two college financial administrators, chair of the University Budget Advisory Committee, member appointed by the Faculty Assembly, one faculty chair, representative from staff governance, Vice Chancellor for Student Affairs and the Budget Officer and Associate Director of Budget and Resource Planning, both as ex-officio members. Necessary governance groups are currently being discussed and established so that a full and true parallel year in 2021-22 can happen. This parallel year will allow the campus to fine-tune any issues with the model as well as develop needed timelines and procedures. Full implementation is scheduled for 2022-23. Initial trainings of the new model have been offered for the campus community and of the initial sessions, there have been 124 individuals who have received the training.

One of the key indicators of the UCCS Budget Allocation Model is resource allocation based on activity; this data driver will be used to inform the campus about program performance and is being used to advise program prioritization. Knowing the importance of data informed decisions, UCCS has worked with a software developer on a suite of budget and planning software modules to support the campus. As we stand up our new model, the Office of Budget and Planning will develop tools in the new budget software that will aid the colleges and departments in making informed decisions.

The new budget allocation model, a key component of the UCCS 2030 Strategic Plan will better inform the campus regarding resource allocations and performance to better meet the changing environment of higher education.

*Updated evidence:*

Employee Market studies

Administration

Faculty

Professional Staff

Internal Equity: Faculty

Gateway Guides Training

Student Affairs Assessment Calendar

University Center Student Survey

Family Development Center

Questionnaire

Survey Results

NECPA Certification

National College Health Assessment

Galleries of Contemporary Art

Public Sculpture

Assessments

Plan

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# 5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

## Summary

## Sources

*There are no sources.*