CU- Colorado Springs

A Report on the Status of

Sources and Uses of Funding

Assessment of Student Achievement

Graduate Education

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Prepared By:
Associate Vice Chancellor for Academic Affairs David Moon
Associate Vice Chancellor for Administration and Finance Ed Paris
Dean of the Graduate School David Schmidt
Director of Institutional Research Steve Chambers
Assessment Coordinator Veronica Gardner

Executive Summary
of Focused Visit Report

The March 1997 NCA Team recommended a follow-up visit in 2002 to address the following issues:

- Sources and Uses of Funds
  - Base budget funding
    - Insufficient per-student funding
  - Uses of funds
    - Low faculty and staff salaries
    - Heavy reliance on part-time instruction
    - Under-funding of instructional support areas
      - Library
      - Information Technology
    - Under-staffing of support areas
    - Adequacy of space
      - Main Hall renovation
      - Expansion of library
      - Resources for maintenance of new space
      - Controlled maintenance

- Assessment of Student Academic Achievement
  - The campus support for assessment was insufficient
  - Assessment implementation varied considerably from department to department
  - Assessment of general education was not occurring

- Graduate Education
  - Policy structure
  - All programs under a single oversight and directive structure

They expressed the following expectations for what the 2002 visit would reveal:

- Significant improvement in the University's financial resource base
- A functioning assessment program that has produced demonstrable improvements in instructional programs
- An effective mechanism for monitoring the operation of graduate programs

The focused visit report presents the following responses:

Sources and Uses of Funds

- Base funding
  - Increased enrollments
  - Increased per-student state funding
  - Increased tuition

- Increased percentage of higher tuition out-of-state students
- Increased auxiliary and restricted funds
- Increased controlled maintenance funding from state
- Increased capital construction funds from state

- Uses of funds
  - Improved budget processes to enable more effective allocation of funds
  - Increased and improved space
  - Increased building maintenance funding
  - Increased faculty and staff salaries
  - Increased funding for library and IT
  - Decreased percentage of student credit hours taught by part-time faculty

- Remaining challenges and remedies
  - Challenges
    - Staffing relative to number of students at roughly the same rates as in 1997
  - Remedies
    - Plan to address increasing numbers of full-time faculty and staff to keep pace with growth
    - Recognize efficiencies in staffing resulting from reorganization and increased use of technology
    - Final year of tuition enhancement plan
    - Reorganizations in extended studies and sponsored programs to improve availability of funds

Assessment

- Improvement of campus commitment to assessment
  - Student Achievement Assessment Committee (SAAC)
  - Clearer processes
  - Associate Vice Chancellor for Academic Affairs as chair of SAAC
  - Assessment Coordinator
  - Increase in funding for assessment activities (TLE Initiative)

- Improvement of program assessment
  - All programs now have plans
  - Most units are functioning at an adequate level to produce positive program change
  - More units now functioning at better than adequate level
  - Consistency of reporting improved

- Assessment of general education
  - Campus goals adopted
  - Draft campus assessment of general education plan
  - Baseline data being collected
  - State of Colorado exploring development of a statewide general education core

- Remaining challenges and remedies
    - Challenges
        - Some programs still in process of implementing fully functional assessment
        - Campus culture only partially embraces assessment
        - Campus needs to adopt general education assessment plan, taking into account the potential changes at the state level
    - Remedies
        - Shift emphasis to program improvement (rename SAAC)
        - Focus SAAC efforts on bringing all programs up to adequate levels
        - Highlight achievements of best programs
        - Work with Teaching and Learning Center, Student Success Initiative, and Excel Learning Centers to support sound assessment practices
        - Increase campus publicity regarding assessment
        - Continue to pursue adoption of campus general education assessment plan, as appropriate given possible changes in general education at the state level
        - Increase availability of resources to support unit assessment efforts

Graduate Education

- Consolidation of all graduate programs under a campus Graduate Dean
- Campus and system approval of comprehensive Graduate School Policy
- Operation of Graduate Executive Committee

Conclusion

- Expectations of 1997 team met
    - The University's financial resource base has significantly improved
    - A functioning assessment program is producing documented program improvement
    - Graduate programs are being effectively monitored
- Specific concerns not already addressed are being actively pursued
    - Assessment
        - Continue improvements in program assessment and campus culture
        - Pursue adoption of campus general education assessment plan
    - Funding
        - Implement plans to increase faculty and staff to keep pace with growth
        - Evaluate adequacy of instructional and support staffing levels in specific areas
        - Build on reorganizations of extended studies and sponsored programs
        - Implement final year of tuition enhancement

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Introduction

Purpose

The last accreditation visit team for the University of Colorado at Colorado Springs made a number of recommendations in their report on their March 1997 visit, including a recommendation that the North Central Commission on Higher Education conduct a follow-up visit during the 2001-2002 Academic Year focusing on 1) sources and levels of revenues, 2) assessment of student academic achievement, and 3) graduate education. During this focused visit, the 1997 team expected "to find 1) a significant improvement in the University's financial resource base, 2) a functioning assessment program that has produced demonstrable improvements in instructional programs, and 3) an effective mechanism for monitoring the operation of graduate programs to assure comparability of requirements, compliance with University-wide regulations, and high exit expectations in masters and doctoral programs." The purpose of this report is to demonstrate the extent to which these goals have been accomplished.

In the body of the report, the 1997 team raised a number of more specific concerns in each of these areas. The most extensive specified concerns came in the area of the uses of resources. The team expressed concern about the adequacy of space, both in terms of quality and quantity. Specifically, they pointed to the need for renovation of Main Hall, expansion of the library, resources to maintain additional space, and controlled maintenance of existing space. They also expressed concern about base budget funding. Specifically, they identified low faculty and staff salaries, an over-dependence on part-time instructors, under-funding of instructional support areas, and under-staffing in support capacities across the campus as areas of concern.

With regard to assessment, the 1997 team concluded that "UCCS is behind most NCA institutions in assessing student learning beyond the individual course and thus the effectiveness of its academic programs." More specifically, the team identified weaknesses in institutional processes to foster assessment and program improvement, in the extent to which individual programs were engaging in effective assessment, and in the institution's capacity to assess general education. The latter was due in large part to the lack of common campus general education goals.

With regard to administration of the graduate school, the team noted that the system graduate school was being discontinued, and that the campus had not yet formalized an adequate policy structure to provide sufficient oversight and direction to its graduate programs. They also expressed some concern that some professional graduate programs were operating outside the existing graduate school structure.

Process

The campus report for the self-study has been written under the leadership of Associate Vice Chancellor for Academic Affairs David Moon, with supervision from the campus Executive team. The actual report has been authored by David Moon, Dean of the Graduate School David Schmidt, Associate Vice Chancellor for Administration and Finance Ed Paris, Director of Institutional Research Steve Chambers, and Assessment Coordinator Veronica Gardner. This group consulted with and kept informed of the progress of the report the following groups: the Student Achievement Assessment Committee, the Graduate Executive Committee, and the University Budget Advisory Committee. Additionally, the Faculty Representative Assembly and Dean's Council were apprised of the progress of the report and a draft was shared with them for comment. The campus Executive Team approved the report on January 15, 2002.

Organization

Section Two deals with the issues surrounding financial resources of the campus. It details changes in base (tuition and state) and non-base funding in the past five years, and explains the budgeting processes now in place on the campus and the ways in which these contribute to better use of the available funds. Finally, this section examines the impacts these changes have had on facilities, maintenance, controlled maintenance, technology, course offerings, salaries, staffing and the library.

Section Three deals with the assessment of student achievement. It summarizes the changes that have been made in the campus level administration of assessment activities, and the resources devoted to these efforts. It also summarizes the current state of assessment of student achievement in individual programs across the campus, focusing on current strengths and weaknesses. Finally, it examines the changes that have occurred in general education and the plan developed to assess it.

Section Four deals with administration of the Graduate School. It examines the policy and administrative structures that have been put into place, and offers an assessment of the impact of changes that have taken place.

The concluding section offers an overview of progress made in each of the areas. It also discusses remaining challenges in meeting the goals identified by the 1997 team, and examines the campus' ongoing efforts to meet them.

A number of appendices follow the conclusion.

Section Two
Sources and Levels of Funding

Overview

The period since the last complete self-study in 1997 has been one of increasing financial resources, implementation of a new campus budgetary process, growth in auxiliary funded operations, and substantial capital construction. The increased resources are a combination of equalized general fund rates per new resident student full-time equivalents (SFTE) at the CU general campuses, growth in both resident and non-resident enrollments, and a campus financial plan to improve revenue including base general fund increases and a tuition revenue enhancement program.

The campus has created its version of the CU system-wide Integrated Resource Management Strategy (IRMS). This has meant a complete change in the process and documents used in the campus budgetary process.

Auxiliary funded operations have grown dramatically with the addition of the campus Housing Village. The Village has enabled the campus to recruit non-resident students in numbers larger than in the past. Non-resident students pay a greater share of their cost of instruction than do residents and this increased income has added stability to campus funding.

The campus has seen substantial capital construction since 1997. The addition of facilities such as Columbine Hall and the El Pomar Center has greatly enhanced the ability of the campus to meet student educational needs.

Changes in Total Campus Current Funds

Highlights

- Funding growth rate doubled between 1996 and 2001 compared to the 1991 to 1996 period.
- State appropriations increased 46.4% between 1996 and 2001.
- Auxiliaries increased 106.9% between 1996 and 2001.
- The restricted fund increased 48.2% between 1996 and 2001.

The table below shows the changes in funding as reflected in the campus supplemental financial statements for Fiscal Year (FY) 1996 and 2001.

Campus Funds by Fiscal Year 1996 and 2001
(Source: Campus Financial Statements)

Current Funds	FY 96	FY 01	Percent Change	Annual Compound % Change
State Appropriated [1]	$27,120,191	$39,693,633	46.4%	7.9%
Auxiliary & Self Funded [2]	5,577,131	11,536,633	106.9%	15.7%
Restricted [3]	6,314,771	9,355,335	48.2%	8.2%
Total	$39,077,053	$60,585,688	55.0%	9.2%

(1) State Appropriated funds include tax support, tuition and fees for on-campus instruction, and other cash sources such as fees, fines, and forfeitures.

(2) Auxiliary and Self Funded funds include non-state supported enterprises such as student housing, bookstore, university center, family development center, parking, and extended studies.

(3) The restricted funds include all monies received that have related expenditures restricted by outside parties. These funds include sponsored programs and federal financial aid.

As stated in the 1997 self-study, the total growth in current funds from 1991 to 1996 was 23.0% (4.2% compounded annually). During an equivalent number of years from 1996 to 2001 the total growth was 55.0% as reflected in the table above. This means that the total funding growth rate during the last five years has been double the rate in the previous five-year period. It is also important to be aware that the rate of growth in the State Appropriated category has risen faster in the most recent five-year period than in the FY 91 to 96 period. The rate of growth in the most recent five-year period was 46.4%, compared to the 29.3% (5.3% compounded annually) between 1991 and 1996. The State Appropriation category includes the impact of the equalized general fund per new resident SFTE and the tuition enhancement program that are described below, as well as the impact of the 1997 merger with the Bethel College of Nursing and Health Sciences.

Auxiliary and Self Funded activity had a substantial rise in the 1996 to 2001 period over the 1991 to 1996 time frame. The increase rate in the earlier period was 24.3% (4.5% compounded annually) while the rate in the more recent five years was 106.9%. The large factors in this growth were opening student housing and student enrollment, which impacted revenues at the student center, the campus bookstore, and

parking. Also, the Office of Continuing Education was reorganized in 2000. The new structure, under the Director of Extended Studies, is intended to allow the schools and colleges to be more responsive to opportunities, and to increase the efficiency of operations. Now, in just the second year under the new arrangement, revenues appear to be increasing dramatically, with every indication that extended studies will continue to become a more and more important part of the campus' overall funding.

Gifts to the University of Colorado at Colorado Springs for the period FY 97 to FY 01 are shown in the table below. The total for combined cash and gifts-in-kind for the period was $18,447,813.

Type of Gift	FY 97	FY 98	FY 99	FY 00	FY 01
Cash	$2,312,074	$1,051,252	$2,254,041	$2,919,432	$3,450,403
Gifts-in-Kind	$3,317,278	$2,030,235	$156,776	$704,557	$251,765
Total	$5,629,352	$3,081,487	$2,410,817	$3,623,989	$3,702,168

Additionally, at the end of FY 01 Pledges and Bequests were at $2,870,500 and as the close of business on January 9, 2002 the amount had risen to $3,398,000. The campus is aggressively seeking additional gifts and future amounts are expected to rise.

The Restricted Fund has also grown due to scholarships, fellowships and research. Scholarships and fellowships in the Restricted Fund relates to federal, state, and institutional financial aid. The amount has grown $2,104,133 or 71.8% (11.4% compounded annually) from a FY 96 amount of $2,932,265 to $5,036,398 in FY 01. This increase is due to student enrollment growth and the financial aid need of the campus student body. Research expenditures have also shown substantial growth. The FY 96 amount was $909,512 and grew to $1,764,953 in FY 01 for an increase of $855,441 or 94.1% (14.2% compounded annually). These amounts include all federal, private, and institutional research contracts and grants. As part of the campus's strategic plan, there is an increased emphasis on securing external funding for research or educational programs, and creative works. As a result, several organization changes have occurred, and some are currently underway.

First, a new position has been established within the office of the Vice Chancellor for Academic Affairs, which has campus-wide responsibilities regarding externally funded programs. This position is a Senior Faculty Associate for Research (SFAR),

which is held jointly with the Dean of the Graduate School. The position of SFAR is a one-quarter-time appointment, and reports to VCAA. Immediately after the SFAR was appointed, a new campus standing committee was established – the Campus Faculty Research Committee. The responsibilities of the committee include making recommendations to the SFAR and VCAA on all policies and procedures related to externally funded programs (and research and creative programs in general), identifying initiatives aimed at expanding the campus activities in the area of externally funded programs, and developing mentoring systems to aid junior faculty in the development of their programs.

Second, the campus's Office of Sponsored Programs (OSP), which previously reported to the VCAA, is being reorganized. The OSP will now report to the SFAR, and the position of director of OSP has been upgraded to a full-time professional exempt position. During the January-March 2002 time frame, a new director should be appointed. Finally, the OSP has been integrated with the Campus Technology Transfer Office, and the SFAR also serves at the campus's Technology Transfer Officer.

State Base and Enrollment Growth Funding

Highlights

- Resident student full-time equivalent enrollments increased 24.1% between 1996 and 2001.

- The state tax support increase rate was the highest among CU general campuses between 1996 and 2001.

The inflationary tax support increase to all campus budgets in the State of Colorado has been restrained since the passage of the Taxpayer's Bill of Rights (TABOR) in 1992. The University of Colorado at Colorado Springs is no exception. However, there have been increases based on the items described below.

The increase in the campus tax support have primarily come from the growth of resident students and the equalization of state funding for new resident SFTE within the CU general campuses.

Resident Student Growth

(Source: Campus Budget Data Books)

	FY 96 Actual	FY 01 Actual	Percent Change	Annual Compound % Change
Resident SFTE	3,777.0	4,687.9	24.1%	4.4%

Resident SFTE in FY 96 was 3,777.0 and 4,687.9 in FY 01. This represents an increase over the period of 24.1%. During the FY 91 to 96 timeframe, resident SFTE decreased from 3,841.2 to 3,777.0 for a rate of –1.7%. The period from FY 93 through FY 94 saw a 4.2% drop in enrollment. At the time of the last self-study, the enrollments were again rising after a strong recruitment and retention effort was undertaken. The campus is projecting continuing growth through 2016 resulting in a campus with 10,000 student headcount. The change in state appropriated funding per resident SFTE is shown in the table below.

State Appropriated Funding per Resident SFTE

(Source: CU System Budget Data Books)

Campus	FY 96 Actual	FY 01 Actual	Percent Change	Annual Compound % Change
UCB	$4,329	$5,078	17.3%	3.2%
UCCS	$3,606	$4,498	24.7%	4.5%
UCD	$3,933	$4,678	18.9%	3.5%

In 1996, the actual general fund per resident SFTE was $3,606 and in 2001 the amount had risen to $4,498 for an increase of 24.7%. During the period from FY 91 to 96 the percent change was 24.4%. Despite the closeness of the percent change between the two periods, the latter was much larger than the former. During the earlier period, the campus was held harmless during the enrollment drop in FY 93 and 94, which artificially increased the per student amount. The FY 96 to FY 01 increase occurred during a period of enrollment growth and the funding increase had a greater impact than the earlier rise in per student funding.

As the table shows, this campus per student state funding has risen faster at Colorado Springs than the other general CU campuses. This is a direct result of the equalization of state support for new resident SFTE within the CU system.

Quality Indicator System

The state has developed a Quality Indicator System (QIS) that purports to compare all state supported campuses in the state. The QIS compares the following criteria that the Colorado Commission on Higher Education (CCHE) has deemed important to the state: 1) persistence and graduation rates, 2) minority persistence and graduation rates, 3) achievement rates, 4) institutional support costs, 5) undergraduate class size, 6) undergraduate programs at 120 credits for graduation, 7) teaching productivity, and 8) institution-specific mission related indicators. In the initial year of funding, FY 01, this campus earned $67,662 for its performance in the QIS. For FY 02, the campus earned $338,870. This form of funding is expected to become even more important to Colorado state higher education institutions in the future.

Peer Group Study

A final part of the growth in state funding for this campus occurred because of a CU System study of each campus in comparison to its peer group. The peer groups for each CU campus are an agreed to set of institutions that correspond to current measures as well as an aspiration group of schools. Numerous measures are used to determine the comparison of each campus to their peers. Because this campus had been historically under funded, it received $254,761 in an FY 01 base increase to mitigate the disparity to its peers.

Tuition Enhancement

Highlight

- A three-year program to increase campus revenue. The first year, FY01, generated over $500,000 in additional tuition. FY 02 is projected to generate over $800,000 in additional tuition. FY 03 has been proposed to the state legislature.

For FY 01, the University of Colorado at Colorado Springs received permission from the CU Board of Regents and the Colorado Legislature to embark on a tuition revenue enhancement program. The program was approved for FY 01 and 02. It is proposed that the program have a final year of implementation in FY 03. The program is designed to increase revenue for the campus to enhance the educational experience of students. Examples of expenditures slated for increases as a result of the tuition enhancement include:

- Scholarships to increase educational access for students.
- New classroom and laboratory equipment, including technology upgrades.
- Additional support for operational costs of new buildings and technological equipment maintenance resulting from enrollment growth in the campus academic programs.
- Additional funding for academic and institutional faculty and staff support needs resulting from enrollment growth in the campus academic programs.

The program uses the following techniques to create the additional campus funding:

- Change the tuition structure by charging more tuition for part-time students in relation to full-time students on a per-credit hour basis. This approach is based on the fact that part-time students require similar amounts of service compared to full-time students yet are paying less for these services.
- Increase tuition rates above those allowed by the state legislature as part of the annual inflationary increase.

- Increase tuition rates for specific high cost programs such as business and engineering while keeping rates relatively low for programs such as undergraduate teacher education.

The tables below show the impact of these changes based on tuition revenue per SFTE. The first table shows the increase in the FY 96 to FY 01 period and the second shows the impact of tuition enhancement in FY 02. The impact on FY 03 cannot yet be determined because the state legislature has not yet approved the last year of the program.

Tuition Revenue per Student FTE

(Source: Campus Budget Data Books)

Residency	FY 96 Actual	FY 01 Actual	Percent Change	Annual Compound % Change
Resident	$2,636	$2,996	13.7%	2.6%
Non-Resident	$8,779	$11,062	26.0%	4.7%

Tuition Revenue per Student FTE

(Source: Campus Budget Data Books)

Residency	FY 01 Actual	FY 02 Estimate	Percent Change	Annual Compound % Change
Resident	$2,996	$3,155	5.3%	5.3%
Non-Resident	$11,062	$12,758	15.3%	15.3%

Tuition rate increases are differentiated by type of student, residency, and number of hours taken.

Non-Resident SFTE Growth

Highlight

- Non-resident student full-time equivalent enrollments increased 65.9% between 1996 and 2001.

Non-resident students pay a larger share of their cost of instruction than do resident students. This campus has chosen to have more non-resident student recruiting in the last five years than in previous years. In the period FY 91 to 96, non-resident SFTE went from 185.20 to 231.80 for an increase of 25.2% (4.6% compounded annually). In the period from FY 96 to FY 01, non-resident SFTE went from 231.80 to 384.50 for an increase of 65.9%.

Non-Resident Student Growth

(Source: Campus Budget Data Books)

	FY 96 Actual	FY 01 Actual	Percent Change	Annual Compound % Change
Non-Resident SFTE	231.80	384.50	65.9%	10.7%

Budgetary Process

Overview

Highlights

- An all funds and multi-year budgeting process has been implemented to enable good financial planning.

- The budgeting process uses "bottom-up" information from the campus departments within a "top-down" set of guidelines from the campus Executive Team.

The University of Colorado at Colorado Springs has, with the exception of maintaining the University Budget Advisory Committee (UBAC), completely changed its budgeting process since the last self-study. The campus has adopted an IRMS budgeting approach. IRMS uses all sources of funds to meet the educational and service goals of

the institution as defined by the campus Total Learning Environment (TLE) planning process created by former President Buechner. The campus cannot expect the state appropriation to meet all the proposed goals. Rather, IRMS uses all sources of funds including auxiliary funds, contract and grant funds, gift funds, and plant funds to meet the expenditure requirements of the campus.

IRMS

IRMS, as used by this campus, is a multi-year budgeting process. It enables the operating unit, the UBAC, and the campus Executive Team an opportunity to plan for future campus expenditures in an orderly and comprehensive manner. The ability to focus on the impact of decisions made during the current year's budget on future years expenditure levels is important in managing campus resources over the long-term.

The CU-Colorado Springs IRMS process is a combination of a "bottom-up" and a "top-down" effort to develop a multi-year all funds campus budget. A "bottom-up" process has the budget request direction developed at the operating units and is accumulated at higher organizational levels until a complete campus request is created. A "top-down" effort has the budget created by top-level administration and the allocations move down to the operating units. A system that exclusively uses a "bottom-up" or a "top-down" approach can have serious gaps in developing campus priorities and strategies to meet the priorities. Like the TLE process, IRMS uses a combination of both strategies.

Process

There are eight general descriptive steps in the budgetary process:

1. Creation of campus-wide Budgetary Guidelines, Budget Manual, and electronic departmental worksheets. These documents are created in the Vice Chancellor for Administration and Finance Office with input from the campus Executive Team. They include enrollment projections, tuition and state support projections, expenditure projections, and the outline of campus priorities for the budget. Upon his approval, these documents are sent to all schools/colleges and administrative departments.

2. Departments create their budget requests, including initiatives, within the general parameters of the Budgetary Guidelines. Electronic spreadsheets and Budget Manuals are forwarded to the appropriate Dean or Director and are the technical means by which initiatives come from the campus operating units.
3. Deans and Directors review requests and determine which initiatives will be consolidated and sent to the appropriate Vice Chancellor. The initiatives are requests beyond the standard inflationary increases for salaries and other operating budgets. The review will be based on the Budgetary Guidelines and the operating units needs.
4. The Vice Chancellors will review the budget and determine which initiatives will be included in their budget requests to the University Budget Advisory Committee (UBAC) and the campus Executive Team.
5. The Vice Chancellors present their budget requests to UBAC and send a written summary to the campus Executive Team.
6. UBAC and the campus Executive Team deliberate on the merits of the various budget requests. The two groups may interact on the requests depending on the nature of the items in a particular budget year.
7. UBAC sends a written budget recommendation to the Chancellor.
8. The Chancellor establishes the campus budget based on the UBAC recommendation and input from the campus Executive Team.

Allocation

The table below shows a comparison of the FY 96 state appropriated budget allocation with the FY 01 state appropriated budget allocation.

State Appropriation Expenditure Distribution
(Source: Campus Financial Statements)

Uses of Funds	FY 96 Actual	FY 01 Actual	Percent Change	Annual Compound % Change
Instruction [1]	$14,956,100	$21,481,913	43.6%	7.5%
Research (State Supported)	118,146	117,101	(0.9%)	(0.2%)
Public Service	(5,416)	17,015	314.2%	32.9%
Academic Support [1]	3,417,973	4,849,260	41.9%	7.3%
Student Services [1]	2,221,327	3,854,536	73.5%	11.7%
Institutional Support [2] [4]	4,142,257	5,179,139	25.0%	4.6%
Physical Plant Operations [3] [4]	2,092,597	3,328,581	59.1%	9.7%
Scholarships and Fellowships	177,207	866,088	388.7%	37.4%
Total	$27,120,191	$39,693,633	46.4%	7.9%

(1) Student Services underwent reorganization during the period. As part of the reorganization, some staff moved from Instruction and Academic Support to Student Services for creation of a consolidated advising office. This means that the information shown here understates the increase to Instruction and Academic Support while overstating the increase in Student Services.

(2) A large portion of the increase in Institutional Support was due to additional support given to the CU System Offices for the Administrative Streamlining Project (ASP) implementation of the PeopleSoft finance and human resources computer systems. As part of ASP, CU created a centralized Procurement Service Center to perform the buying and contracting at all campuses and a centralized Payroll/Benefits Service Center to manage all these human resource functions at all campuses. These new unit's costs are shown in the FY 01 amounts.

(3) A portion of the increase in Physical Plant Operations was due to increased utilities expenditures.

(4) In July 1999 NACUBO Advisory Report 99-6 on Accounting and Reporting Safety and Security Expenses by Higher Education stated that safety and security expenditures are properly classified under Physical Plant Operations. The State of Colorado directed institutions of higher education to adjust their reports for all years beginning with FY 99 but not back to FY 96. This means that in the above amounts, the FY 96 column will have Public Safety in Institutional Support and in FY 01 Public Safety will be in Physical Plant Operations.

Impacts

The combination of increased funding and the creation of a new budgetary process have had impacts on the operation of the campus. This section of the report will focus on the impacts for: facilities, maintenance, controlled maintenance, technology, course offerings, salaries, staffing, and the library.

Facilities

Highlight

- Total project costs for new construction and major remodeling on campus amounted to $96 million between 1996 and 2003.

Since the self-study and visit in 1997, the following facilities have been added to the campus infrastructure:

New and Remodeled Construction

(Source: Campus Facilities Service Department)

Year Completed and Structure Name	Project Cost	Gross Square Footage (gsf)
1997:		
Student Housing Village	$23,441,680	186,646 gsf new construction
Columbine Hall	$17,069,836	107,532 gsf new construction
1998:		
Family Development Center	$1,791,096	11,871 gsf new construction
2001:		
Kraemer Family Library and El Pomar Center	$29,422,246	98,000 gsf new construction 49,720 gsf remodeling
University Center Expansion	$6,045,858	54,700 gsf remodeling
2002:		
Main Hall	$14,076,336	46,809 gsf remodeling
2003:		
Cragmor Hall	$4,120,000	23,230 gsf remodeling
Total for Period	$95,967,052	

The Student Housing Village was an important step in the development of the campus. Its completed construction in 1997 meant that for the first time students would be living on the campus. The 600-bed complex has complete dining facilities, meeting

and conference facilities, and was designed to implement a Living/Learning philosophy that will make students' college experience more interactive and effective.

Columbine Hall enabled the campus to address a classroom space deficit, replace outdated space in Main Hall, demolish two "temporary" classrooms, replace classroom space in the original library building, and relocate the College of Education and the Graduate School of Public Affairs from off-campus leased space. It also allowed space consolidation of several social science disciplines for improved program delivery. Columbine Hall introduced a major leap in teaching and learning technology on the campus. The many smart classrooms, digital voice and data office communications, and computer lab space made this building one of the most advanced teaching structures in the CU system. Funding for Columbine Hall construction came from an appropriation from the State Legislature. Operating funds in the first year were split between the campus and the CU system with the campus providing all operating funding beginning in the building's second year.

The Family Development Center was a replacement facility for a temporary building that had been used since 1976. The new Center was to primarily serve the child-care needs for students, faculty, and staff. The facility was to be able to support 100 children ranging in age from 12 months to 12 years old. The construction debt financing and operating funds for the Center were from a new student fee that was approved by a vote of the student body. Additionally, funding for the Reading Room came from the Boetteher Foundation.

The Kraemer Family Library and El Pomar Center consists of a major new building and remodeling of the original library building. The library grew from 50,555 gsf to 127,127 gsf. The Computing Services, Media/CU Net, and Telecommunications departments also have new space from the project. Some of the impacts of this new facility are described in the Library section of this report. The funding for the capital construction came from the El Pomar Foundation, the CU Foundation, and a Colorado State Legislature appropriation and operating funds came from the campus.

The University Center project involved remodeling and expanding the original Center. The space was used to create upgraded student government space, meeting and conference space, enhanced food service space, student recreation space, student newspaper space, bookstore space, a new theater, and athletic department space. The

construction funding came from the University Center student fee and operating funding from a new student fee that was approved by a vote of the student body.

Main Hall and Cragmor Hall renovations and technology upgrades is a major project for the campus. Main Hall was built in the early 1900's and needed utility, communication, and structural rebuilds. Cragmor Hall was built in the 1950's and while not in the same condition as Main, it needed a major upgrade and expansion to fully meet the needs of the campus. The renovations will create a "one-stop-shopping" experience for students by providing space for Student Success operations such as Admissions and Records, Financial Aid, Academic Advising, Counseling Services, and the Dean of Student's offices. The structures will also house the Bursar's Office, Accounting Office, the Chancellor's Office, all the Vice Chancellor's Offices, and the Vice President of the CU Foundation. Funding for the projects is from a Colorado State Legislature appropriation. Operating funding is from the on-going campus base.

Maintenance

Highlight

- Campus maintenance funding increased 40.9% between 1996 and 2001.

The CU system has reviewed each campus with its peers across the National Association of College and University Business Officers (NACUBO) expenditure categories. The source data for these analyses was the National Center for Higher Education Management Systems (NCHEMS) that uses the National Center for Educational Statistics (NCES) data set.

The review of this campus's funding of operation and maintenance of plant showed its funding to be at 56.1% of the mean of the peer group on a per SFTE basis based on FY 98 data (the latest available). However, since FY 96 the expenditures for Physical Plant Operations (excluding utilities) have increased 40.9% (7.1% compounded annually) from $1,241,394 to $1,749,639. This change should have a positive effect on the NCES reports. Additionally, as part of the new campus budget process, funding is allocated in future years for operating new buildings and renovations to existing

structures. Included in these budgets are funding for physical plant maintenance of the facility (including additional staffing), public safety, and utilities for operating the new building. As an example, in the FY 01 budget $629,079 was allocated for the operation and maintenance of the new El Pomar Center. This figure amounted to 7.3% of new state appropriated funds for the campus.

Controlled Maintenance

Highlight

- Controlled maintenance increased 68.2% between 1998 and 2002.

The amount of controlled maintenance funding in FY 98 was $658,097. In the years between FY 98 and 01 the controlled maintenance from the state amounted to:

Controlled Maintenance Expenditures
(Source: Campus Facilities Service Department)

Year	Amount	Percent Change
FY 98	$658,079	8.7%
FY 99	$346,000	(47.4%)
FY 00	$944,000	172.8%
FY 01	$1,033,160	9.4%

In FY 02, the state allocated amount was $1,107,090 (7.2% over FY 01) and was used to fund the following projects:

Controlled Maintenance FY 02 Allocation

(Source: Campus Facilities Service Department)

Project	Amount
Phase 2 Replacing HVAC in Science Building	$590,867
Repair Campus Infrastructure	$297,812
Repair/Replace Water Main Valves	$73,986
Network Fire Alarm Systems	$144,425

The request to the state for FY 03 is $1,364,163 (23.2% over FY 02) and consists of the following seven projects:

Controlled Maintenance FY 03 Request

(Source: Campus Facilities Service Department)

Project	Amount
Repair Campus Infrastructure – Phase 2	$516,796
Replace Exterior Lighting	$159,135
Repair/Renew Fine Arts Complex	$65,200
Renovation of Mechanical Screens – Columbine Hall	$319,567
Parking Upgrades – Four Diamonds Complex	$134,400
Repair Structural Damage – Campus Services Building	$83,795
Replace Finishes – Campus Wide	$85,000

Technology

Highlights

- The construction of the El Pomar Center provided needed additional space for Computing Services, Media CU Net, and Telecommunications.
- Computing Services budget increased 67.5% between 1996 and 2001.
- A new campus Information Technology plan was developed during 2001.

The construction of the El Pomar Center (EPC) was a major enhancement to campus Information Technology (IT). Computing Services, Media/CU Net, and Telecommunications now occupy the first floor of the EPC and use 26,269 gsf. Among other features, this space contains:

- A 10-unit computer multi-media lab that allows users to merge video, audio, and printed documents.
- A television production studio equipped with the latest digital technology.
- Two state-of-the-art teleconference rooms, enabling distance education courses to be delivered to all parts of Colorado.

IT is a major contributor to the educational needs of the campus. The campus has an established student fee, called the Learning Technology Fee, that it uses to fund a number of student related IT projects. In FY 96, the base budget for this fee was $140,000 and in FY 01 the budget was $157,781. Over this time period, the fee was used to fund a number of projects that benefited student use of technology such as extended open hours for computing labs, electronic access to several journals, enhanced servers, and a new multimedia lab. Beginning in FY02, this fee has been increased substantially. As a result, hours and equipment replacement in open labs on campus have been substantially increased, and numerous other projects of direct benefit to students have been approved.

The Computing Services operating expenditure in FY 96 was $799,913. This increased to $1,339,813 or 67.5% (10.9% compounded annually) in FY 01. This amount of change shows an increased campus commitment to IT, but it does not meet all the campus needs in this area. To facilitate strategic campus planning on IT issues, the

campus has created an Information Technology Council (ITC) that has representation from faculty, staff, and students. The ITC is designed to make campus-wide IT recommendations to the campus Executive Team. The ITC works closely with the campus Computing Services department, the faculty assembly sub-committee on IT issues, and various campus IT groups. The ITC has created an action plan for the campus called the Information Technology Execution Plan. This proposal lays out a direction for campus IT along seven goals, namely: service, accountability, flexibility, innovation, information exchange, learning and scholarship, and assessment. To meet these goals, the proposal calls for five major IT initiatives:

1. Support – improve IT support so that educational, research and administrative activities of the campus are served at the highest quality possible.
2. Learning – establish a new paradigm for an institutional-wide learning environment enhanced by technology.
3. Security – minimize campus IT vulnerabilities in order to provide a safe technology environment.
4. Physical Infrastructure – maintain and upgrade a physical technology environment in order to ensure stability and maximize effectiveness.
5. Information – establish a capacity to collect, exchange, analyze and report information throughout all activities on campus.

The plan has a budget request for FY 03 to 10 in order to meet these needs. The cumulative cost of the plan over the period is $8,892,604. The campus Executive Team has stated that IT is a campus initiative in the Budgetary Guidelines for FY 03.

Course Offerings

The percentage of student credit hours taught by part-time faculty has decreased since 1996-97. This is significant, given the student enrollment growth that has occurred over the last five years. The percentage of part-time faculty appears to be quite appropriate for the nature of the institution, compared to peers. For example, for the 1998-99 academic year, the median percentage of part-time faculty FTE at our CU-system-identified peers was 27%, but the CU-Colorado Springs percentage was 25%. There are some specific academic areas where the campus needs to be sensitive to the need to avoid increasing, and perhaps reducing, the reliance on part-time faculty, but

overall we are in a reasonable position on this key indicator. The table below shows the percentage of student credit hours taught by type of faculty by academic year since 1996-97.

Percentage of Student Credit Hours Taught by Types of Faculty
For Selected Years

Faculty Type	1996-97	1997-98	1998-99	1999-2000	2000-2001
Regular	71%	70%	71%	81%	78%
Part-Time	29%	30%	29%	19%	22%
Total	100%	100%	100%	100%	100%

Salaries

Highlights

- Addressing faculty salary compression and professional exempt salary market issues created two campus-wide funding initiatives.

- The campus salaries exceeded national Consumer Price Index (CPI) every year between 1996 and 2001.

Increasing salaries for full-time professional staff (including faculty) and classified staff are among the highest priorities for the campus. In FY 01, the University of Colorado at Colorado Springs undertook two campus-wide salary initiatives. The first was the Faculty Salary Compression initiative. It was designed to address faculty salaries that had not kept up with market conditions over the past several years. In order for a faculty member to be eligible for the adjustment, she/he must have been performing well in addition to being in a situation where salary compression had eroded the individual's purchasing power. The initiative was funded from new campus funds in both FY 01 and 02 at $125,000 annually in the on-going campus base budget. The initiative is proposed to continue in FY 03.

The second salary initiative involved Professional Exempt staff. These individuals are professional managers who are not part of the faculty or state classified system. Like faculty, previous salary pools for these individuals have not always kept up with market salaries based on the type of work that their peers perform. Also like faculty, in order for individuals to be eligible for these increases they must be performing well in their annual performance evaluations. The initiative was funded from new campus funds in both FY 01 and 02 at $25,000 annually in the on-going campus base budget. The initiative is proposed to continue in FY 03.

The tables below show the campus performance in salary increase rates compared to Colorado and national CPI.

CPI Rate History
(Source: Vice President for Budget and Finance Office)

	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
Colorado	4.4%	4.3%	3.5%	3.3%	2.4%	2.9%
National	2.6%	2.8%	3.0%	2.3%	1.6%	2.2%

Compensation Pool (Raise Pool)
(Source: Vice President for Budget and Finance Office)

	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
Faculty	3.6%	3.6%	3.8%	4.0%	3.4%	4.9%
Classified [1]	5.2%	5.3%	3.6%	5.8%	5.4%	6.0%

(1) Classified staff raise pool amounts are determined by the Colorado Department of Personnel. The campus has no discretion on the amounts.

Staffing

Highlights

- Moderate staffing increases occurred between 1996 and 2001.

- The campus Executive Team has studied staffing shortages across the campus and is proposing a plan to strategically increase personnel.

Staffing at the University of Colorado at Colorado Springs has been an issue for many years. The concern has been a lack of financial resources to fund additional faculty and staff positions. The table below shows the staffing level in FY 96 compared to the FY 01 amount.

Staffing Full-Time Equivalents

(Source: UCCS Budget Office)

Employee Type	FY 96	FY 01	Percent Change	Annual Compound % Change
Full-Time Professional FTE (including faculty)	258.3	315.9	22.3%	4.1%
Part-Time Professional FTE	39.8	67.9	70.6%	11.3%
Classified FTE	156.9	187.7	19.6%	3.7%

The growth of full-time professional and classified FTE was similar to the rate of growth for resident SFTE. This fact obscures several issues. First, it assumes that the campus was adequately staffed in FY 96. Fortunately, increased use of technology and organizational changes, as well as economies of scale attendant with our growth, have selectively eased the understaffing situation compared to 1996. Second, the amounts include the merger of this campus with the Beth El College of Nursing and Health Sciences. Third, the growth in classified FTE was not even across the campus. Rather it was in specific areas, such as custodial services when Columbine was opened, increases for CU System as part of the ASP project, public safety, and financial services. Accordingly, it is still necessary to recognize that staffing level is a significant issue in some campus departments.

The campus Executive Team has studied campus issues across all schools/colleges and non-academic departments. They have developed a strategic list of positions that need to be filled as funding becomes available.

Library

Highlights

- Construction of the El Pomar Center increased the Kraemer Family Library from 50,555 to 127,127 gross square feet and updated all space.

- The campus undertook a library materials funding initiative that gave a 6.0% continuing budget increase every year from FY 00 to present. This initiative will continue for the foreseeable future.

The Kraemer Family Library (KFL) received a major increase in space for the collection and student workspace as part of the El Pomar Center (EPC) constructions. KFL prior to construction/renovation had 50,555 gross square footage (gsf) covering floors 2 and 3 of the original library building. KFL after construction/renovation added 76,572 gsf on floors 2 and 3 of the El Pomar Center. Total square footage for the KFL is therefore 127,127 gsf covering floors 2 and 3 of the old library and EPC. The space includes:

- Study or seating space for 1,300 people – up from 300 in the original space
- A new parent/child study area
- 33 group study areas and small group study rooms – up from three in the original space
- Shelving space for up to 15 years growth in the collection
- 180 computer workstations for student use – up from 20 in the original space
- 200 network connections – none in the original space
- An assistive technology lab for physically challenged students

The Kraemer Family Library had experienced financial problems in keeping up with double-digit inflation for adding to its collection in the years prior to the last self-study. In order to mitigate this issue, the campus Executive Team directed that the budget for collection purposes should increase at 6.0% in the base every year from FY 00 forward, i.e., this budget will continue to exceed general inflation in the future. The collection expenditure in FY 96 was $645,199 and $782,730 in FY 01 for an increase of 21.3% (3.9% compounded annually). In the period FY 99 to FY 01, the collection expenditure increased from $674,379 to $782,730 or 16.1% (7.7% compounded annually). These increases include both the 6.0% base increase as well as one-time dollars in FY 00 and 01. The collection currently includes:

- 309,209 total volumes
- 2,201 current serials
- 5,234 audio-visual items
- 402,834 microforms
- 323,515 government documents and maps
- 4,680 serials titles

Additional services that are provided by the KFL that have been enhanced since the last self-study are:

- Electronic resources
    - Over 9,000 on-line full-text electronic journals
    - Over 900 databases for student and faculty research
    - Cooperative arrangements for additional electronic resources with other CU campuses as well as other libraries across the state
- Operating hours have increased from 83.5 per week to a current 98.5 per week with the reference desk staffed for 74.5 hours per week
- A state of the art Innovative Interfaces Library Automation System for all major library functions including: cataloging, circulation, acquisitions, and periodical subscriptions

Conclusion

The campus has made significant progress in increasing funding and improving the uses of funds. Improvements in the sources of funding have resulted from increases, at faster than inflationary rates, in per-student state funding, tuition, auxiliary funds and restricted funds. The campus has also seen substantial enrollment growth, including increasing its percentage of out-of-state students, and has had increased success in competing for state capital construction and controlled maintenance funds. The success in strengthening the resource base, together with improvements made to the budget allocation process, has translated into addressing the needs identified by the 1997 visit team. In areas of facilities and maintenance the campus has been singularly successful. The institution has also done reasonably well at increasing support for technology and the library, and at improving pay for existing faculty and staff.

The least clear area of improvement is in staffing levels. The numbers of faculty and staff have increased, but enrollment growth has meant that staffing has not increased relative to the number of students. With regard to support staff, three factors have eased the effects of under-staffing in many areas. First, the campus benefited from some general economies of scale as it has grown. Second, many support areas have seen gains in efficiency from increasing the use of technology in transaction processing. Third, there have been gains from reorganizations of a number of offices across campus. Some specific areas of concern remain, and the campus is actively engaged in both identifying the remaining problem areas and taking steps to address them. Furthermore, it is recognized that, as enrollments increase, it will be necessary to increase the number of regular faculty to prevent the percentage of part-time faculty from rising to inappropriate levels.

More generally, the campus has been successful in addressing its problems from five years ago, but has struggled fully to keep pace with the very growth that has fueled much of the improvement in funding. The recent and ongoing tuition enhancement, along with current and projected increases in revenues from extended studies and sponsored programs, are intended to allow the campus to address this ongoing problem. As noted earlier, instructional and support staffing has been identified as a high priority, and plans to address staffing issues have been developed.

Section Three

Assessment

Introduction and Background

Purpose

The purpose of this section is to describe the progress made in the area of assessment of student achievement at the University of Colorado at Colorado Springs (CU-Colorado Springs) since the last reaccredidation visit from the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) in 1997. This report describes the processes in place to undertake assessment and examines the strengths and weaknesses of the existing student assessment efforts. The strengths largely rest with a campus-wide commitment to improving academic quality, which has resulted in additional resources devoted to assessment, a more robust process for insuring that program assessment is conducted appropriately, an improvement in the consistency of program assessment, and the development of a plan to assess general education. The campus continues to address the remaining weaknesses, which include continuing needs to enrich the campus culture with regard to assessment, to further improve the consistency of program assessment, and to implement assessment of general education.

1997 Evaluation Team Concerns and Recommendations

In their last visit in 1997, NCA evaluators raised concerns and made recommendations concerning the status of student assessment at CU-Colorado Springs. The evaluation team noted there was some assessment on-going for some undergraduate majors, but that:

- Assessment implementation varied considerably from department to department.
- Assessment at both the undergraduate and graduate levels were labeled as "spotty."
- CU-Colorado Springs was found to be behind most NCA institutions assessing student learning and the effectiveness of its academic programs.
- Assessment of general education was not occurring.

The administration was encouraged to improve performance in this area. The visitation team recommended a focused site visit in March 2002. The evaluators stated that they expect that the focused visiting team would find "a functioning assessment program that has produced demonstrable improvements in instructional programs."

General Responses

The following summarizes the institutional responses and actions over the past five years to each concern regarding student assessment raised in 1997.

- **Assessment implementation varied considerably from department to department**

The variance in levels of implementing well thought out assessment plans has been reduced to a large degree in the past five years. Faculty in all degree programs and stand-alone minors are now collecting valid assessment information that are tied to specific educational goals and are using that information for curricular change and program improvement.

There still exists some variance in the levels of implementation and the maturity of assessment efforts. During its annual review, the Student Achievement Assessment Committee (SAAC) found that 31 programs (67%) fully met or exceeded institutional expectations for assessment. The review found another 12 programs (26%) were in the process of implementing their assessment plans and are on course to fully meeting expectations within a year. Three other programs (7%) had completed assessment plans that were recently approved for new or reorganized degree offerings. All programs, except the three new or recently reorganized programs, are using whatever level of assessment they have in place to foster program improvement. All 43 report program improvements in their assessment reports.

The level of variance in the quality of program assessment has been reduced through applying a consistent framework for conducting proper assessment of student learning across programs. SAAC has devoted considerable attention to the adoption of institutional standards for assessment practices. Input from students, faculty, and student affairs staff has been present throughout the formulation of these standards, and the level of input has led to wide acceptance of these expectations among the campus community.

The Vice Chancellor for Academic Affairs (VCAA) has reinforced these expectations by including a review of outcomes assessment as part of the regular program review process and has rewarded programs and faculty who are carrying out exceptional assessment activities. At the same time, these innovations have resulted in a rising set of expectations around assessment. Thus, the variance is decreasing at the same time that the best programs are continuing to improve. The number of programs with exemplary assessment efforts has also increased during the past five years. Five of six colleges possess programs that are conducting outstanding assessment efforts that are actively engaged in aiding more programs to fully realize the potential for increasing student learning.

Reaching a higher level of participation, success, and consistency in assessing student learning has been furthered by direct assistance to programs rendered by the VCAA. In the past year, an assessment specialist position has been established that has consulted with and provided assistance to 19 programs. This position is supporting the administration of student assessment surveys tailored to specific program assessment needs. The VCAA office has paid for the administration of nationally-normed testing in seven departments interested in using standardized exams. With the English and Mathematics departments, the VCAA is expanding assessment capabilities in writing and mathematics.

- **Assessment at both the undergraduate and graduate levels were labeled as "spotty"**

Both undergraduate and graduate programs are now actively involved in assessment of student achievement and pursuing continuous program improvement. The setting of educational goals and measurement of the effectiveness of stated goals has been achieved across undergraduate and graduate programs. Departments with programs at both levels are implementing separate assessment plans. The two departments with Ph.D. programs have established goals for student learning and measure achievement specifically at higher quality levels than that conducted at the master's degree level.

With several notable exceptions, a number of graduate programs are not as far along in achieving the same level of maturity in student assessment as is present with

many of the undergraduate programs. However, at the current time all graduate programs are carrying out assessment plans designed to gain increases in student learning.

- **CU-Colorado Springs was found to be behind most NCA institutions assessing student learning and the effectiveness of its academic programs**

A steadfast institutional commitment is in place to assess student learning and to improve the effectiveness of academic programs. This commitment is demonstrated by the increase in resources devoted to assessment, and the more robust processes that have been put in place. As a result, the campus has seen an improvement in the consistency and quality of program assessment, an expansion of its use to improve programs, and the development of a plan to assess general education. The campus continues to address the remaining weaknesses, which include continuing needs to enrich the campus culture with regard to assessment, to further improve the consistency and quality of program assessment, and to implement assessment of general education.

- **Assessment of general education was not occurring.**

At the time of the most recent NCA visitation, CU-Colorado Springs lacked a campus-wide general education program. Required courses outside the major varied from college to college, and sometimes from department to department. Even at the college or department level, goals and expected outcomes were not always clearly articulated. Such differences in general education requirements and lack of expected outcomes stymied formulating and carrying out a widely accepted assessment plan.

Core goals for general education have since been approved. New general education requirements are in the first year of implementation. However, an additional complication has emerged in the form of a legislatively-mandated effort to establish a statewide general education core for all of Colorado. Nevertheless, a general education assessment plan has been developed and baseline data are being collected. The baseline data has already produced information that will be closely reviewed for findings leading to a more successful implementation of the general education program.

The reader is referred to a more in-depth review of the current status and future direction of general education assessment at CU-Colorado Springs, "*2001 Baseline*

Analysis of Core Goals for General Education," that has been prepared for the NCA focused visit.

Program Improvement

Setting

In 1997, CU President John C. Buechner announced the ***Total Learning Environment*** (TLE) initiative and asked the four campuses to evaluate campus plans with TLE goals in mind. The TLE initiative sought to establish the University as a premier learning institution with bold long-term strategic goals that aligned all planning and budgeting processes.

The CU-Colorado Springs TLE Implementation Team, with representation from faculty, staff, administration, and students, developed a draft plan for which they solicited both unit and individual feedback. The team revised the proposed plan based on campus input. The final plan includes a set of seven campus goals, objectives for those goals, and proposed strategies for implementing the goals.

The Student Achievement Assessment Committee's efforts to improve the assessment of student achievement at the institutional and program levels, as well as the subsequent activities by SAAC to assess the general education program, were developed in the conceptual context of the TLE initiative. Since that time, the guiding principles have evolved into a concept of CU being *A University Without Walls*, as part of CU President Elizabeth Hoffman's ***2010 Vision*** for the CU system. The campus is currently in the process of updating its strategic plan to implement the ***2010 Vision***, but the campus current assessment efforts will clearly be reinforced by this adjustment in strategic direction. Assessment of student learning is an integral component of our definition of effectiveness and will remain a high institutional priority.

Conceptual Framework for Assessment

The student achievement assessment process enables the campus to measure the contribution the CU-Colorado Springs experience has on student learning. The assessment process is built on a three domain conceptual framework: (1) cognitive learning or knowledge acquisition, (2) behavioral learning or skill acquisition, and (3) affective learning or attitudinal development. Most important to the faculty is how

assessment is linked to curriculum, student learning, and teaching. Faculty are encouraged to use assessment results to provide a means to alter and improve these three aspects of the educational process.

Student Achievement Assessment Committee

From its inception, the major tasks of SAAC have been to:

1. Increase awareness and understanding of the benefits and practice of effective assessment of student learning within undergraduate and graduate major and minor programs and within the general education program;
2. Advise units about planning, implementing and utilizing effective assessment programs;
3. Provide assistance in addressing difficulties encountered in planning, implementing and utilizing effective assessment programs;
4. Monitor the success of units in planning, implementing and utilizing effective assessment programs;
5. Develop student assessment questionnaires for freshmen students, graduating seniors, baccalaureate and graduate alumni, as well as collect the data, analyze the results, and disseminate the results throughout the campus community;
6. Advise the vice chancellor for academic affairs in matters affecting assessment, and in policies and practices that will promote effective student assessment by academic units.

Currently chaired by the Associate Vice Chancellor for Academic Affairs, SAAC is composed of faculty, staff, and student members. The committee meets on a monthly basis during the academic year. Following good operation practices for any committee, minutes are maintained and distributed for every meeting. A list of the membership for 2001-02 follows:

C. David Moon (Associate Vice Chancellor for Academic Affairs, and Chair)	Steve Chambers (Director, Institutional Research)
Dan Guerra (Biology)	Marcia London (Nursing)
Jeff Ferguson (Business)	Nadyne Guzman (Education)
Beverly Kratzer (Student Success Center)	Veronica Gardner (Institutional Research)
Janeen Demi-Smith (Institutional Research)	Jacki Reeves-Pippen (Student Representative)

Judith Rice-Jones (Library)

Dr. C. David Moon, SAAC Chair and Associate Vice Chancellor for Academic Affairs is charged with overseeing assessment of student learning. Dr. Moon reports to Interim Vice Chancellor for Academic Affairs G. Thomas Bellamy on an on-going basis. Dr. Bellamy is a member of the Chancellor's Executive Team and presents regular updates on assessment activities to this group, as well as schedules related action items for deliberation by this group.

SAAC's Vision for Assessment and Procedures

SAAC's vision for assessment reflects the campus role and mission. The campus mission states: *"CU-Colorado Springs will provide a public undergraduate education unexcelled in the State, and selected excellent graduate programs."* The campus vision states: *"All students graduating from CU-Colorado Springs will demonstrate proficiency in knowledge, intellectual capacity, skills and personal growth."* The campus TLE Plan states as one of the seven goals that the institution will *"Provide a comprehensive, personalized, educational experience that prepares students to excel personally, professionally and as citizens."* In order to assess the accomplishment of the mission, vision and goals of the campus, the Assessment Plan examines student learning across the curriculum (breadth), and in the majors (depth).

In the first few years after the formation of SAAC, an evaluative process was used to understand how assessment was already taking place at CU-Colorado Springs. The goals of the campus for general education, the graduate curriculum, and each academic unit were carefully examined. Each goal was reviewed in terms of objectives, assessment processes, techniques used to measure the goals, description of the results generated by the assessment process, how assessment results were interpreted and used, and the strengths and weaknesses of the assessment of the goal. To apply consistent standards, evaluative criteria forms were created. Members of SAAC evaluated the goals and their assessment using these forms. The resulting data were aggregated and descriptions of the results were distributed across the campus and to concerned constituencies. Subsequently, revised evaluative criteria forms were developed and are used to provide

feedback to units as they submit progress reports. These forms constantly undergo revisions and improvements.

The following process has been established by SAAC to foster the development and implementation of effective unit student achievement assessment plans.[1]

1. At the beginning of each academic year, SAAC requests a progress report on assessment activities from each academic unit.
2. During the fall semester, each unit submits a report to SAAC detailing progress toward implementing a plan that includes the goals assessed, the measures used, the results on those measures, and the changes made in response to those outcomes, as well as any revisions made in the plan.
3. Members of SAAC evaluate each progress report. Those deemed to have significant remediable problems are returned with comments for immediate revision. Comments on other reports are returned to units for consideration for progress reports in succeeding years.
4. Each year, SAAC reports to the VCAA on the progress the campus has made on achieving an effective program of student assessment.
5. The Vice Chancellor works with deans to ensure that units respond to SAAC recommendations regarding assessment in ways that result in effective educational improvement taking place.

In addition, SAAC consults with the Office of Institutional Research (IR) on the content and evaluation of the Freshman & Entering Students Survey, the Graduating Seniors Survey, the Baccalaureate Alumni Survey, the Graduate Alumni Survey, and other campus data collection activities. SAAC also consulted on the process of developing an assessment plan for the campus on general education, and will continue to advise on its implementation and make recommendations for improvements and the use of results.

[1] A more detailed document entitled, "*Yearly Schedule for Student Assessment Activities,*" is available at www.uccs.edu/~irpage/IRPAGE/yearlysched.htm, the Institutional Research website, for academic units to view and download.

Training of SAAC Members

The current SAAC is characterized by a knowledgeable and involved membership. They represent CU-Colorado Springs' strongest advocates for the use of assessment for on-going program and institutional improvement. Many of those who have served three-year terms on SAAC have made scholarly achievements in the area of student learning. Most members have strong professional interests in assessment methods to advance levels of student achievement.

Throughout the year, SAAC members keep up-to-date with relevant literature on assessment, including articles such as NCA's *Assessment of Student Academic Achievement: Levels of Implementation* (2001), and *Opportunities for Improvement: Advice from Consultant-Evaluators on Programs to Assess Student Learning* (1996). This practice allows the committee to ensure that the assessment procedures and methods adopted by the committee itself, faculty, and administration are professionally sound and meet the needs of the University.

In addition, SAAC members participate in the development, distribution, and monitoring of a yearly schedule pertaining to assessment. This calendar lists the specific dates on or by which progress reports will be evaluated, units will receive feedback from SAAC, and SAAC surveys will be administered, to name a few. This timeline is examined on a regular basis and is made available on the IR website for academic units to view and download.

Earlier Education Efforts by SAAC

Between 1996 and 1998, SAAC members organized several "Assessment Fairs" at CU-Colorado Springs. These workshops were designed to inform faculty of current themes and trends within the field of assessment of student achievement. Several keynote speakers including, Peter Ewell, Cecilia Lopez (NCA), Jerry Griffith (University of Northern Colorado), and Ephraim Schechter (CU-Boulder), were invited to come to CU-Colorado Springs and participate in the sessions.

Spring 2000 Assessment Workshop

In spring of 2000, SAAC members led a half-day assessment workshop, designed to further educate faculty and department chairs on the topic of assessment of student

achievement. Approximately 40 individuals attended the workshop. Using the Ball State University *Assessment Workbook* (1992) as a guide, faculty and department chairs were trained in how to design a department assessment plan, how to shape department goals and objectives, how to report assessment results, and were guided to various assessment resources on and off campus and via the web. Participants received materials that would help them and their units develop or adopt appropriate methods for gathering the kinds of information they would need for assessment and for measuring cognitive, behavioral, and affective outcomes. Feedback received from participants following the workshop indicated that the session was useful and informative. It is the committee's intent to continue to put on workshops such as this, as a way of increasing awareness and understanding of the benefits and practice of effective assessment of student learning.

Assessment Progress Report Template

Prior to academic year 2001-02, units had total freedom in the style and design of their yearly assessment progress report. Units were aware of the major components they were required to include in the yearly report, such as a listing of their program goals, measures used, results on those measures, and the program improvements that occurred as a result of those outcomes. However, SAAC found that there were great inconsistencies in the way academic units reported their assessment activities and efforts. Some units submitted extensive and thorough reports, but others submitted only a few pages.

Based on the recommendation of SAAC, the Office of Institutional Research developed a new Assessment Progress Report Template. This template was designed to assist academic units in preparing their yearly progress reports. All academic units received a template that contained the four major components of the template: the unit's past assessment goals, a listing of assessment measures and techniques in place, a summary of previously submitted data and findings, and a review of past curricular changes and program improvements made based on assessment results. The main purpose of the template was to both simplify and improve the reporting of the progress each unit has made in implementing their assessment program. Future annual progress reports will only require chairs and/or assessment coordinators to add new information to the existing template and send it back to SAAC via email.

In order to fully maximize the utility of the new Assessment Progress Report Template, four separate one-hour training sessions were held in fall 2001. Ninety-nine percent of all department chairs and assessment coordinators invited to attend participated in a session. The sessions were led by the assessment specialist position in the Institutional Research office. At the session, each academic unit received an electronic copy of the Assessment Progress Report Template that was prepared for their unit. The session included an overview of the template design, a discussion as to how best to fill it out (by walking through each section of the template), and a question and answer period. In addition, each participant received a folder with a variety of resources and handouts, including a detailed instruction sheet for filling out the new template. Academic units were also referred to the Office of Institutional Research student assessment link found at www.uccs.edu%7Eirpage IRPAGE assessment.htm.

2001 Assessment Progress Reports

All academic units that were required to submit a progress report (N=46), completed an Assessment Progress Report Template in fall of 2001. Using the Progress Report Checklist as a guide, each template was evaluated by two SAAC members (one of whom was a faculty member). Those progress reports deemed to have significant remediable problems were returned with comments for immediate revision. Comments on other reports will be forwarded to units in spring 2002 for consideration for next year's progress report.

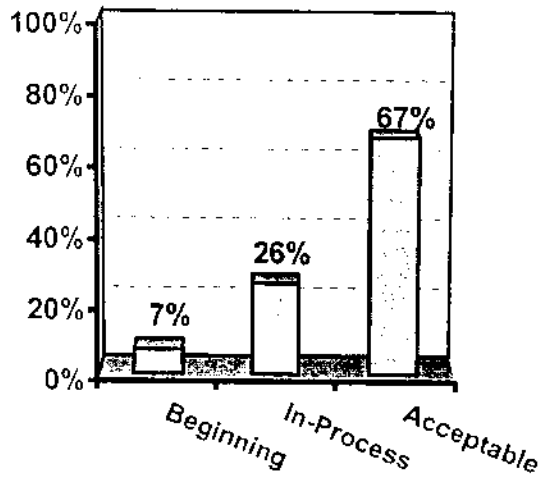
Once all reviews were completed, each progress report was identified as belonging to one of four assessment categories: Beginning, Follow-up, In-process, and Acceptable. *Beginning* refers to units that were in too early stages of development (as a unit) to have a fully implemented assessment plan in place. *Follow-up* reports were those that were returned with comments for immediate revision (all of these were ultimately assigned to one of the other categories based on the unit's response). *In-process* reports were those units that were in the middle stages of implementing their assessment plan, such as in the process of implementing an assessment measure or waiting to collect or analyze data. Finally, *Acceptable* reports referred to units considered having an effective and functioning assessment plan in place. This categorization allowed us to gain a more

complete understanding of where academic units were in the process of implementing their assessment plans.

Figure 1 provides an overview of where academic units at CU-Colorado Springs stand in terms of the level of implementation of their assessment plans and the assessment category they were assigned by SAAC.

Figure 1

Status of Program Assessment Implementation



Thirty-one (67%) programs were found by SAAC to have fully acceptable assessment efforts. Another 12 (26%) were found to be in the process of implementing assessment plans. Another 3 programs (7%) were either new or being reorganized. These programs had approved assessment plans but had not implemented these plans as of this date.

Student Achievement at the Undergraduate and Graduate Levels

The following sections of the report highlight the assessment of student achievement taking place at CU-Colorado Springs and the program improvements that have occurred at the undergraduate, graduate, and distance education programs. Table 2, in the Appendix, provides a listing of undergraduate unit goals, the measures used, and the types of measures used to assess student achievement. Immediately following is Table 3, which lists graduate program goals, the measures used, and the types of measures used to assess student achievement at the graduate level.

Program goals listed in Tables 2 and 3 represent the results of faculty defining the level of knowledge and skill acquisition appropriate for degree attainment within the discipline area. A review of these undergraduate and graduate goals reveals that most

units perceive learning as occurring within the three conceptual domains adopted by the campus: cognitive (knowledge acquisition), behavioral (skill acquisition), and affective (attitudinal development) (Lopez, 1996). As the tables indicate, undergraduate and graduate units at CU-Colorado Springs measure student learning using a variety of direct and indirect measures and methods. This comes from an understanding that using a triangulation approach is more effective than relying on one type of measure. Indirect measures, when used to supplement direct measures, provide information that may enrich or illuminate aspects of what the direct measures tell us about students' academic achievement (Lopez, 1996).

However, there are several academic units that continue to want to use non-measures of student learning, such as grades and number of courses taken and completed, as ways of assessing student achievement. Some of these units have had limited exposure to measuring student learning and require further assistance from SAAC. SAAC will continue to work with these units and help establish a greater understanding of assessment among faculty as well as advise units on methodological issues relating to the assessment of student learning.

Continuous Program Improvement

CU-Colorado Springs is committed to meaningful program assessment that results in program improvement and responsiveness. In their widely read and discussed article, Barr and Tagg (1995) stated that U.S. higher education is in the midst of a historic shift from a teaching-centered to a learning-centered paradigm. One major outcome of this paradigm shift is the transformation of colleges and universities from "teaching factories" to "learning communities" (Angelo, 1999). CU-Colorado Springs has also undergone this shift in thinking.

The guiding principles of CU-Colorado Springs' assessment program clearly specify that assessment is to be motivated, informed, and evaluated in terms of its contribution to continuous program improvement. Though it is understood that the results of assessment will typically indicate that programs are functioning satisfactorily, it is also expected that changes in curriculum, instruction, and practices will result from assessment efforts. The process of assessment can itself improve the quality of teaching and learning by bringing faculty together to articulate shared standards and expectations

(for example, when a unit agrees on rubrics for scoring a performance-based assessment procedure) or by improving communication between faculty and students (for example, when a department conducts exit interviews). The results of assessment can help to identify components of the curriculum that need to be strengthened or demonstrate that an effort to improve has succeeded.

Undergraduate and graduate units at CU-Colorado Springs are using assessment results to inform change and improvement. Table 4 of the Appendix highlights the program improvements (listed by college) that occurred during academic year 2000-01 as a result of assessment findings. In addition, academic units listed changes they are in the process of implementing or would like to see implemented in the near future.

The character of the program improvements listed in Table 4 demonstrates that units are collecting sound assessment information and using that information to increase effectiveness of the curriculum to advance student learning. Table 4 contains over 100 examples of program improvement undertaken in academic year 2000-01 by the academic units. The table reveals a high degree of curricular revision and experimentation, based upon expectations for student learning; for example, the MBA program was completely revised in the past year. A number of the improvements mention the redesign of course sequences and requirements to better facilitate student progress toward degree attainment in a timely manner. Creating more opportunities for active learning situations and using teaching technology are other common themes identified in the listing.

It is anticipated that more curricular change will be made in the future as the current process leading toward continuous program improvement have been in effect for a longer period. Establishment of educational goals with assessment measures attached to each goal has focused the activities of the units toward achieving greater levels of student learning. However, this institution-wide focus on student achievement has only been in place for the past several years. There are more dramatic gains in student learning on the horizon.

Changes In General Education

Brief History of Core Curriculum Committee

In the spring of 1996, a special Faculty Assembly committee began meeting to establish a set of common goals for general education across colleges. Their efforts, though not leading directly to the adoption of a set of goals, provided the foundation for subsequent work on general education at CU-Colorado Springs.

By the spring of 1998, the Educational Policy and University Standards Committee (EPUS) of the Faculty Assembly collaborated with the Vice Chancellor for Academic Affairs to create an interdisciplinary Core Curriculum Committee for CU-Colorado Springs. Members of the Core Curriculum Committee included:

Louis Cicotello (Visual and Performing Arts)
Mark Malone (Education)
Paul Sondrol (Political Science)
Rex Welshon (Philosophy)
Rick Wunderli (History)
Robert Sackett (History and Humanities)
Ron Sega (Engineering)
Tom Christensen (Physics)
Debbie Odell (Writing Program)
Doris Carey (Education)
Eric Olson (Business)
Connie Staley (Communication, Freshman Seminar)
Gene Abrams (Math)
Harlow Sheidley (History, Women's Studies)
John Norgard (Electrical & Computer Engineering)
Judith Rice-Jones (Library)
Kirk Wilcox (Business)
Kathleen LaSala (Nursing)
Barbara Schiff (Student Success)
Bob Durham (Psychology)
Charlie Shub (Computer Science)
Christine Martinez (Library)
Cindy Roach (Nursing)

The Core Curriculum Committee began meeting in the summer of 1998 to formulate a proposal to bring to the faculty for their consideration. Formation of the Core Curriculum Committee followed in response to concerns expressed in the North Central Association's 1997 visitation team's recommendations, as well as internal desires for the campus to implement a general education program. The Core Curriculum Committee's objectives were also grounded in the Total Learning Environment planning occurring at the same time.

The committee proceeded on the premise that formulating a set of clear goals and implementation strategies for our general education curriculum represented an opportunity to create a powerful mechanism for improving the educational experience of students. CU-Colorado Springs has a long-standing and demonstrable commitment to

maintaining high standards in furthering the education of its students. It was on this commitment and the view of quality it represents, that the committee determined to build.

Core Goals for General Education

The first stage in formulating the proposal was to determine the appropriate goals for general education for the campus. The committee worked with previous proposals for goal statements coming out of an earlier Faculty Assembly Committee on General Education Assessment, and the statements about general education and a core curriculum generated as part of the Total Learning Environment Campus Plan.

The proposal was presented to the faculty assembly and was passed by the faculty of CU-Colorado Springs on May 4, 2000. It consists of the following preamble and core goals for general education:

PREAMBLE: The overarching purpose of general education is to cultivate students' intellectual, personal and ethical development and thus equip them to be life-long learners, able to adapt to an ever-changing environment.

CORE GOALS FOR GENERAL EDUCATION:

1. Students will be able to read, write, listen and speak in a manner that demonstrates critical, analytical and creative thought.
2. Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.
3. Students will understand and apply the tools and methodologies used to obtain knowledge.
4. Students will be prepared to participate as responsible members of a pluralistic society- locally, nationally, and globally.

Core Curriculum

During the 2000-01 academic year, the colleges worked with the University Curriculum Advisory Committee and the Educational Policies and University Standards Committee of the Faculty Assembly to align the individual college general education requirements to the core goals. The college requirements were set forth in the *2001-2002*

Course Bulletin and represent the first round of implementation. Several colleges are engaged in a more extensive review of the requirements to more fully address the core goals. Each of the four colleges with undergraduate programs recognizes the need to use appropriate assessment to improve the effectiveness of general education requirements to achieve the core goals.

Assessment Plan

Once the general education curriculum was established and approved in 2000, it became SAAC's task to propose and implement associate assessment activities. The approach to assessment was shaped by several overriding concerns, namely:

1. There was a desire to adopt both formative and summative techniques. Formative assessments are often conducted during the life of a program with the purpose of "providing feedback with the aim of improving teaching, learning and the curricula, to identify individual students' academic strengths and weaknesses, or to assist institutions with appropriate placement of individual students based upon their particular learning needs" (NPEC, 2000). Summative assessments are completed at certain points in time after a program has been implemented or at its conclusion. An approach using findings from both techniques was believed to be the best means of yielding information on which to base future improvements to the general education program.

2. As a part of the ***2010 Vision***, CU-Colorado Springs is concurrently designing a set of indicators of institutional effectiveness. These indicators would be tied to quantitative measures concerning the institution's progress toward meeting specific strategic directions. Assessment of student learning is viewed as an integral component of our definition of effectiveness and is a high institutional priority. Therefore, it was a desire to incorporate assessment measures of general education within the strategic indicators of institutional effectiveness. To the extent possible, the strategic indicators were tied to national benchmarks. Where appropriate, the proposed assessment efforts would contain national benchmarks for use in measuring the institution's effectiveness.

3. It was also an institutional desire to use standardized testing within assessment of general education. While not a "magic bullet" to solve all assessment needs, the advantages of a nationally normed single test outweighed the alternative approach of internally constructing multiple tests administered by academic departments with key general education courses.

4. CU-Colorado Springs desired the assessment process to maintain a direct feedback loop from the information gained from students into identifying areas for improvement. Once set into motion, this process is cyclical with information feeding into program improvement on a continuous basis.

5. The CU-Colorado Springs' Writing Program reexamined its use of the English 131 (Composition I) exit portfolio to consider its potential for assessing general education writing competencies. The portfolio's potential was apparent given that all CU-Colorado Springs students, both transfer and native students, had to pass the portfolio assessment to earn their undergraduate degrees. The Writing Program decided to disconnect the portfolio assessment from English 131, and to both refigure and relocate the assessment as a writing competency portfolio which assesses students' writing competencies as they exit our general education program. The refigured portfolio now assesses students' abilities to independently manage writing problems after they complete their two required, general education writing courses as determined by their undergraduate degree plans. All CU-Colorado Springs undergraduates must complete the writing portfolio assessment within 30 hours of having completed their general education writing requirements. Rather than assess students' writing competencies as defined within English 131, the new portfolio assesses students' writing competencies as developed across the general education experience. The writing portfolio's primary aim is to summatively assess writing competencies for all CU-Colorado Springs undergraduate students and transfer and native populations as they complete their general education coursework. The writing competency portfolio asks students to submit real-world texts to demonstrate their ability to

independently manage real-world writing problems, and to demonstrate critical, analytical and creative thought.

6. There was a desire for the general education assessment to rely upon varied sources of information. This desire stemmed from a long held conceptual framework for assessment at CU-Colorado Springs that addressed three learning domains: a) cognitive learning or knowledge acquisition, b) behavioral learning or skill acquisition, and c) affective learning or attitudinal development. An intended objective was to identify areas for program improvement by incorporating a triangulation of information from each of these learning domains. Measurement of skill level and proficiency while applying knowledge would come from standardized testing. Attitudinal development measurements would be built into student and alumni questionnaires.

7. Ability to separate collected assessment information for native students from those who transferred to CU-Colorado Springs from another institution was desired in the assessment design. This institutional consideration was incorporated into an approach whereby student skill acquisition, knowledge acquisition, and attitudinal development garnered from general education at CU-Colorado Springs could be compared to students who gained their general education experience at other institutions.

8. Assessment of general education was intentionally designed upon the principles of continuous quality improvement by examining both processes and results. These efforts follow the methods advocated by Crosby (1979) and Deming (1986) and the adaptation of these methods within higher education (Sherr and Teeter, 1991; Chaffee and Sherr, 1992; Marchese, 1993).

9. Each measure of a core goal for the general education program is tied to a specific objective for accomplishment. These objectives hold the general education program to an increasing level of performance and set high expectations for the institution itself. As Lion F. Gardiner (1994) states "If we

are to achieve high-quality outcomes, we need to have high expectations, not only for our student but also for ourselves, and we must be willing to change."

10. Late in the process, it became apparent that the state of Colorado would be undertaking an effort to establish a statewide core for general education. Given where the campus stood with regard to implementation of its current plans, it was clear that efforts to finalize an assessment plan needed to move forward, even as the campus recognized that revisions may be necessary, depending on the outcome of the state deliberations.

Selection of Instruments

The selection of instruments was based on their match to the four stated core goals, the general education curriculum content, and the institutional considerations mentioned above. The selection of instruments was also guided by an understanding that assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time (AAHE, 1996). Our approach to general education assessment is guided by this principle. Further, our approach uses multiple measures that recognize the difference in learning styles among students (Suskie, 2000; Anderson, 2001; Cheville 2001). The strength of combining student opinion surveys with testing is reportedly an appropriate way to assess general education (Muffo, 2001).

The Office of Institutional Research, as advised by SAAC, gathered baseline data from several instruments designed to assess the core goals of general education: the ETS *Academic Profile*, the Graduating Seniors Survey, and the Baccalaureate Alumni Survey. The selected instruments follow contemporary accepted practices in assessing general education programs and are closely tied to the goals of the general education program and the mission of CU-Colorado Springs. Faculty teaching general education courses have been and will continue to be centrally involved in the construction, implementation and analysis of assessment information.

ETS Academic Profile

For the reasons cited earlier in this report, CU-Colorado Springs desired that a component of general education program assessment be tied to external validation of student performance. Examination using national standardized tests is a recognized technique for accomplishing this type of assessment (Holyer 1998; NPEC, 2000).

The *Academic Profile* focuses on the academic skills developed through general education courses rather than on the knowledge acquired about the subjects taught in these courses. It does this by testing college-level reading, college-level writing, critical thinking, and mathematics in the context of humanities, social sciences, and natural sciences. The short form version of the *Academic Profile* has a reliability coefficient of 0.82 (Educational Testing Service, 1998). In addition, the *Academic Profile* is identified as having adequate content and construct validity (Educational Testing Service, 1998).

Scores for the *Academic Profile* come in two forms, *norm-referenced*[2] and *criterion-referenced*.[3] Eight norm-referenced scores are reported, one for each of the areas mentioned above, plus a total score. These scores are expressed as "scale scores." The total score is on a scale of 400-500; the sub scores are on a scale of 100-130. It is important to note that scores across test areas are not comparable. In other words, a score of 125 in critical thinking does not connote the same level of performance as a score of 125 on college-level reading; the scores are independent. A more thorough description of *Academic Profile* norm-referenced scores is provided in a separate, but related, ETS *Academic Profile* report.

Three criterion-referenced proficiency level scores are reported for the group tested in the areas of writing, mathematics, and reading/critical thinking.[4] Specific definitions of what skills students have at each level for each skill dimension have been established and are described in the Appendix of this report.

[2] Norm-referenced scores have meaning only when *compared* with scores of other students or the same students at different points in time. Examples of other norm-referenced tests include: SAT, GRE, and ACT.
[3] Criterion-referenced scores have intrinsic meaning in and of themselves. They are based on meeting certain criteria, such as proficiency levels.
[4] Reading and critical thinking are treated as a single dimension because of the close relationship between the two. Critical thinking may be considered as a higher level reading process.

Graduating Seniors and Baccalaureate Alumni Surveys

At the time of the Core Curriculum Committee deliberations, CU-Colorado Springs possessed an extensive database on student outcomes surveys that included responses to a number of issues concerning attitudinal development and ratings of general education quality. Research has shown that data gathered from student outcome questionnaires can help institutions get a sense of students' educational experiences, such information can assist institutions in planning and delivering effective academic programs (Ewell, 1983).

Student outcome questionnaires are widely used to assess behavioral and affective outcomes. Individuals' deeply held beliefs, ideas, and assumptions about life and ways of living directly influence how an individual may behave (Erwin, 1991). Self-report methods, such as surveys, are accepted strategies to assess student perceptions regarding the quality of the educational experience (Sanders and Chan, 1996). The usefulness of survey results also increases by examining and comparing findings over time (Endo, 1992).

It has been the practice since 1993 to administer an assessment survey to seniors at the time they apply for their senior audit for graduation. This contact point has served as an effective means of increasing the response rate and the reliability of the data. Twelve to eighteen months later, the same baccalaureate alumni were surveyed again using many of the same questions from the Graduating Seniors survey. This technique was applied to measure changes in ratings and perspectives since the respondents received their degrees. Using the saturation approach outlined by Dillman (1978, 2000), baccalaureate alumni response rates hover consistently at about 50%.

The CU-Colorado Springs Graduating Seniors and Baccalaureate Alumni surveys contain a number of common questions. In addition to asking basic demographic questions, the surveys inquire into current career status, request ratings concerning the quality of education they received at CU-Colorado Springs, and ask respondents to identify the level of personal and intellectual development in a variety of areas. Analysis of responses from both the Graduating Seniors and Baccalaureate Alumni surveys reveals that there are no major statistical differences between what students are reporting as they are about to graduate from CU-Colorado Springs and how they respond 12-18 months later. This finding supports a high degree of validity to the survey design.

Composition Portfolio

The CU-Colorado Springs Writing Program implemented the writing competency portfolio as a general education assessment process during the fall 2001 semester. Please refer to the Appendix to review a flow-chart that outlines the assessment process for the CU-Colorado Springs writing program. Transfer students and native students alike must submit a writing portfolio within 30 credit hours of their completion of their writing requirements as defined by their undergraduate degree plans. Students select two essays, which may be analytical, argumentative or documented research papers they have written for general education courses or courses required within their undergraduate majors, that demonstrate their ability to independently manage writing problems beyond those assigned and assessed within their two, required, general education writing courses. The essays are assessed for these competencies: focus, organization, development of ideas, integration of sources, language control and conventions. The portfolio assesses writing competencies in the broader categories of rhetorical knowledge, critical thinking, writing processes, and knowledge of conventions. The portfolio enables the Writing Program to assess whole-text competencies beyond the sentence-level competencies currently assessed within ETS' *Academic Profile*.

Portfolio outcomes include: Needs Work (NW); Competent; Highly Competent. Students who submit portfolios that receive a Needs Work outcome, are offered additional instructional support. An NW portfolio may warrant additional laboratory instruction on language conventions and sentence-level issues. In this case, the student enrolls in either English 135 (editing and sentence structure) or 145 (independent study), both laboratory courses offered by the Writing Center. Students with NW portfolios that demonstrate both global (focus, organization, development) and local (language control, sentence structure) deficiencies complete an additional writing course at the 300 level students who receive a Competent, or a Highly Competent rating pass the portfolio assessment and thus complete their undergraduate writing requirements as defined by their degree plans. All portfolio outcomes are reported to the Student Success Center where students' academic progress through their degree plans is regularly monitored.

Population and Procedure

Academic Profile

The *Academic Profile* was first implemented at CU-Colorado Springs in Spring 2000. It was first pilot tested in April 2000 with a group of 40 students. In Spring 2001, a total of 189 students completed the *Academic Profile*. They serve as our baseline group from which the data presented in this report was drawn. A separate report on the ETS *Academic Profile* highlights results of approximately 300 CU-Colorado Springs students tested between 2000 and 2001, and provides an overall appraisal of the utility of this instrument within general education assessment at CU-Colorado Springs.

Graduating Seniors Survey

As previously mentioned, the Graduating Seniors survey is administered by the Student Success Center at CU-Colorado Springs at the time students complete their senior graduation audit with the Center's staff. It is one of several items given to students to fill out as they complete their senior audit. Data from the graduating senior surveys of 1995 (N=340), 1999 (N=552), and 2000 (N=376) were used to gather baseline data. Response rates for these surveys are 53%, 73%, and 49%, respectively.

Baccalaureate Alumni Survey

Each year the Baccalaureate Alumni survey is administered and mailed out to all students who graduated from CU-Colorado Springs 12-18 months earlier. Up to three separate mailings are done (each within a month of each other), in order to achieve a response rate of at least 50%. Data from the baccalaureate alumni surveys of 1994 (N=339), 1999 (N=386), and 2000 (N=335) were used to gather baseline data. Response rates for these surveys are 57%, 54%, and 46%, respectively

Assessment Objectives

The following table lists the core goals for general education and the assessment objectives that are tied to each goal. The objectives reflect the commitment to continuous improvement in the general education program by setting increases in levels of student learning over the next five years.

Please refer to the Appendix of this report to review specific measures and baseline data for each assessment objective.

Matrix of General Education Goals and their Objectives

Goal 1: Students will be able to read, write, listen and speak in a manner that demonstrates critical, analytical, and creative thought.	
Reading	1a. An annual increase in the percent of students performing at a reading critical thinking level where they can evaluate and analyze arguments, can handle interpretation, inductive generalizations or causal explanations. Annual increases of 0.9% will be seen in the next 5 years in the percent of students performing at a reading critical thinking proficiency level of at least 3, as measured by the ETS *Academic Profile*.
	1b. Baccalaureate alumni will indicate a minimum mean response of 4.10 when evaluating the quality of their education in the area of reading skills.
Writing	1c. The percentage of native students who earn a *Competent* or *Highly Competent* on their writing competency portfolio assessment will meet or exceed 90% of those who submit portfolios within 30 hours of having completed their required general education writing courses.
	1d. The percentage of native students who earn a *Competent* or *Highly Competent* on their writing competency portfolio assessment will exceed the percentage of transfer students who earn the same within 30 hours of having completed their required general education writing courses.
	1e. An annual increase in the percent of students performing at a writing level where they can solve difficult writing problems, can make distinctions among closely related root words and grammatical structures, as measured by the ETS *Academic Profile*. Annual increases of 0.9% will be seen in the next 5 years in the percent of students performing at a writing proficiency level of at least 3, as measured by the ETS *Academic Profile*.
	1f. Graduating seniors will indicate a minimum mean response of 4.43 when evaluating the degree of personal development in their skills in written expression.
	1g. Increase exposure to writing assignments in courses.
	1h. Baccalaureate alumni will indicate a minimum mean response of 4.15 when evaluating the quality of their education in the area of writing skills.
Oral Communication	1i. Graduating seniors will indicate a minimum mean response of 4.22 when evaluating the degree of personal development in their skills in oral expression.
	1j. Increase exposure to oral presentations in courses, as measured by the *CU-Colorado Springs Baccalaureate Alumni* survey.
	1k. Baccalaureate alumni will indicate a minimum mean response of 3.87 when evaluating the quality of education in the area of oral communication.
	1l. Baccalaureate alumni will indicate a minimum mean response of 3.51 when evaluating the quality of their education in the area of graphic communication.
Goal 2: Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.	
2a. In national comparisons, CU- Colorado Springs sophomore scores will increase annually and will reach the score of research doctorate universities by 2005.	
2b. Native students will score above the mean total score of transfer students.	
2c. Students will annually increase their mean score by 0.5 in the areas of humanities, social sciences, natural sciences, and using mathematical data, as measured by the ETS *Academic Profile*.	
2d. An annual increase in the percent of students performing at a math level where they can demonstrate comprehension of exponents, variables, geometry, and measurement. Annual increases of 0.9% will be seen over 5 years in the percent of students performing at a math proficiency level of at least 3, as measured by the ETS *Academic Profile*.	

2e. Graduating seniors will indicate an increase in the previous 3-year average when evaluating whether their program provided them a detailed understanding of their career, whether the technical skills they learned were complete and up to date, whether they learned a variety of new intellectual concepts, whether they learned the theoretical foundations of the academic disciplines they studied, whether CU-Colorado Springs prepared them well for their field of specialization, and whether their studies at CU-Colorado Springs enhanced their ability to get a job.
2f. Baccalaureate alumni will indicate an increase in the previous 3-year average when evaluating whether the specific knowledge, skills, and expertise they acquired has been useful in their present occupations, whether they learned a variety of new intellectual concepts, and whether they learned theoretical foundations of the academic disciplines they studied.
Goal 3: Students will understand and apply the tools and methodologies used to obtain knowledge
3a. Graduating seniors will indicate an increase in the previous 3-year average when evaluating the degree of personal development in their problem-solving ability, skills in gathering information, their technical knowledge, and their scholarly knowledge.
3b. Increase exposure to quantitative skills and computer skills in courses.
3c. Baccalaureate alumni will indicate an increase in the previous 3-year average when evaluating whether they learned a variety of new intellectual concepts, and whether they learned the theoretical foundations of the academic disciplines they studied.
3d. Baccalaureate alumni will indicate an increase in the previous 3-year average when evaluating the quality of their education in the area of quantitative skills, scientific reasoning, qualitative skills, problem solving skills, working with others, computer skills, information gathering skills, understanding and synthesizing of historical events, and when evaluating the quality of their education in the area of self-discipline.
Goal 4: Students will be prepared to participate as responsible members of a pluralistic society- locally, nationally, and globally.
4a. Increase the previous 3-year average proportion of graduating seniors that report a *High gain or Very high gain* when evaluating the degree of personal development in their ability to manage their emotions, to make close friends, to appreciate persons of other races and ethnic backgrounds, in their knowledge of social domestic issues, in their knowledge of international relations, and in their ability to make ethical decisions.
4b. Increase exposure to group projects and activities in courses, as measured by the *CU-Colorado Springs Baccalaureate Alumni* survey.
4c. Increase the previous 3-year average proportion of baccalaureate alumni that report *Good or Excellent* when evaluating the quality of their education in the area of multi-cultural awareness.

The Future of General Education Assessment

Over the next year, assessment of student learning in the general education at CU-Colorado Springs will be shaped by the following efforts:

1. Confirmation of campus support for the plan, and revisions as necessary based on responses. Formal adoption by the faculty of the campus and/or the colleges.
2. Establishment of baseline data concerning core goal #1 to profile general education writing competencies (real-world, whole-text criteria) of both native and transfer students completing undergraduate programs at CU-Colorado Springs through the implementation of the Writing Competency Portfolio.

3. Expansion of baseline data concerning core goal #1 of general education writing competencies (language control, sentence-level criteria) of both native and transfer students completing undergraduate programs at CU-Colorado Springs through the implementation of the Writing Competency Portfolio.
4. Expansion of baseline data concerning core goal #1 indicating the number and types of writing assignments presently required within the general education program at CU-Colorado Springs through the General Education Writing Survey.
5. Expansion of baseline data concerning core goal #4, cultural and global awareness through added questions to the baccalaureate alumni questionnaire.
6. Expansion of baseline data concerning the four core goals through participation in the National Survey of Student Engagement.
7. Monitoring of student progress toward meeting each assessment objective as students complete the new general education requirements.
8. Establishing effective procedures for undertaking program improvement based upon assessment information.
9. Revision based on anticipated outcomes from the state's deliberations on the statewide general education core.

Baseline information collected to date reveals a potential area for improvement in the current level of student awareness of civic, multicultural and global issues. In order to gain additional information to guide curricular change, a work group of faculty with scholarly backgrounds in multicultural and multinational understanding was called together to render advice on further data collection. During the summer of 2001, this work group revised a set of proposed questions to be added to the graduating senior and baccalaureate alumni survey.

As a result of the work group's input, graduating senior and baccalaureate alumni surveys were revised in fall 2001 to include questions further examining the degree to which their education at CU-Colorado Springs:

- Supported social interaction with others;
- Provided service learning opportunities in the region;

- Helped understand the interrelatedness of regional, national and global relations;
- Contributed to personal growth in recognizing rights, responsibilities and privileges as a citizen; and
- Reflected diversity in faculty providing class materials that recognized different cultures, religions, and races among people.

During the 2001-2002 academic year, CU-Colorado Springs will be participating in the National Survey of Student Engagement (NSSE) conducted by Indiana University. NSSE results will be incorporated into existing general education baseline data under each core goal.

Conclusion

The past five years have witnessed significant campus-wide efforts to address all aspects of the visitor's recommendations. Specifically, the report describes assessment activities and efforts undertaken by the Student Achievement Assessment Committee (SAAC), academic and student affairs units, faculty in general, and executive management. Executive leadership has provided resources, moral support and guidance in improving assessment on the campus. SAAC has worked closely with academic units to develop and implement effective assessment programs that focus on accountability and increasing student learning through continuous program improvement. Faculty in nearly all programs are collecting sound assessment information and are using findings to make curricular and programmatic changes tied to specific goals for student achievement. The assessment efforts in student affairs offices are being strengthened and more fully integrated into program assessment. A plan to assess student learning through general education is actively under development, and baseline data are being collected to allow future assessment of the effectiveness of general education across the campus. The resource commitment to assessment efforts has been significantly increased, and the level of understanding of assessment has increased considerably. In sum, the campus has made very significant progress on each of the concerns raised by the reviewers five years ago, and has clearly crossed the threshold of allowing assessment to facilitate program improvement.

However, some significant challenges remain. For example, consistency of program assessment has improved considerably, but there are still programs that have yet to produce fully functioning assessment. Understanding and support of assessment has improved, but are not yet a part of a pervasive campus culture. A functional program for assessing general education has been developed, but has not yet been adopted by the colleges, or approved by faculty assembly. Finally, resources are now adequate at the campus level, but have not yet been increased to the point that all of the identified needs at the unit level have been met. Accordingly, the following actions have been proposed to continue the development of assessment on the campus:

- Focus on units that are at the beginning stages and are in the process of developing adequate assessment programs to bring all programs up to a fully functional level within the next year
- Shift the emphasis from the mechanics of assessment to the outcomes of program improvement, beginning with a renaming of SAAC (to become the Program Improvement Advisory Committee)
- Seek more opportunities to get assessment-related information out to faculty and staff
- Enlist the Teaching and Learning Center to support faculty understanding and use of sound assessment practices
- Showcase programs with particularly strong assessment practices in future assessment workshops
- Continue to pursue adoption of a campus level plan to assess general education
- Seek to increase the availability of resources to reward programs that excel at assessment, and to assist programs that are struggling, or have special needs

Section Four

The Graduate School

Overview

Significant changes have taken place with regard to the organization and administration of the graduate programs on campus, and especially with regard to the Graduate School. These changes have occurred in part due to recommendations from the last NCA visit, and in large part due to decentralization of Graduate School within the CU system that occurred in 1998. These major changes include the

- establishment of a Graduate School autonomous to this campus (due to the elimination of system wide authority),
- the concomitant increased authority of the campus's Graduate Executive Committee and Graduate Dean,
- the development of campus-specific policies and procedures for administration of the graduate programs,
- the inclusion of the graduate programs in all three professional schools within the administrative organization of the Graduate School.

As a result of the changes, the Graduate School now provides effective oversight and coordination for all 19 graduate programs on campus. This oversight includes the development of policies, standards, and processes related to all existing graduate programs, as well as providing a campus approval process for the establishment of new programs.

Organizational Structure of the Graduate School

The Graduate School is a unit reporting to the Vice Chancellor for Academic Affairs, and is administered by the Dean of the Graduate School. The Graduate School has oversight responsibility for all 19 graduate programs on the campus. The responsibilities of the Dean include chairing the Graduate Executive Committee (described below), approving all appointments to the Graduate Faculty, review and

approval of all graduate-student advisory committees, review and approval of all student requests for admission to degree candidacy, coordination of graduate-student recruiting efforts, review and approval of all provisional admissions to the graduate school, approval of all new graduate courses, enforcing the policies and requirements of the Graduate School, and leading the development of new policies and procedures.

The primary advisory and administrative body for the Graduate School is the Graduate Executive Committee. The Committee is chaired by the Graduate Dean, and the membership consists of the 19 graduate program directors across the campus. These program directors are members of the graduate faculty, and have been appointed by their department chairs and or college deans.

The Graduate Executive Committee is responsible for recommending to the Dean and the campus administration all administrative and academic policies and procedures related to the Graduate School. In particular, such recommendations address minimum admission and graduation requirements, approvals of all new degree programs, development of the normal and special admission processes, the selection of Graduate School Fellows, coordination on interdisciplinary programs, and graduate-student recruiting initiatives.

Policies of the Graduate School

When the system-wide graduate school was dissolved in 1998, the campus was charged with creating a governance structure for the graduate school. The basic structure was already in place, but the resulting policy strengthened and clarified the relationships between the programs and the graduate school. The roles of the Graduate Dean and the Graduate Executive Committee, as well as those of the faculties and directors of the various programs, are clearly articulated in the policy. A copy of the policies appears in the appendix.

Impact of Changes

As described above, the major changes with regard to the administration of graduate programs on the campus include:

- The establishment of a Graduate School autonomous to this campus,

- The concomitant increased authority and effectiveness of the campus's Graduate Executive Committee and Graduate Dean
- The development of campus-specific policies and procedures for administration of the graduate programs
- And the inclusion of the graduate programs in all three professional schools within the administrative organization of the Graduate School.

As a result of these significant changes, the Graduate School is now able to provide effective oversight for, enable the enhancement of the quality of, and assist in the growth of all the graduate programs on the campus. Specifically, the current structure provides an effective mechanism to assure comparability of requirements, compliance with university regulations, and high exit expectations across the graduate programs of the campus.

Conclusion

This report responds to the 1997 reviewers' concerns in three areas: sources and uses of funds, assessment of student learning, and graduate education. Overall, the campus has met the reviewers' expectations in all three areas, although some challenges remain.

With regard to the sources and uses of funds, the 1997 team expected "to find a significant improvement in the University's financial resource base." The campus has clearly achieved this goal. The institution has successfully increased its enrollment, increased its state funding per student FTE at a faster than average rate, enhanced tuition above the rate of inflation, and increased its percentage of higher tuition out-of-state students. In addition, the campus has overhauled its budgeting processes to make more efficient use of available funds and expanded its use of auxiliary and restricted funds. Finally, the campus has been successful in its pursuit of additional state capital construction and controlled maintenance funds.

As a result, substantial progress has been made in some of the areas noted as resource-related weaknesses in 1997. In particular, the campus has improved the quantity and quality of its facilities, increased faculty and staff pay, enhanced its use of technology, bolstered the library, and increased its numbers of faculty and staff. The major remaining challenge has to do with keeping up with continued enrollment growth. The campus is, and has been, actively engaged in efforts to ensure that this occurs. On the staff side, for example, there have been efficiency gains that have partially alleviated the problems identified in 1997. In terms of instruction, we have reduced the percentage of student credit hours taught by part-time faculty, and it appears that our level of usage is congruent with institutions that are similar to us. Furthermore, the campus is committed to insuring that the quality of instruction provided by part-time faculty, and their working conditions, are at appropriate levels. The campus has developed plans to address specific areas, both in terms of support and instruction, that are identified as being understaffed. In terms of funding, the campus will pursue the proposed third year of tuition enhancement through the legislative process. In addition, recent changes in extended studies and sponsored programs should continue to provide additional resources.

In the second area of concern, assessment, the 1997 team expected that they would find "a functioning assessment program that has produced demonstrable improvements in instructional programs." The campus arguably has reached this goal, and clearly has made significant progress toward it. Specifically, the campus has developed a campus-wide structure for supporting and overseeing program assessment, fully implemented functioning assessment leading to program improvement in a majority of programs, made significant progress toward this goal in the remaining programs, increased the consistency and rigor with which programs implement assessment, and developed a solid plan for general education assessment. Future plans are designed to consolidate the place of assessment in the campus culture, insure that assessment activities lead to program improvement across all programs, and insure that assessment of general education be successfully implemented.

Finally, the campus has fully met the 1997 team's expectation that there would be "an effective mechanism for monitoring the operation of graduate programs to assure comparability of requirements, compliance with University-wide regulations, and high exit expectations in masters and doctoral programs."

Overall, the campus has successfully met the expectations of the 1997 review team. Where identified weaknesses remain, the campus has effective plans in place to continue its forward momentum. In all of the key areas of this focused visit, the campus is substantially better off than it was in 1997. These improvements are part of the solid base upon which the campus will continue to build into the future.

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Campus Total Learning Environment (TLE) Plan

Goals	Objectives	Possible Strategies

(1) Grow responsibly in order to meet the needs of students, the community, and the state.	• Increase the number of students to 10,000 by 2005 in order to realize economies of scale and the enhancement of student programs and activities.	• Support student success initiatives:
		  • Increase recruitment efforts.
		  • Increase student retention rate by using student success and other centers.
		  • Expand scholarship opportunities.
		  • Expand freshman seminar to other levels.
		• Continue to develop as a residential campus:
		  • Build the campus to support the projected growth (student center expansion, human performance complex, etc.).
		  • Improve campus life for residential students, including linkage with activities at the Air Force Academy and Colorado College.
		  • Add a director of student activities.
		• Strengthen existing undergraduate majors to attract the upper 25% of high school seniors.
		• Add degree programs (including selected master's and PhD programs) to meet the needs of the community.
		• Add interdisciplinary programs to attract high quality students.
		• Develop a comprehensive multi-year fiscal plan to support growth goals.

	• Increase the proportion of out of state students to 25% of the student body by 2005.	• Target specific geographic regions to attract out-of-state students. • Provide necessary funding for out-of-state recruitment.
	• Increase the international student body to 10% by 2005.	• Establish an Office of International Education to work with Student Success to implement the recommendations of the Task Force on International Education. • Provide funding to recruit international students. • Provide incentives to professional schools to recruit international students.

Goals	Objectives	Possible Strategies

	• Increase the percentage of underrepresented students on campus.	• Increase recruitment efforts for underrepresented students.
		  • Expand scholarships for underrepresented groups.
		  • Expand K-12 partnership efforts to recruit underrepresented students.
		• Increase retention efforts for underrepresented students.
		  • Expand peer tutoring programs.
		  • Encourage and foster support groups for underrepresented and international students.

	• Increase faculty, staff, facilities, and operating budgets strategically to accommodate changing demands.	• Allocate resources strategically to support needed changes. • Complete the academic master plan. • Complete the facilities master plan. • Increase the operating budgets of units bearing the brunt of growth. • Increase faculty positions where appropriate. • Increase staff positions where appropriate. • Assess reliance on non-tenure-track faculty to ensure appropriate use.
	• Expand distance education.	• Target key programs with potential for high returns. • Document what does and doesn't work. • Use new technology innovatively. • Focus on quality.
(2) Provide a comprehensive, personalized, educational experience that prepares students to excel personally, professionally and as citizens.	• Develop new professional and graduate programs to meet the needs of the community and region.	• Develop an assessment of community needs for new professional, graduate and life-long learning programs. • Review existing programs for possible reduction or elimination.
	• Develop an academic master plan following CCHE guidelines by 2000.	• Use the academic master plan as the driving force for the development of new programs. • Improve assessment of student academic performance and strengthen assessment linkages to curricular planning and change. • Develop university-wide interdisciplinary programs.
	• Identify and increase support for existing underfunded programs.	• Use the academic master planning process and academic program review to identify existing underfunded programs and to identify those programs that may need to be eliminated.

Goals	Objectives	Possible Strategies
	• Identify and support core programs of excellence that provide leadership in the discipline by promoting research and best practice.	• Use the academic master planning process and academic program review to identify core programs of excellence. • Continue to adapt the learning environment as technology changes. • Seek input and review of existing programs from current students.
	• Develop a core curriculum, in conjunction with the master plan, by 2001 that prepares graduates to think, read, write, and speak critically, analytically, and creatively; and to appreciate their responsibilities as citizens.	• Continue the process of developing a core curriculum. • Ensure inclusion of multicultural and other perspectives important to a pluralistic society in the core curriculum.
	• Develop a program of life-long learning.	• Clarify the role of continuing education • Explore the appropriate and sustainable role of colleges and schools in providing life-long learning opportunities.
	• Provide an environment that promotes student learning and is conducive to the success of each student.	• Provide increased support for academic and out-of-class services that contribute to student success, including, but not limited to, the Student Success Initiative, Project Excel centers, the Freshman Seminar, internships and service learning, continuing education, campus events, and alumni involvement. • Monitor the appropriate use of part-time faculty and staff. • Increase library access and materials. • Provide a small seminar experience beyond the Freshman Seminar for all students. • Create opportunities within each department for individual student advising and mentoring. • Expand analysis of student retention and success, including the effectiveness of current strategies. • Provide an environment and learning opportunities that value diversity.

Goals	Objectives	Possible Strategies
(3) Enhance research, scholarship, and creative works on the campus and in the community.	• Strengthen the research, scholarly, and creative works culture on campus.	• Top administrators demonstrate strong support for research, scholarship, and creative works (e.g., visit funding agencies, make UCCS research visible locally and nationally, foster partnerships across units and with the community). • Increase the operating expenses, equipment, and travel budgets in support of faculty engaged in research, scholarship and creative works. • Enhance library materials and support. • Administrators create incentives for faculty and staff to engage in basic and applied research, scholarship, and creative works (e.g., broaden awards program, have RAs, support proposal writing with release time, summer stipends, mentoring, appropriate ICR distribution). • Deans and department chairs strengthen expectations for research, scholarship, and creative works by faculty commensurate with resources (e.g., in hiring, merit review and P&T). • Administration and faculty enhance opportunities for undergraduate and graduate student participation in research. Encourage scholarly activities that incorporate multicultural perspectives.

Goals	Objectives	Possible Strategies
	• Position the campus to compete successfully for funding from sponsored program agencies and organizations; achieve $10,000,000 in sponsored program activity by 2005.	• Campus strengthen the Office of Sponsored Programs to take a proactive role in increasing proposals and advocate on campus for the importance of research. • VCAA create a Faculty Research Board to make recommendations to VCAA regarding policies that support faculty efforts to engage in sponsored research, and to make periodic reviews of the effectiveness of the Office of Sponsored Programs activities and programs, with broad input from the campus and outside agencies. • Campus expand grants and contracts oversight services. • Administrators and faculty initiate contact with funding agencies (e.g., send faculty to talk with funding agencies, identify opportunities to promote campus as a technical resource, and to participate in national consortia). • Administrators and faculty create partnerships with public and private sectors (e.g., showcase possible linkages with faculty research, scholarship, and creative works, encourage collaborative proposals). • Emphasize the creation of laboratory space in new academic buildings.
(4) Use and enhance technology to improve teaching, learning, research and management.	• Provide physical infrastructure to support academic and administrative information technology needs.	• Ensure adequacy of physical infrastructure. • Develop and implement a needs based system of technology asset and resource management to include regular upgrades and maintenance of hardware and software. • Develop and implement an information technology architecture to meet the technology needs of the campus, including appropriate guidelines and standards. • Implement a plan to increase funding of information technology needs.
	• Enhance information technology management and human resources to better support the campus mission.	• Develop and implement an effective structure of information technology leadership. • Implement an information technology strategic planning process to ensure campus project coordination and prioritization. • Continually assess the effectiveness of campus information technology strategies. • Increase support and development opportunities for faculty and staff.

Goals	Objectives	Possible Strategies
	• Effectively integrate technology into the curriculum to improve teaching and learning, on and off campus.	• Ensure that graduates are competent in the use of technology. • Assess students' technology skills early and encourage remediation when necessary. • Enable and educate students to fully use the campus technology resources. • Continue to expand resources and incentives for faculty to use technology. • Develop university-wide programs in educational technology. • Support technology for distance learning. • Ensure support for technology needs that do not fall under the rubric of information technology.
(5) Expand and strengthen community partnerships.	• Identify areas of mutual interest and concern to the university and the community and build partnerships in these areas.	• Build strong ties with the business community. • Expand student internships. • Expand service learning opportunities. • Increase institutional agility in response to changing community needs. • Expand K-12 partnerships. • Identify and recommend new academic programs in response to community needs. • Expand partnerships that emphasize diversity and multicultural awareness.
	• Enhance and support current partnerships.	• Evaluate, coordinate and enhance the role of centers that are community focused.
	• Improve external communications.	• Create new outreach efforts that build on strengths within the University. • Create a marketing and communications plan for the university. • Communicate with and involve alumni in university life. • Strengthen and diversify college/school advisory boards. • Make campus more friendly and accessible to visitors.
	• Increase financial support as a result of fostering partnerships.	• Improve the effectiveness of CU-Foundation activities to increase support of university objectives. • Document the congruence of CU-Foundation objectives with TLE goals.
(6) Model the values of diversity in the campus climate and educational programs.	• Educate all students to succeed in a pluralistic society.	• Ensure inclusion of multicultural and other perspectives important to a pluralistic society in the core curriculum. • Encourage and support efforts to integrate multicultural perspectives in courses across departments and colleges. • Strengthen the Ethnic Minority Studies Program.

Goals	Objectives	Possible Strategies
	• Ensure that students, faculty and staff experience a safe and inclusive environment.	• Provide diversity awareness workshops for students, faculty and staff. • Support and encourage campus activities and events that reflect a pluralistic society. • Support and encourage campus social and academic clubs that reflect a pluralistic society.
	• Improve recruitment and retention of underrepresented students, faculty and staff.	• Work with VCSS, VCAA, and the Assistant Vice Chancellor for Academic and Multicultural Affairs to develop and monitor recruitment, retention, and curricular diversity efforts continuously, aligning efforts with the campus diversity plan. • Increase the percentage of underrepresented undergraduate and graduate students, faculty, and staff (including student employees). • Increase retention efforts for underrepresented students, faculty and staff. • Increase the percentage of underrepresented students in all majors. • Improve graduation rates of underrepresented students. • Ensure that student organizations reflect differing constituencies. • Expand scholarships for underrepresented groups. • Expand K-12 partnership efforts to recruit underrepresented students. • Expand on-campus internship and mentorship opportunities for underrepresented groups. • Expand peer tutoring programs. • Encourage and foster support groups for underrepresented and international students.
	• Expand involvement of faculty, staff, students and administrators in campus and community groups that emphasize development of diversity and multiculturalism.	• Expand administrator, faculty, staff and student involvement in campus organizations that focus on underrepresented groups. • Expand administrator, faculty, staff and student involvement in community organizations that focus on underrepresented groups. • Use campus and community organizations as a source of recruitment, mentorship and tutoring opportunities.

Goals	Objectives	Possible Strategies
(7) Enhance the University's human, physical, and fiscal infrastructure.	• Increase support and development opportunities for faculty and staff.	• Use rewards and incentives in support of development activities. • Increase investment in development activities. • Provide diversity workshops for faculty, staff, and student employees. • Encourage mentoring among faculty and staff (including student employees).
	• Develop the capacity of the campus' physical facilities to support current and future programmatic needs.	• Update and expand the campus facilities master plan. • Communicate master plan activities to staff and faculty; solicit and incorporate guidance from the campus community. • Determine facility needs to accommodate academic requirements. • Support academic programs related to campus facilities.
	• Re-structure the campus management systems.	• Work with CU system to implement the Administrative Streamlining Project. • Work with CU system to revise student information and administrative system. • Work with CU system to develop the Integrated Resource Management System. • Work with CU system to implement Colorado Peak Performance.
	• Create an effective internal communications infrastructure.	• Develop and implement a comprehensive internal communication plan. • Develop a feedback mechanism that includes all voices in the campus community.
	• Increase and strengthen sources of funds, as well as evaluate and improve uses of funds.	• Emphasize "growth campus" to regents and other constituents as a means of equalizing general fund support within the CU system. • Refine the budget process so that it is based on and supports long and short term campus goals. • Seek additional funding sources.
	• Strategically increase faculty, staff, and operating budgets to support campus growth, and to reflect organizational needs of a growing campus.	• Establish a process to distribute new dollars across all areas of the campus. • Review the need for new functional areas, e.g. Human Resources.

A University Without Walls

During the last year, we focused on marshaling the intellectual resources of the entire university to address the important research opportunities of the future. It is increasingly the case that the research problems we tackle do not honor disciplinary boundaries, that no one individual has all the knowledge or expertise to answer the great unanswered questions. It will take the collaboration of scientists, social scientists, and humanists to address the most important problems and opportunities we are confronting.

Consider the issue of cognitive disabilities, for example, and how to address the very real problem that 20 million Americans today, and perhaps 40 million Americans 40 years from now, have or will suffer from cognitive disabilities. The University of Colorado Coleman Institute for Cognitive Disabilities, made possible by a generous gift from Claudia and Bill Coleman, will support advanced research and development of innovative technologies to enhance the lives of people with cognitive disabilities. This multidisciplinary effort involves all four CU campuses and serves as a model for the university of the 21st century. The university of the 21st century must break down the walls that separate the disciplines, colleges, and campuses within the system. The walls must also come down between universities.

We must recognize that research and education are synergistic: if students are involved in research, we have better education and better research. For this reason, we must break down the wall that separates the researcher from the teacher and recognize that the highest quality education takes place when the student is part of the research team regardless of the discipline.

Research must extend into the community as well. We need to dismantle the "ivory tower" that separates the university from the community, not just in research, but in education and in the way we interact with the community. It is not simply the university teaching the community, but the community educating the university as well. We must keep building upon this integration so that the university is a partner with the community and enriches the community in a variety of valuable ways.

A Culture of Excellence

Our next goal is to engender a culture of excellence. Each campus is working to target areas for national prominence. We cannot be great at everything all at once. We must choose our areas of excellence and set benchmarks. In 10 years or less, CU should be recognized as a top public research university with increased visibility.

We are already prominent in some areas. CU-Boulder Distinguished Professor Carl E. Wieman and Senior Scientist Eric A. Cornell of the National Institute of Standards and Technology winning the 2001 Nobel Prize in physics exemplifies the culture of excellence we are creating at CU. However, we need to continue to make investments to build our overall prominence. Boulder should be among the top 10 percent of public institutions without a medical school in the AAU rankings. Colorado Springs should be the number-one comprehensive regional university in the United States with an enrollment of 10,000 to 12,000 students by the year 2010. CU-Denver should be one of the top 10 urban research universities in the country. And, the Health Sciences Center should be the number-one public health sciences center in the country within 10 years.

With the development of the Fitzsimons campus complex, we have the opportunity to reach that goal.

Increasing Resources and Using Them Wisely

CU will work to increase resources and use them wisely. First, CU needs to provide more scholarship money in order to attract Colorado's best and brightest students. We are losing students to other institutions because they offer better scholarship packages.

CU also needs to develop strategies to fund more endowed chairs and professorships. The intellectual talent of our faculty is our number-one human resource. We are in danger of losing our best faculty because competitors are offering substantially better compensation packages.

Technology is transforming universities faster than most can afford to pay for it. To remain a leader in this area, CU must be strategic. CU must leverage its expertise in technology transfer to help fund state-of-the-art technology for its students, faculty, and staff.

CU will continue its close partnership with the state—recognizing that we are restricted by Colorado's Taxpayers Bill of Rights (TABOR), and by the many needs that the state faces—to receive its fair share of the annual state allocation.

CU also will work with the Colorado delegation in Washington to increase federal support. CU is projected to be awarded more than half a billion dollars in federally sponsored research in FY 2001-02. By 2010, CU should be receiving more than a billion dollars in annual sponsored research.

CU will also refocus its fundraising campaign. We have set a goal of raising slightly more than a billion dollars by 2004. By the year 2010, we should be raising half a billion dollars annually. Furthermore, we will target a $5 billion endowment for this institution. We also will soon launch a Name-A-College Program, which will allow donors to be recognized in a new and significant way. By 2010 we hope to have a number of named colleges, departments, and programs across the university system so that money in these endowments can support the research, educational, and outreach activities of colleges, departments, and programs.

Currently, CU tuition is a bargain for both in-state and out-of-state students. During the past decade, our tuition increases have been much lower than our competition. By 2010, CU should be in the position of having more flexibility in setting tuition, while private and federal funding.

Diversity

By the second quarter of the 21st century there will be no majority population in the United States. It is extremely important for CU to educate all of the citizens of Colorado and be open to all of this nation's citizens and citizens around the world who meet our requirements. CU needs to develop aggressive recruitment and retention strategies for minority faculty, staff, and students. CU should also reflect the global community with international programs; expanded opportunities for student, faculty, and staff exchanges; and jointly sponsor degrees with top universities around the world.

Integrated Infrastructure

Our Integrated Resource Management Strategy combines all sources of funds and allocates them on the basis of university and campus priorities. We will continue to enhance this program because it is an innovative and important element in CU achieving its vision of excellence.

CU will work toward an integrated student information system, so that our students can easily transfer to or take courses on other campuses. An integrated student services system will enhance our systemwide technology and human resources services. We will also expand CU-Online so that students can take a much broader variety of courses and complete more majors and degrees online. Finally, we will benchmark CU's business practices with the best practices from the corporate world.

Join CU 2010

Our plan is ambitious and for good reason. The year 2010 seems a long way off, but with the rapid pace of progress and change that defines our world, it will be here sooner than we think. We must set a goal of being one of the top public universities now, because now is the time for us to envision how we will perform as a leader of change in the next decade. Just keeping pace with progress will not put us at the top.

The decade that lies ahead is the most exciting one yet for the University of Colorado. We invite you to be an active partner in CU 2010 as we work together to realize a vision for the next decade that will benefit many generations to come.

University of Colorado- Colorado Springs Campus

Statement of Current Funds Expenditures

Years ended June 30, 2001 and 2000

	Unrestricted				
	State Appropriated Funding	Auxiliary & Self-funded Activities	Restricted Fund	Total 2001	Total 2000
Expenditures					
Educational & General	$ 21,481,913	$ 1,226,496	$ 1,343,246	$ 24,051,655	$ 23,383,416
Instruction	117,101	1,293	1,764,953	1,883,347	1,652,031
Research	17,015	29,854	122,116	168,985	209,555
Public Service	4,649,260	59,089	435,901	5,144,250	4,800,591
Academic Support	3,854,536	302,334	199,915	4,356,785	3,895,471
Student Services	5,179,139	(59,221)	283,536	5,403,454	5,010,567
Institutional Support	3,328,581	-	17,393	3,345,974	3,106,506
Operation of Plant	866,088	-	5,036,398	5,902,486	5,474,621
Scholarships & Fellowships	-	9,976,875	151,877	10,128,752	8,649,884
Auxiliary Operating Expenditures	-	-	-	-	-
Hospital & Clinics					
Total Expenditures	$ 39,893,633	$ 11,536,720	$ 9,355,335	$ 60,585,668	$ 56,182,642

The accompanying summary of accounting policies and notes are an integral part of this statement.

University of Colorado–Colorado Springs Campus

STATEMENT OF CURRENT FUNDS REVENUES, EXPENDITURES AND OTHER CHANGES

Years ended June 30, 1996 and 1995

	Unrestricted			Total 1996	Total 1995
	State Appropriated Funding	Auxiliary & Self-funded Activities	Restricted Fund		
REVENUES					
State of Colorado appropriations	$ 13,621,141	$ –	$ 1,504,940	$ 15,126,081	$ 14,017,997
Current operations	–	–	–	–	–
Health care fiscal oversight	12,173,094	2,091,213	–	14,264,307	13,839,674
Student tuition and fees	–	–	(270)	(270)	270
Investment and interest income	–	–	3,359,379	3,359,379	3,871,765
Federal grants, contracts and advances	–	–	352,435	352,435	291,016
State and local grants and contracts	–	–	1,162,546	1,162,546	1,041,776
Private/other gifts, grants and contracts	–	949,264	–	949,264	238,668
Sales and services of educational departments	–	3,482,261	–	3,482,261	3,568,481
Auxiliary operating revenues	–	–	–	–	–
Hospital and clinics	198,006	–	–	198,006	194,458
Other revenues	–	–	–	–	–
Indirect cost reimbursement	503,997	157,358	701	662,056	654,476
Denver AHEC library funding	26,496,238	6,680,096	6,379,731	39,556,065	37,718,581
Other sources					
Total Revenues					
EXPENDITURES					
Educational and general	14,956,100	943,705	978,974	16,878,779	16,332,998
Instruction	118,146	148,207	909,512	1,175,865	1,196,300
Research	(5,416)	388,058	649,553	1,032,195	1,217,019
Public service	3,417,973	36,789	441,214	3,895,976	3,512,737
Academic support	2,221,327	14,610	193,629	2,429,566	1,938,305
Student services	4,142,257	44,608	203,246	4,390,111	4,049,460
Institutional support	2,092,597	–	8,782	2,101,379	2,366,758
Operation of plant	177,207	–	2,932,265	3,109,472	2,836,373
Scholarships and fellowships	–	4,001,154	62,556	4,063,710	3,790,262
Auxiliary operating expenditures	–	–	–	–	–
Hospitals and clinics	–	–	–	–	–
Health care fiscal oversight	27,120,191	5,577,131	6,379,731	39,077,053	37,240,212
Total Expenditures					
TRANSFERS BETWEEN FUNDS–(additions) deductions					
Mandatory transfers	38,195	568,371	–	606,566	703,050
Principal and interest	–	35,146	–	35,146	33,800
Renewals and replacements	–	–	28,868	28,868	28,730
Matching funds/other	38,195	603,517	28,868	670,580	765,580
Total mandatory transfers					
Voluntary transfers and other (additions) deductions	–	–	(425,163)	(425,163)	251,499
Restricted receipts to be expended in future years	(626,644)	(121,200)	(20,084)	(767,928)	(845,702)
Other	(626,644)	(121,200)	(445,247)	(1,193,091)	(594,203)
Total voluntary transfers	26,531,742	6,059,448	5,963,352	38,554,542	37,411,589
Total expenditures, transfers and other (additions) deductions	$ (35,504)	$ 620,648	$ 416,379	$ 1,001,523	$ 306,992
Net Increase (Decrease) in Fund Balances					

The accompanying summary of accounting policies and notes are an integral part of this statement.

Format 30

STUDENT, TUITION, AND FACULTY DATA

Institution Code: GFB

NAME: University of Colorado at Boulder

Ln No		Ln No	1994-95 Actual	1995-96 Actual	1996-97 Estimate
1	STUDENT DATA	1			
2	Total FTE Students	2	21,632.94	21,527.00	21,317.75
3	Total FTE Residents	3	14,846.37	14,632.27	14,544.87
4	Total FTE Nonresidents	4	6,786.57	6,894.73	6,772.88
5		5			
6	Total FTE Graduate	6	2,732.34	2,725.94	2,864.26
7	Total FTE Undergraduate	7	18,900.60	18,801.07	18,453.49
8		8			
9	COST PER STUDENT	9			
10	Total Cost Per FTE Student	10	$ 8,902	$ 9,410	$ 9,788
11	General Fund Cost Per Resident FTE	11	$ 4,056	$ 4,329	$ 4,572
12		12			
13	TUITION RATES (ACADEMIC YEAR)	13			
14	Resident Undergraduate	14	$ 2,216	$ 2,270	$ 2,322
15	Resident Graduate	15	$ 2,944	$ 3,014	$ 3,084
16	Nonresident Undergraduate	16	$ 12,780	$ 13,338	$ 13,914
17	Nonresident Graduate	17	$ 12,582	$ 13,140	$ 13,698
18	Other Special Rates	18			
	R UG Business		$ 2,602	$ 2,664	$ 2,726
	R UG Engineering		$ 2,672	$ 2,736	$ 2,798
	R UG Journalism, Music		$ 2,264	$ 2,318	$ 2,372
	R G Business		$ 3,338	$ 3,418	$ 3,496
	R G Business - MBA		$ 3,490	$ 3,574	$ 3,656
	R G Engineering		$ 3,392	$ 3,474	$ 3,554
	R Law		$ 3,802	$ 3,894	$ 3,984
	NR UG Business		$ 13,320	$ 13,914	$ 14,508
	NR UG Engineering		$ 13,374	$ 13,968	$ 14,562
	NR UG Journalism, Music		$ 12,924	$ 13,500	$ 14,076
	NR G Business		$ 12,780	$ 13,338	$ 13,914
	NR G Business - MBA		$ 13,014	$ 13,590	$ 14,166
	NR G Engineering		$ 12,834	$ 13,392	$ 13,968
	NR Law		$ 13,536	$ 14,130	$ 14,742

Institution No.: GFC

Format 30

STUDENT, TUITION, AND FACULTY DATA

NAME: University of Colorado at Colorado Springs

Date: 9/10/96

Ln No		Ln No	1994-95 Actual	1995-96 Actual	1996-97 Estimate
1	STUDENT DATA	1			
2	Total FTE Students	2	3,974.4	4,008.8	4,161.4
3	Total FTE Residents	3	3,734.2	3,777.0	3,933.2
4	Total FTE Nonresidents	4	240.2	231.8	228.2
5		5			
6	Total FTE Graduate	6	700.3	735.2	751.0
7	Total FTE Undergraduate	7	3,274.1	3,273.5	3,410.0
8		8			
9	COST PER STUDENT	9			
10	Total Cost Per FTE Student (1)	10	$ 6,104	$ 6,389	$ 6,582
11	General Fund Cost Per Resident FTE	11	$ 3,397	$ 3,606	$ 3,707
12		12			
13	TUITION RATES (ACADEMIC YEAR)	13			
14	Resident Undergraduate	14	$ 2,026	$ 2,074	$ 2,118
15	Resident Graduate	15	$ 2,510	$ 2,570	$ 2,624
16	Nonresident Undergraduate	16	$ 7,734	$ 8,074	$ 8,438
17	Nonresident Graduate	17	$ 8,716	$ 9,100	$ 9,510
18	Other Special Rates (Specify)	18			
19		19			
20		20			
21	FACULTY DATA	21			
22	Faculty FTE Total	22	217.73	246.35	266.81
23	FTE Full-time Faculty	23	175.94	206.56	229.99
24	FTE Part-time Faculty	24	41.79	39.79	36.82
25		25			
26	AVERAGE COMPENSATION INSTRUCTIONAL FACULTY	26			
27	All Faculty Combined	27	$ 46,022	$ 42,027	$ 41,045
28	Full-time Average Compensation	28	$ 50,322	$ 44,853	$ 44,213
29	Part-time Average Compensation	29	$ 27,915	$ 27,358	$ 21,256
30		30			

(1) The FY 95 Total Cost per FTE Student has been adjusted, to reflect the CCHE methodology, resulting in a change from $6,446 to $6,104.

Institution No: GFD

Name: University of Colorado at Denver

Format 30

STUDENT, FACULTY, AND TUITION DATA

Ln No.	Object	Ln No.	Actual 1994-95	Actual 1995-96	Estimate 1996-97
1	STUDENT DATA	1			
2	Total FTE Students	2	6,954	7,037	7,105
3	Total FTE Residents	3	6,409	6,426	6,473
4	Total FTE Nonresidents	4	546	611	632
5		5			
6	Total FTE Graduate	6	2,306	2,461	2,355
7	Total FTE Undergraduate	7	4,648	4,576	4,750
8		8			
9	COST PER STUDENT	9			
10	Total cost Per FTE Student	10	7,456	7,943	8,301
11	General Fund Cost Per Resident FTE	11	3,651	3,933	4,116
12		12			
13	TUITION RATES (ACADEMIC YEAR)	13			
14	Resident Undergraduate	14	1,828	1,872	1,916
15	Resident Graduate	15	2,780	2,846	2,912
16	Nonresident Undergraduate	16	9,244	9,650	10,064
17	Nonresident Graduate	17	10,288	10,720	11,180
18	Other Special Rates (Specify)	18			
	Business				
	Undergraduate Resident		2,126	2,178	2,228
	Graduate Resident		3,486	3,570	3,652
	Nonresident Undergraduate		9,620	10,044	10,476
	Nonresident Graduate		11,134	11,624	12,124
	Engineering				
	Undergraduate Resident		2,126	2,178	2,228
	Graduate Resident		3,276	3,354	3,432
	Nonresident Undergraduate		9,620	10,044	10,476
	Nonresident Graduate		10,930	11,410	11,900
	GSPA				
	Graduate Resident		3,276	3,354	3,432
	Graduate Nonresident		10,930	11,410	11,900
	Professional				
	Undergraduate Resident		1,828	1,872	1,916
	Graduate Resident		2,966	3,038	3,108
	Nonresident Undergraduate		9,244	9,650	10,064
	Nonresident Graduate		10,930	11,410	11,900
19		19			
20		20			
21	FACULTY DATA	21			
22	Faculty FTE Total	22	502	482	487
23	FTE Full-time Faculty	23	384	379	386
24	FTE Part-time Faculty	24	118	103	102
25		25			
26	AVG FACULTY COMPENSATION	26			
27	All Faculty Combined	27	49,251	53,073	56,191
28	Full-time Average Compensation	28	58,358	61,296	65,041
29	Part-time Average Compensation	29	19,744	22,929	22,836
30		30			
	EDUCATION ACCESS				
	Urban		113.8	88.3	88.3
	Rural		82.3	63.8	63.8
			31.5	24.5	24.5

Format 30

Institution No.: GFB

NAME: University of Colorado at Boulder

STUDENT, FACULTY, AND STAFF DATA

Date: 10/13/01

Ln No		Ln No	1999-00 Actual	2000-01 Actual	2001-02 Estimate
1	STUDENT FTE DATA	1			
2	Resident Undergraduate FTE	2	13,754.6	13,837.0	14,131.0
3	Resident Graduate FTE	3	1,911.8	1,855.0	1,782.0
4	Total Resident FTE	4	15,666.4	15,692.0	15,913.0
5		5			
6	Nonresident Undergraduate FTE	6	6,547.1	6,869.0	7,127.0
7	Nonresident Graduate FTE	7	667.8	652.0	729.0
8	Total Nonresident FTE	8	7,214.9	7,521.0	7,856.0
9		9			
10	Total FTE Undergraduate	10	20,301.7	20,706.0	21,258.0
11	Total FTE Graduate	11	2,579.6	2,507.0	2,511.0
12	Total FTE Students	12	22,881.3	23,213.0	23,769.0
13		13			
14	COST PER STUDENT	14			
15	Total E&G Cost Per FTE Student	15	10,925	11,460	11,742
16	General Fund Cost Per Resident FTE Student	16	4,870	5,078	5,165
17		17			
18	INSTRUCTIONAL FACULTY DATA (SOURCE FMT 40 OR FMT 1100)				
19	Faculty FTE Total	19	1,609.2	1,619.8	1,639.2
20	FTE Full-time Faculty	20	1,206.8	1,239.0	1,253.2
21	FTE Part-time Faculty	21	402.4	380.8	386.0
22		22			
23	AVG COMPENSATION INSTRUCTIONAL FACULTY	23			
24	All Faculty Combined	24	68,834	71,737	75,173
25	Full-time Average Compensation	25	77,940	80,246	84,174
26	Part-time Average Compensation	26	41,525	44,054	45,951
27		27			
28	Total Faculty and Staff FTE (Format 20)	28	3,241.9	3,284.4	3,306.7

Form 30

Institution No.: GFC

STUDENT, FACULTY, AND STAFF DATA

Date: 10/19/01

NAME: University of Colorado at Colorado Springs

Ln No		Ln No	1999-00 Actual	2000-01 Actual	2001-02 Estimate
1	STUDENT FTE DATA	1			
2	Resident Undergraduate FTE	2	3923.2	4049.1	4,129.0
3	Resident Graduate FTE	3	678.2	638.8	650.0
4	Total Resident FTE	4	4601.4	4687.9	4,779.0
5		5			
6	Nonresident Undergraduate FTE	6	312.9	328.5	336.0
7	Nonresident Graduate FTE	7	53.5	56.0	57.0
8	Total Nonresident FTE	8	366.4	384.5	393.0
9		9			
10	Total FTE Undergraduate	10	4236.1	4377.6	4,465.0
11	Total FTE Graduate	11	731.7	694.8	707.0
12	Total FTE Students	12	4967.8	5072.4	5,172.0
13		13			
14	COST PER STUDENT	14			
15	Total E&G Cost Per FTE Student	15	7,455	7,912	8,492
16	General Fund Cost Per Resident FTE	16	4,256	4,498	4,672
17		17			
18	INSTRUCTIONAL FACULTY DATA (SOURCE FMT 40 OR FMT 1100)	18			
19	Faculty FTE Total	19	291.5	295.8	298.3
20	FTE Full-time Faculty	20	227.3	227.9	231.9
21	FTE Part-time Faculty	21	64.2	67.9	66.4
22		22			
23	AVG COMPENSATION INSTRUCTIONAL FACULTY	23			
24	All Faculty Combined	24	56,785	60,732	63,646
25	Full-time Average Compensation	25	66,708	71,259	75,011
26	Part-time Average Compensation	26	21,655	25,398	23,955
27		27			
28	Total Faculty and Staff FTE (Format 20)	28	533.1	551.9	556.6

Institution No. GFD

Format 30

NAME: University of Colorado at Denver

STUDENT, FACULTY, AND STAFF DATA

Date:10/01

Ln No		Ln No	1999-00 Actual	2000-01 Actual	2001-02 Estimate
1	STUDENT FTE DATA	1			
2	Resident Undergraduate FTE	2	4562.9	4730.0	4903.2
3	Resident Graduate FTE	3	2037.7	2053.0	2154.0
4	Total Resident FTE	4	6600.6	6783.0	7057.2
5		5			
6	Nonresident Undergraduate FTE	6	340.9	483.6	539.0
7	Nonresident Graduate FTE	7	311.0	304.6	340.1
8	Total Nonresident FTE	8	651.9	788.2	879.1
9		9			
10	Total FTE Undergraduate	10	4903.8	5213.6	5442.2
11	Total FTE Graduate	11	2348.7	2357.6	2494.1
12	Total FTE Students	12	7252.5	7571.2	7936.3
13		13			
14	COST PER STUDENT	14			
15	Total E&G Cost Per FTE Student	15	9,471	10,040	9,875
16	General Fund Cost Per Resident FTE	16	4,693	4,678	4,781
17		17			
18	INSTRUCTIONAL FACULTY DATA (SOURCE FMT 40 OR FMT 1100)				
19	Faculty FTE Total	19	539.2	538.2	542.2
20	FTE Full-time Faculty	20	406.7	405.7	409.7
21	FTE Part-time Faculty	21	132.5	132.5	132.5
22		22			
23	AVG COMPENSATION INSTRUCTIONAL FACULTY	23			
24	All Faculty Combined	24	60,260	65,026	67,503
25	Full-time Average Compensation	25	71,943	78,286	80,879
26	Part-time Average Compensation	26	24,404	24,429	26,141
27		27			
28	Total Faculty and Staff FTE (Format 20)	28	886.2	861.2	896.0

Institution No. GFC

Format 100

TUITION

NAME: University of Colorado at Colorado Springs

Date: 9/10/96

Ln No	Object		Ln No	1994-95 Actual	1995-96 Actual	1996-97 Estimate
1	SUMMER		1			
2	Resident	Graduate	2	$ 301,679	$ 389,996	$ 417,454
3		Undergraduate	3	$ 683,606	$ 718,290	$ 780,181
4	Nonresident	Graduate	4	$ 45,995	$ 46,139	$ 57,974
5		Undergraduate	5	$ 88,612	$ 87,276	$ 98,838
6			6			
7	FALL		7			
8	Resident	Graduate	8	$ 873,101	$ 967,336	$ 1,003,707
9		Undergraduate	9	$ 3,448,152	$ 3,524,696	$ 3,736,045
10	Nonresident	Graduate	10	$ 252,755	$ 234,311	$ 283,534
11		Undergraduate	11	$ 735,454	$ 775,402	$ 833,404
12			12			
13	WINTER		13			
14	Resident	Graduate	14			
15		Undergraduate	15			
16	Nonresident	Graduate	16			
17		Undergraduate	17			
18			18			
19	SPRING		19			
20	Resident	Graduate	20	$ 906,583	$ 912,258	$ 941,741
21		Undergraduate	21	$ 3,382,414	$ 3,444,529	$ 3,660,981
22	Nonresident	Graduate	22	$ 224,295	$ 257,641	$ 315,957
23		Undergraduate	23	$ 629,094	$ 634,222	$ 682,007
24			24			
25	SUBTOTAL		25			
26	Resident	Graduate	26	$ 2,081,363	$ 2,269,590	$ 2,362,902
27		Undergraduate	27	$ 7,514,172	$ 7,687,515	$ 8,177,207
28	Nonresident	Graduate	28	$ 523,045	$ 538,091	$ 657,465
29		Undergraduate	29	$ 1,453,160	$ 1,496,900	$ 1,614,249
30			30			
31	SUBTOTAL RESIDENT		31	$ 9,595,535	$ 9,957,105	$ 10,540,109
32	SUBTOTAL NONRESIDENT		32	$ 1,976,205	$ 2,034,991	$ 2,271,714
33			33			
34	TOTAL TUITION (Unrestricted Fund 310)		34	$ 11,571,740	$ 11,992,096	$ 12,811,823

Format 70

Institution No. GFC

ENROLLMENT: STUDENT CREDIT HOURS AND HEADCOUNT

Date: 9/10/96

NAME: University of Colorado at Colorado Springs

Ln No	Object		Ln No	1994-95 Actual Head Count	1994-95 Actual Student Credits	1995-96 Actual Head Count	1995-96 Actual Student Credits	1996-97 Estimate Head Count	1996-97 Estimate Student Credits
1	SUMMER		1						
2	Graduate	Resident	2	761	2,917.5	873	3,588.5	890	3,654.0
3		Nonresident	3	45	139.0	36	137.5	38	147.6
4	Undergraduate	Resident	4	1,537	7,930.0	1,573	7,965.0	1,645	8,322.0
5		Nonresident	5	63	341.0	54	298.5	50	284.4
6	Noncredit (Imputed)	Resident	6						
7		Nonresident	7						
8	FALL		8						
9	Graduate	Resident	9	1,624	8,117.5	1,688	8,730.5	1,719	8,897.7
10		Nonresident	10	111	741.0	97	667.0	107	729.3
11	Undergraduate	Resident	11	3,881	42,902.0	3,891	42,976.0	4,085	45,038.1
12		Nonresident	12	246	2,868.0	230	2,794.0	210	2,673.0
13	Noncredit (Imputed)	Resident	13						
14		Nonresident	14						
15	WINTER		15						
16	Graduate	Resident	16						
17		Nonresident	17						
18	Undergraduate	Resident	18						
19		Nonresident	19						
20	Noncredit (Imputed)	Resident	20						
21		Nonresident	21						
22	SPRING		22						
23	Graduate	Resident	23	1,642	8,441.5	1,629	8,184.0	1,634	8,307.9
24		Nonresident	24	106	661.0	111	748.5	120	819.6
25	Undergraduate	Resident	25	3,798	41,715.0	3,748	41,865.5	3,922	43,775.4
26		Nonresident	26	206	2,457.0	194	2,308.0	176	2,192.1
27	Noncredit (Imputed)	Resident	27						
28		Nonresident	28						
29	SUBTOTAL		29						
30	Graduate	Resident	30	4,027	19,476.5	4,190	20,503.0	4,243	20,959.6
31		Nonresident	31	262	1,541.0	244	1,553.0	265	1,696.5
32	Undergraduate	Resident	32	9,216	92,547.0	9,212	92,806.5	9,652	97,135.5
33		Nonresident	33	515	5,666.0	478	5,400.5	436	5,149.5
34	Noncredit (Imputed)	Resident	34	-	-	-	-	-	-
35		Nonresident	35	-	-	-	-	-	-
36	TOTAL		36	14,020	119,230.5	14,124	120,263.0	14,596	124,841.1
37			37						
38	Full-time equivalent Students (FTE-S)		38		3,974.4		4,008.8		4,161.4
39	Resident FTE		39		3,734.2		3,777.0		3,933.2
40	Nonresident FTE		40		240.2		231.8		228.2

9/10/96

Format 100

Institution No.: GFC

TUITION & STUDENT FTE

Date: 10/19/01

NAME: University of Colorado at Colorado Springs

Ln No	Object		Ln No	1999-00 FTE	1999-00 Actual	2000-01 FTE	2000-01 Actual	2001-02 FTE	2001-02 Estimate
1	SUMMER		1						
2	Resident	Graduate	2	116.0	421,717	105.4	403,314	110.7	470,096
3		Undergraduate	3	302.1	890,626	325.0	987,309	294.5	1,090,086
4	Nonresident	Graduate	4	5.8	65,272	6.2	75,925	4.7	94,417
5		Undergraduate	5	16.5	181,566	16.1	179,545	16.3	220,371
6	Subtotal Summer		6	440.4	1,559,181	452.7	1,646,093	426.2	1,874,970
7	FALL		7						
8	Resident	Graduate	8	286.6	1,047,217	266.0	1,125,405	286.0	1,308,320
9		Undergraduate	9	1,841.1	4,874,312	1,905.6	5,283,510	1,977.0	5,528,728
10	Nonresident	Graduate	10	24.9	295,591	26.7	385,609	23.0	434,274
11		Undergraduate	11	156.0	1,584,575	162.1	1,709,838	177.0	2,023,735
12	Subtotal Fall		12	2,308.6	7,801,695	2,360.4	8,504,362	2,463.0	9,295,057
13	WINTER		13						
14	Resident	Graduate	14						
15		Undergraduate	15						
16	Nonresident	Graduate	16						
17		Undergraduate	17						
18	Subtotal Winter		18		0		0		0
19	SPRING		19						
20	Resident	Graduate	20	275.6	1,012,140	287.4	1,141,176	253.3	1,302,743
21		Undergraduate	21	1,780.0	4,754,520	1,818.5	5,102,943	1,857.5	5,375,484
22	Nonresident	Graduate	22	22.8	282,607	23.1	338,461	29.3	401,523
23		Undergraduate	23	140.4	1,394,534	150.3	1,563,888	142.7	1,839,365
24	Subtotal Spring		24	2,218.8	7,443,801	2,259.3	8,146,466	2,282.8	8,919,125
25	SUBTOTAL		25						
26	Resident	Graduate	26	678.2	2,481,074	638.8	2,669,895	650.0	3,081,159
27		Undergraduate	27	3,923.2	10,519,458	4,049.1	11,373,788	4,129.0	11,994,308
28	Nonresident	Graduate	28	53.5	643,470	56.0	799,995	57.0	930,214
29		Undergraduate	29	312.9	3,160,875	328.5	3,453,269	336.0	4,083,471
30			30						
31	SUBTOTAL RESIDENT		31	4,601.4	13,000,532	4,687.9	14,043,683	4,779.0	15,075,467
32	SUBTOTAL NONRESIDENT		32	366.4	3,804,145	384.5	4,253,264	393.0	5,013,685
33	SUBTOTAL GRADUATE		33	731.7	3,124,544	694.8	3,469,890	707.0	4,011,373
34	SUBTOTAL UNDERGRADUATE		34	4,236.1	13,680,133	4,377.6	14,827,057	4,465.0	16,077,779
35	TOTAL TUITION (Unrestricted Fund 310)		35	4,967.8	16,804,677	5,072.4	18,296,947	5,172.0	20,089,152

BUDGETARY GUIDELINES
Fiscal Year 2002

The following are budgetary guidelines for the FY 2002 budget cycle. They follow the precedents and format established over the last two fiscal years. The information and guidelines are to be considered in preparing all FY 2002 through FY 2004 Budgetary Requests at CU - Colorado Springs (UCCS). This document reflects both the successful strategies used in the FY 2001 budgeting process and changes resulting from evaluations of this process. The underlying Total Learning Environment (TLE) process that has been completed and accepted by the campus community is used. The success and maturity of the prior year processes is shown by the fact that we can now update the prior year requests rather than moving through a completely new request process. This information also reflects the fact that a new IRMS budget spreadsheet is to be used in completing the budget requests for this fiscal year.

This document provides:

- *a summary of the strategic institutional priorities, objectives and strategies of UCCS*
- *background information that serves as a reference point and helps guide preparation of the budgetary requests*
- *parameters and timelines to guide formulation of the budgetary requests*
- *a framework and format to be used when preparing all IRMS budget requests.*

Emphases/Priorities of the FY 2002 Budget Request Process

The FY 2002 budgeting process emphasizes the following:

- ***establishing campus priorities at the beginning of the budget cycle***

  The campus Senior Executive Team has identified the following initiatives as fiscal priorities for FY 2002:

  - continuing to deal with faculty salary compression and professional exempt market equity issues
  - increasing scholarship offerings to make the campus more competitive with other regional, state and national institutions
  - "backfilling" some existing unfunded priorities within Academic Affairs; examples might include tenure track positions in the colleges and the summer program
  - providing some new positional faculty and staff support for substantive programs and for a growing campus.

While these priorities will be discussed at-length and in-depth with UBAC and other representative bodies during the budget development process, they will serve as guidelines for the FY 2002 budget requests made by the Chancellor, Vice Chancellors and University Advancement areas.

- **updating the prior year budget requests**

Because of limited campus fiscal resources, many requests made in FY 2001 were not funded. Instead, the campus priority was dealing with faculty compression and staff market equity issues. Thus, please focus this year on: (1) updating the FY 2002 requests by bringing forward the unfunded FY 2001 requests that remain valid into FY 2002; (2) updating the FY 2003 request; and (3) creating an FY 2004 request. You might want to consider moving some or all of the current FY 2002 requests into FY 2003 and moving some or all of the current FY 2003 requests into FY 2004.

- **utilizing a new budget request spreadsheet**

The internal budgeting process described here is designed to be consistent with Phase II of the Integrated Resources Management System (IRMS) initiative. This approach will entail the completion of the spreadsheet created by Dr. Tom Zwirlein last year. The use of the spreadsheet replaces the old budgetary process. All requests for new funds must be made on the IRMS spreadsheet with back up materials such as the answers to the six initiative questions provided as attachments. The spreadsheet is included in a new document entitled, "Integrated Resource Management Strategy Budget Manual" which will be distributed under separate cover. The manual and staff training will provide assistance toward the successful completion of the spreadsheet.

- **developing a balanced annual budget while achieving campus Total Learning Environment (TLE) goals, objectives, and strategies**

The outcomes of the TLE process will again drive the decisions about unit budgets and will be the criteria through which all budget requests are reviewed. The fact that the goals, objectives, and strategies are finalized should permit a more complete integration of the budgets with campus priorities.

The budgetary decisions will focus on the resources required to accomplish initiatives related to TLE goals. All requests for resources for new initiatives must reflect these goals. Requests for enhancements to existing activities or operations must either show a clear relationship to these goals or demonstrate that the proposed enhancement is critical to campus operations or infrastructure. Also, as discussed above, it is recommended that FY 01 valid and unfunded requests receive the highest priority.

- **multi-year budgeting**

The FY 2002 budgeting process will emphasize multi-year budgeting that includes budgeting for FY's 2002, 2003, and 2004. Again, the multi-year approach will mean that the IRMS spreadsheet noted above will be completed for all three fiscal years.

The budgeting cycle will begin in the fall, and will be completed in the spring. This will provide adequate time for preparation of the budgetary request, and will provide time for the University Budgetary Advisory Committee (UBAC) to make recommendations based upon these requests. The calendar reflects feedback from last year's process, and includes new steps that reinforce opportunities for adequate review and feedback by UBAC of administrative unit and campus budget requests. (A budgetary calendar of key dates for budgetary preparation and review is presented in this document.)

TLE Goals

The approved campus TLE goals, objectives, and strategies will form the basis for justifying all inititives.

Budget decisions will underscore the importance of funding those activities that enhance revenues. These goals and activities will be reflected in both the internal budgeting process and in those budgets submitted to the University Central Administration and external agencies, such as the Colorado Commission on Higher Education (CCHE).

Background Information

FY 00

Total general fund revenue for FY 00 was $37,639,514. Total transfers were $457,365. Total expenditures were $36,624,971 (net of compensated absence adjustments). The

cumulative fund balance, which is derived by totaling all account surpluses and deficits, had a net balance of $2,146,512 at the end of FY 00.

FY 01

Revenues

Total general fund revenues and transfers in for FY 01 are projected to be $41,127,719. This amount includes 1) base revenues of $39,831,341 and 2) new revenues, consisting of tuition enrollment growth, tuition enhancement, and temporary transfers from the CU System totaling $1,296,378.

Expenditures

The only new initiatives approved in FY 01 were for faculty salary compression and professional exempt market equity adjustments. These initiatives amounted to $175,000. All other funding for initiatives will be found by the Vice Chancellors from existing budgets. This marks for the first time in recent memory that there will not have to be a reallocation of funds to meet existing needs.

Revenue Projections

The table below is a summary of the FY 02 through FY 04 projections as are known at this time. Attachment 3 provides detailed revenue and expenditure estimates for FY 02 through 04. There are many uncertainties in the FY 02 appropriation process due to (1) the system budget allocation process, (2) the impact of the CCHE performance funding initiative, and (3) pending legislative approval of the second year of the tuition enhancement proposal. Because of these uncertainties, the CU System Budget Office has recommended that we continue to use inflationary estimates for new revenue until there is more certainty of outcomes. Their estimate is 3.6% for FY 02, 3.2% for FY 03, and 2.8% for FY 04. The assumptions underlying these projections can be found as Attachment 4.

Because of the uncertainty above, we have developed revenue projections that reflect several scenarios. We have included projected net revenues that reflect both the availability and non-availability of revenues from the tuition enhancement proposal. While these are the best estimates available, it is clear that the projected revenues for these fiscal years will likely change. Thus, it is imperative that the above estimates ***should be considered early estimates that will receive additional review by the Executive Team and UBAC.*** *It must also be emphasized that the projections are based on assumptions that should not be considered either decisions or goals. It is very likely that the assumptions will change as further discussion takes place.*

FY 02 - 04
Funding Scenarios Summary

	FY 02	FY 03	FY 04
Low – low			
Revenue	$42,779,718	$44,504,759	$46,199,603
Expenditure	$43,002,020	$45,196,079	$47,010,441
Tuition Shortfall Reserve	$280,000	$280,000	$280,000
Net	($502,302)	($971,320)	($1,090,838)
Best Guess – medium			
Revenue	$43,918,710	$47,325,632	$49,465,227

Expenditure	$43,002,020	$45,196,079	$47,010,441
Tuition Shortfall Reserve	$280,000	$280,000	$280,000
Net	$636,690	$1,849,553	$2,174,786
High – high			
Revenue	$44,521,759	$48,641,144	$51,295,553
Expenditure	$43,002,020	$45,196,079	$47,010,441
Tuition Shortfall Reserve	$280,000	$280,000	$280,000
Net	$1,239,739	$3,165,065	$4,005,112

The "**Low** – low" level show expenses exceeding revenues for all years.

The "**Best Guess** – medium" scenarios show revenues exceeding expenditures for all years. It is important to note that the amount of the "must do" initiatives proposed for FY 01 was $1,093,154 which would drive the FY 02 scenario negative.

Finally, all the "**High** –high" scenarios show revenues exceeding expenditures for all years. It is important to note that the amount of the "must do" initiatives proposed for FY 01 was $1,093,154 which would be covered in the FY 02 scenario.

Attachment 3 (pages 21 through 23) provide supporting detail to the summary table above, including scenarios at the various employee ratios.

FY 2002 Budget Requests

The above revenue and expenditure projections show that, under current expenditure patterns, the campus may continue in FY 02 to face the challenge of having modest resources available for new initiatives in the "Best Guess – medium" scenario. However, given the current uncertainty of actual revenues in FY 02 and beyond, it is important that the campus consider those initiatives deemed essential to operating, maintaining, and expanding a growing campus. To this end, the initiatives proposed last year will be updated, refined, and addressed before any new initiatives are reviewed. This approach puts order into the process instead of simply adding new initiatives that cannot be met with current projected revenues. We again recommend that FY 01 valid and unfunded requests receive the highest priority in all budget requests. Internal reallocations to meet new initiatives are strongly recommended before seeking new campus funding.

Based upon these imperatives and recommendations, all requests for resources for new initiatives, or for requests exceeding $1,500 for additional resources for existing activities, will again be reviewed under a series of questions that are consistent with the requirements of IRMS and TLE. These questions are:

1. What is to be accomplished by year, over three years (FY's 2002, 2003, and 2004)?
2. How does the request support institutional strategic/TLE goals?
3. How is the requested initiative critical for the area? How is it critical to campus growth, infrastructure needs, or operations?

4. What are the new costs, over three years? What proportion of costs are permanent (base budget), and what are temporary/one time? What budgetary accounts would be impacted?
5. What revenues, if any (from all fund sources), can be generated to help pay for the initiatives over FY's 2002, 2003, and 2004? Will implementation of the initiative generate additional campus revenues? If so, how? What are the anticipated new revenues that can be generated by implementing this initiative?
6. How will we know when/if the initiative is accomplished, i.e., are there benchmarked outcomes?

The questions above and their answers will become attachments to the IRMS spreadsheet used for the budget request. The items and amounts must be shown on the IRMS spreadsheet in order to be considered by UBAC and the campus Executive Team.

In addition, it is important to remember that UBAC has developed a set of budgetary principles that will also serve as guidelines in their review of all budget requests. A copy of these principles is included as Attachment 2.

Key Dates in the Budgetary Process

November, 2000

The FY 2002-2004 budgeting process begins. Budgetary guidelines are presented. *Each unit begins developing their budget requests using the IRMS Budget Manual and spreadsheet. The spreadsheet, with completed FY 00 actual amounts and FY 01 budgeted amounts, should be distributed by November 1, 2000 unless there is an inability to garner data from PeopleSoft.*

Any request for additional resources for new initiatives and for resource requests exceeding $1,500 for current activities must respond to the six questions outlined in budgetary guidelines. These amounts must be shown on the IRMS Budget spreadsheets and supporting documents included as attachments. As noted above, for FY 02 the emphasis will be on bringing unfunded FY 01 initiatives first and new initiatives second.

Revenue projections are updated. The updated projections will reflect input from the UBAC and from senior-level administration.

December, 2000

Completed IRMS spreadsheets from operating departments are sent to the Vice Chancellors on December 1, 2000.

Discussion of the requests will take place among senior-level administration in December. Revisions are made based on this discussion.

February, 2001

Each vice chancellor and the vice president individually present their FY 2002-2004 budget request to the UBAC for discussion and review.

The UBAC provides the Chancellor and each Vice Chancellor or Vice President formal written feedback regarding each administrative unit request. This feedback will be used to prioritize the administrative unit requests as part of the development of a campus budget request.

Emphasis is on reviewing each initiative-as-a-whole, and its strategic significance rather than on line-by-line costs. Emphasis will also be based upon the relationship of the requested initiatives to the campus strategic and TLE goals. The questions presented above will serve as a screen through which the requests will be reviewed.

April, 2001

FY 2002-2004 campus budget recommendations are developed and presented to UBAC.

Budget scenarios are developed.

UBAC provides recommendations on FY 2002-2004 campus budget to the Chancellor, Vice Chancellors, and Vice President.

May, 2001

Final revenue projections are made.

FY 2002-2004 budget recommendations are finalized.

August, 2001

FY 2002 "Approved Budget" books are distributed.

FY 2001 expenditures and expenditure patterns and achievements of goals and initiatives are reviewed.

Attachment 2

UBAC BUDGETARY PRINCIPLES
(Adopted by UBAC on 11-5-98)

BUDGET PRINCIPLE #1: Establish realistic, stable operating budgets that don't require frequent augmentation.

BUDGET PRINCIPLE #2: Allocate temporary funds only for one-time enhancements.

BUDGET PRINCIPLE #3: Develop and make available adequate and accurate information for rational, long-range decision making.

BUDGET PRINCIPLE #4: Prioritize long term funding proposals to conform to the campus strategic plan well before money is available for allocation.

BUDGET PRINCIPLE #5: Establish reserve funds for unanticipated one-time use, both for discretionary opportunities and compulsory expenditures.

BUDGET PRINCIPLE #6: Avoid, whenever possible, deficit spending and carryforwards of deficits into the following fiscal year.

BUDGET PRINCIPLE #7: Establish a clear, ongoing process for budget allocation and re-allocation which reflects formal program reviews and unit priorities.

BUDGET PRINCIPLE #8: True mandatory expenses must have priority for use of all sources of funds.

OPERATING ASSUMPTIONS

The operating assumptions represent the criteria UBAC will use to evaluate requests for funding and proposals for reductions.

INVESTMENT ASSUMPTION: Preference is given to funding proposals that will produce more revenues than the costs involved. The greater the expected dollar return on the investment, the greater the preference.

INFRASTRUCTURE ASSUMPTION: Preference is given to funding shortfalls in existing essential programs. The more central the program is to generating revenues and/or supporting students, and the greater the degree to which the shortfall is due to changes forced upon the unit by accommodating growth, the greater is the preference.

STUDENT ASSUMPTION: Preference is given to proposals that most benefit/least harm students. This applies even to proposals that seemingly do not directly affect students.

MISSION RELEVANCE ASSUMPTION: Preference is given to proposals that are central to the mission and goals of the institution.

QUALITY ASSUMPTION: Preference is given to proposals that maintain, promote, and improve the quality of the institution.

Attachment 3
FY 02 Funding Scenarios

Low –low			
Assumptions can be found on Attachment 2			
	FY 02 at 100% of Employee Ratios	FY 02 at 50% of Employee Ratios	FY 02 at 0% of Employee Ratios
General Fund	$21,944,806	$21,944,806	$21,944,806
Tuition	$19,481,822	$19,481,822	$19,481,822
Other Revenue	$1,353,090	$1,353,090	$1,353,090
CCHE Performance Indicators	$0	$0	$0
Peer Group Infusion	$0	$0	$0
Total Revenue	$42,779,718	$42,779,718	$42,779,718
Total Expenditure (incl. Tuition shortfall reserve)	$44,203,187	$43,742,603	$43,282,020
Net of Revenue and Expenditure	($1,423,469)	($962,885)	($502,302)
Tuition Revenue Enhancement	$0	$0	$0
Net of Rev. and Exp. With Enhancement	($1,423,469)	($962,885)	($502,302)
Best Guess – Medium			
Assumptions can be found on Attachment 2			
	FY 02 at 100% of Employee Ratios	FY 02 at 50% of Employee Ratios	FY 02 at 0% of Employee Ratios
General Fund	$22,155,683	$22,155,683	$22,155,683
Tuition	$19,481,822	$19,481,822	$19,481,822
Other Revenue	$1,353,090	$1,353,090	$1,353,090
CCHE Performance Indicators	$50,000	$50,000	$50,000
Peer Group Infusion	$150,000	$150,000	$150,000
Total Revenue	$43,190,595	$43,190,595	$43,190,595
Total Expenditure (incl. Tuition shortfall reserve)	$44,203,187	$43,742,603	$43,282,020
Net of Revenue and Expenditure	($1,012,592)	($552,008)	($91,425)
Tuition Revenue Enhancement	$728,115	$728,115	$728,115
Net of Rev. and Exp. With Enhancement	($284,477)	$176,107	$636,690
High high			
Assumptions can be found on Attachment 2			
	FY 02 at 100% of Employee Ratios	FY 02 at 50% of Employee Ratios	FY 02 at 0% of Employee Ratios
General Fund	$22,366,560	$22,366,560	$22,366,560
Tuition	$19,481,822	$19,481,822	$19,481,822
Other Revenue	$1,353,090	$1,353,090	$1,353,090
CCHE Performance Indicators	$100,000	$100,000	$100,000
Peer Group Infusion	$350,000	$350,000	$350,000
Total Revenue	$43,651,472	$43,651,472	$43,651,472
Total Expenditure (incl. Tuition shortfall reserve)	$44,203,187	$43,742,603	$43,282,020
Net of Revenue and Expenditure	($551,715)	($91,131)	$369,452
Tuition Revenue Enhancement	$870,287	$870,287	$870,287

Net of Rev. and Exp. With Enhancement	$318,572	$779,156	$1,239,739

FY 03 Funding Scenarios

Low – low

Assumptions can be found on Attachment 2

	FY 03 at 100% of Employee Ratios	FY 03 at 50% of Employee Ratios	FY 03 at 0% of Employee Ratios
General Fund	$22,798,080	$22,798,080	$22,798,080
Tuition	$20,307,090	$20,307,090	$20,307,090
Other Revenue	$1,399,589	$1,399,589	$1,399,589
CCHE Performance Indicators	$0	$0	$0
Peer Group Infusion	$0	$0	$0
Total Revenue	$44,504,759	$44,504,759	$44,504,759
Total Expenditure (incl. Tuition shortfall reserve)	$47,430,277	$46,453,177	$45,476,079
Net of Revenue and Expenditure	($2,925,518)	($1,948,418)	($971,320)
Tuition Revenue Enhancement	$0	$0	$0
Net of Rev. and Exp. With Enhancement	($2,925,518)	($1,948,418)	($971,320)

Best Guess – Medium

Assumptions can be found on Attachment 2

	FY 03 at 100% of Employee Ratios	FY 03 at 50% of Employee Ratios	FY 03 at 0% of Employee Ratios
General Fund	$23,436,623	$23,436,623	$23,436,623
Tuition	$21,035,205	$21,035,205	$21,035,205
Other Revenue	$1,399,589	$1,399,589	$1,399,589
CCHE Performance Indicators	$50,000	$50,000	$50,000
Peer Group Infusion	$150,000	$150,000	$150,000
Total Revenue	$46,071,417	$46,071,417	$46,071,417
Total Expenditure (incl. Tuition shortfall reserve)	$47,430,277	$46,453,177	$45,476,079
Net of Revenue and Expenditure	($1,358,860)	($381,760)	$595,338
Tuition Revenue Enhancement	$1,254,215	$1,254,215	$1,254,215
Net of Rev. and Exp. With Enhancement	($104,645)	$872,455	$1,849,553

High – high

Assumptions can be found on Attachment 2

	FY 03 at 100% of Employee Ratios	FY 03 at 50% of Employee Ratios	FY 03 at 0% of Employee Ratios
General Fund	$24,134,883	$24,134,883	$24,134,883
Tuition	$21,177,377	$21,177,377	$21,177,377
Other Revenue	$1,399,589	$1,399,589	$1,399,589
CCHE Performance Indicators	$100,000	$100,000	$100,000
Peer Group Infusion	$350,000	$350,000	$350,000
Total Revenue	$47,161,849	$47,161,849	$47,161,849
Total Expenditure (incl. Tuition shortfall reserve)	$47,430,277	$46,453,177	$45,476,079
Net of Revenue and Expenditure	($268,428)	$708,672	$1,685,770
Tuition Revenue Enhancement	$1,479,295	$1,479,295	$1,479,295

Net of Rev. and Exp. With Enhancement	$1,210,867	$2,187,967	$3,165,065

FY 04 Funding Scenarios

Low –low			
Assumptions can be found on Attachment 2			
	FY 04 at 100% of Employee Ratios	FY 04 at 50% of Employee Ratios	FY 04 at 0% of Employee Ratios
General Fund	$23,693,917	$23,693,917	$23,693,917
Tuition	$21,061,111	$21,061,111	$21,061,111
Other Revenue	$1,444,575	$1,444,575	$1,444,575
CCHE Performance Indicators	$0	$0	$0
Peer Group Infusion	$0	$0	$0
Total Revenue	$46,199,603	$46,199,603	$46,199,603
Total Expenditure (incl. Tuition shortfall reserve)	$50,329,885	$48,813,188	$47,290,441
Net of Revenue and Expenditure	($4,130,282)	($2,613,585)	($1,090,838)
Tuition Revenue Enhancement	$0	$0	$0
Net of Rev. and Exp. With Enhancement	($4,130,282)	($2,613,585)	($1,090,838)
Best Guess – Medium			
Assumptions can be found on Attachment 2			
	FY 04 at 100% of Employee Ratios	FY 04 at 50% of Employee Ratios	FY 04 at 0% of Employee Ratios
General Fund	$24,777,211	$24,777,211	$24,777,211
Tuition	$23,043,441	$23,043,441	$23,043,441
Other Revenue	$1,444,575	$1,444,575	$1,444,575
CCHE Performance Indicators	$50,000	$50,000	$50,000
Peer Group Infusion	$150,000	$150,000	$150,000
Total Revenue	$49,465,227	$49,465,227	$49,465,227
Total Expenditure (incl. Tuition shortfall reserve)	$50,329,885	$48,813,188	$47,290,441
Net of Revenue and Expenditure	($864,658)	$652,039	$2,174,786
Tuition Revenue Enhancement	$0	$0	$0
Net of Rev. and Exp. With Enhancement	($864,658)	$652,039	$2,174,786
High – high			
Assumptions can be found on Attachment 2			
	FY 04 at 100% of Employee Ratios	FY 04 at 50% of Employee Ratios	FY 04 at 0% of Employee Ratios
General Fund	$25,990,285	$25,990,285	$25,990,285
Tuition	$23,410,693	$23,410,693	$23,410,693
Other Revenue	$1,444,575	$1,444,575	$1,444,575
CCHE Performance Indicators	$100,000	$100,000	$100,000
Peer Group Infusion	$350,000	$350,000	$350,000
Total Revenue	$51,295,553	$51,295,553	$51,295,553
Total Expenditure (incl. Tuition shortfall reserve)	$50,329,885	$48,813,188	$47,290,441
Net of Revenue and Expenditure	$965,668	$2,482,365	$4,005,112
Tuition Revenue Enhancement	$0	$0	$0
Net of Rev. and Exp. With Enhancement	$965,668	$2,482,365	$4,005,112

Attachment 4
Assumptions Underlying All Revenue Projections

1) Campus approved enrollment increase estimates: FY 02 – 2.50%, FY 03 – 2.50%, FY04 – 2.50%.
2) No ICCA rate increases above inflation are included
3) No campus initiatives are included as they are not known
4) Operating increases for capital construction that are known are included
5) Resident enrollment growth general fund increase amounts: FY 02 - $5,198, FY 03 - $5,364, FY 04 - $5,514
6) The inflation rates given by Central are: FY 02 – 3.6%, FY 03 – 3.2%, and FY 04 – 2.8%
7) The following expenditure rate increases:

	FY 02	FY 03	FY 04
Full Time Exempt Salary Increase Rate	4.6%	4.2%	3.8%
Part Time Exempt Comp. Increase Rate	3.6%	3.2%	2.8%
Supported Asst. Comp. Increase Rate	3.6%	3.2%	2.8%
Classified Salary Increase Rate	6.0%	6.0%	6.0%
Hourly Salary Increase Rate	3.6%	3.2%	2.8%
Travel Increase Rate	3.6%	3.2%	2.8%
Student Aid Increase Rate	3.6%	3.2%	2.8%
Other Current Expense Increase Rate	3.6%	3.2%	2.8%
Utility Rate Increase Rate	3.6%	3.2%	2.8%
Capital Outlay Increase Rate	3.6%	3.2%	2.8%
Lib. Books Materials Increase Rate	6.0%	6.0%	6.0%
Other Increase Rate	3.6%	3.2%	2.8%
Recharge Cost Recovery Increase Rate	3.6%	3.2%	2.8%
ICCA CSC Increase Rate	3.6%	3.2%	2.8%
Insurance Increase Rate	3.6%	3.2%	2.8%

Key Assumptions for Scenarios for FY 02

	Tuition Enhancement	General Fund Increase	Peer Group Infusion	Performance Indicator
Low – low	No tuition enhancement	1.0% G.F. increase on base	No peer group infusion	No performance indicator
Best Guess -medium	Moderate tuition enhancement of $728,115	2.0% G. F. increase on base	Peer group infusion of $150,000	Performance indicator of $50,000
High - high	High tuition enhancement of $870,287	3.0% G. F. increase on base	Peer group infusion of $350,000	Performance indicator of $100,000

BUDGETARY GUIDELINES
Fiscal Year 03

The following are budgetary guidelines for the FY 03 budget cycle. They follow the precedents and format established over the last several fiscal years. The information and guidelines are to be considered in preparing all FY 03 through FY 05 Budgetary Requests at CU - Colorado Springs (UCCS). This document reflects both the successful strategies used in prior budgeting processes and changes resulting from evaluations of this process. The underlying Total Learning Environment (TLE) process that has been completed and accepted by the campus community is used. This process was established during the Presidency of John Buechner. While some of the underlying assumptions regarding system-wide goal setting may be modified by the CU System under President Hoffman, these goals remain our campus goals and, thus, anchor our budgetary planning process.

The success and maturity of the prior year processes are shown by the fact that we can now update the prior year requests rather than moving through a completely new request process. This becomes even more relevant as the statewide and national economic slowdown should mean that both current and projected higher education budgets will be reduced across the state, leaving fewer dollars on the campus to fund new initiatives. Our ability to build on prior-year budget requests also includes the fact that the IRMS budget spreadsheet used last year is continued during this cycle.

This document provides:

- *a summary of the strategic institutional priorities, objectives and strategies of UCCS*
- *background information that serves as a reference point and helps guide preparation of the budgetary requests*
- *parameters and timelines to guide formulation of the budgetary requests*
- *a framework and format to be used when preparing all IRMS budget requests*

Emphases/Priorities of the FY 03 Budget Request Process

The FY 03 budgeting process emphasizes the following:

- **Because of the FY 02 and FY 03 fiscal situation, dramatically limiting the FY03 budget request process**

  While the campus has made significant progress in expanding its resource base, there still are not sufficient resources to fund all the many legitimate requests brought forward to the initiative process. This situation has been dramatically aggravated by the slowing economy and by the events of September 11. The Governor has already mandated a 1.1% base reduction in FY 02 budgets for all higher education institutions in the state. This is in addition to delaying construction on several of our capital project requests. The state revenue projections for November and December and beyond may require an even greater base budget reduction for this year, and will likely reduce the appropriations for higher education in FY 03.

For this reason, the budgetary request process for FY 03 will be limited to a small set of campus-wide initiatives. Requests for any new initiatives outside of those brought forward below by the Executive Team must have the prior approval of the vice chancellor for your area. These will be limited only to emergency requests.

In this regard, we are not requesting updates of the FY 02-04 requests brought forward last year. This is for one year only. The regular budgetary planning process will take place in the FY 04 planning cycle. However for this year, there are so many economic uncertainties that could change future budget requests, it was felt by campus senior leadership that a one year moratorium was the most appropriate response.

- ***Establishing campus priorities at the beginning of the budget cycle***

  Due to the impact of the economic slowdown, Governor-mandated budget reductions in FY 02, and the apparent reduction of revenues available for funding new initiatives in FY 03, the priorities are by necessity, very focused for this next fiscal year. The campus Executive Team has identified the following initiatives as fiscal priorities for FY 03:

  - provide a campus-wide response to structural deficits within the College of Letters, Arts and Sciences
  - fill current faculty vacancies and provide resources to deal with faculty replacement costs that exceed the salaries of incumbents who are either retiring or leaving the campus for other reasons
  - continue to deal with faculty salary compression and professional exempt market equity issues
  - begin a modest implementation of a multi-year staffing infrastructure plan that will provide some new staff support positions for a growing campus
  - begin addressing campus Information Technology issues

While these priorities will be discussed at-length and in-depth with UBAC and other representative bodies during the budget development process, they will serve as guidelines for the FY 03 budget requests made by the Chancellor, Vice Chancellors and University Advancement areas.

- **Utilizing the budget request spreadsheet**

The one activity that will continue during this budget planning cycle is the work on the Integrated Resources Management System (IRMS) spreadsheets created earlier by Dr. Tom Zwirlein and used in last year's process. However, we will be emphasizing current information only. In other words, the effort will be placed on making certain that all background/current fiscal information is accurate. This will be especially true for auxiliary and other non-general fund accounts.

The one exception to this will be the emergency budget requests that are approved by the respective vice chancellor. These will require completion of FY03 information on the IRMS spreadsheet.

The spreadsheet is included in the "Integrated Resource Management Strategy Budget Manual." The manual has been updated and will be sent under separate cover. The manual and staff support will provide assistance toward the successful completion of the spreadsheet.

TLE Goals

The approved campus TLE goals, objectives, and strategies have been widely distributed across the campus and will continue to drive budgetary decisions. They are reflected in the campus-wide initiatives and in prior year requests.

Background Information

FY 01

Total general fund sources of funds for FY 01 was $44,046,214. Total uses of funds were $40,469,658. The cumulative fund balance, which is derived by totaling all account surpluses and deficits, had a net balance of $3,576,556 at the end of FY 01.

FY 02

Sources of Funds

Total general fund sources of funds for FY 02 are projected to be $47,856,762. This amount includes carry forward, transfers-in, and revenue.

Uses of Funds

Total uses of funds are projected to be $44,280,206. This amount includes transfers-out and expenditures. It does not include an estimate of compensated absences and carry forward expenditures

The initiatives approved in FY 02 were split into two categories: 1) "must do" items that were base-fund including faculty salary compression and professional exempt market equity adjustments and, 2) "enrollment contingent" items that are funded only if specific enrollment targets are realized. The "must do" base initiatives amounted to $626,317, including $125,000 for the faculty and professional exempt adjustments. The "enrollment contingent" items amounted to $266,674. Funding for some initiatives that were not on either list was found by the Vice Chancellors from existing budgets. This marked for the first time in recent history that there were no reallocations of funds to meet existing needs.

Revenue Projections

The table below is a summary of the FY 03 through FY 05 projections as are known at this time. Attachment 1 (page ") provides detailed revenue and expenditure estimates for FY 03 through 05. There are many uncertainties in the FY 03 appropriation process due to (1) the system budget allocation process, (2) the impact of the CCHE performance funding initiative, and (3) the pending legislative approval of the third year of the tuition enhancement proposal. Because of these uncertainties, the CU System Budget Office has recommended that we continue to use inflationary estimates for new revenue until there is more certainty of outcomes. Their estimate is 4.8% for FY 03, 3.4% for FY 04, and 3.4% for FY 05. The assumptions underlying these projections can be found as Attachment 2.

Because of the uncertainty above, we have developed revenue projections that reflect several scenarios. While these are the best estimates available, it is clear that the projected revenues for these fiscal years will likely change. Thus, it is imperative that the projections ***should be considered early estimates that will receive additional review by the Executive Team and UBAC.*** *It must also be emphasized that the projections are based on assumptions that should not be considered either decisions or goals. It is likely that the assumptions will change as further discussions take place.*

FY 03 – 05
Funding Scenarios Summary
(Based on FY 02 at 1.1% rescission)

	FY 03	FY 04	FY 05
Low			
Sources of Funds	$47,287,156	$49,366,785	$51,504,111
Uses of Funds	$47,170,719	$49,445,459	$51,624,218
Net	$116,437	($78,674)	($120,107)
Best Guess			
Sources of Funds	$47,603,612	$49,719,006	$51,871,139
Uses of Funds	$47,170,719	$49,445,459	$51,624,218
Net	$432,893	$273,547	$246,921
High			
Sources of Funds	$47,918,709	$50,073,031	$52,241,398
Uses of Funds	$47,170,719	$49,445,459	$51,624,218
Net	$747,990	$627,572	$617,180

FY 03 Budget Requests

We reiterate that the only requests for FY 03 being considered are those initiatives priorities being brought forth by the Executive Team, as presented earlier, and emergency requests that are approved by a vice chancellor. For any emergency requests, please prepare the request as in prior years. This includes completing the following questions:

1. What is to be accomplished by year, over three years (FY's 03, 04, and 05)?
2. How does the request support institutional strategic/TLE goals?
3. How is the requested initiative critical for the area? How is it critical to campus growth, infrastructure needs, or operations?
4. What are the new costs, over three years? What proportion of costs are permanent (base budget), and what are temporary/one time? What budgetary accounts would be impacted?
5. What revenues, if any (from all fund sources), can be generated to help pay for the initiatives over FY's 03, 04, and 05? Will implementation of the initiative generate additional campus revenues? If so, how? What are the anticipated new revenues that can be generated by implementing this initiative?
6. How will we know when/if the initiative is accomplished, i.e., are there benchmarked outcomes?

The response to these questions should be attached to a related IRMS spreadsheet used for the budget request. The items and amounts must be shown on the IRMS spreadsheet in order to be considered by UBAC and the campus Executive Team.

Key Dates in the Budgetary Process

November, 2001

The FY 03-05 budgeting process begins. This will focus on the presentation of the recommended campus-wide initiatives of the Executive Team to the University Budgetary Advisory Committee (UBAC). The UBAC will provide the Chancellor formal written feedback regarding the campus requests. This feedback will be used by the Executive Team to finalize decisions on the campus-wide initiatives.

Any emergency requests will be compiled and considered after this initial presentation.

Revenue projections are updated. The updated projections will reflect input from the UBAC and from senior-level administration.

Due to the limited scope of this year's budgetary planning process, there will be no individual unit requests developed.

December, 2001

Completed IRMS spreadsheets from operating departments are sent to the Vice Chancellors in December 2001.

Discussion of emergency requests will take place among senior-level administration. Revisions may be made based on this discussion. Any emergency requests will be discussed with the UBAC.

January – April 2002

The UBAC provides the Chancellor and each Vice Chancellor or Vice President formal written feedback regarding each administrative unit request. This feedback will be used to prioritize the administrative unit requests as part of the development of a campus budget request.

The Vice Chancellor for Administration and Finance and his staff will continue to provide regular updates on the budgetary situation to the Executive Team, the UBAC and the campus.

May, 2002

Final revenue projections are made.

FY 03 budget recommendations are finalized.

August, 2002

FY 03 "Approved Budget" books are distributed.

FY 02 expenditures and expenditure patterns and achievements of goals and initiatives are reviewed.

Attachment 1
Funding Scenarios

Low –low			
Assumptions can be found on Attachment 2			
	FY 03	FY 01	FY 05
General Fund	$22,744,713	$23,518,033	$24,317,646
Tuition	$22,588,638	$23,853,626	$25,144,368
Other Revenue (including transfers in)	$1,953,805	$1,995,126	$2,042,097
Total Revenue	$47,287,156	$49,366,785	$51,504,111
Total Expenditure (including Tuition shortfall reserve and transfers out)	$47,170,719	$49,445,459	$51,624,218
Net of Revenue and Expenditure	$116,437	($78,674)	($120,107)
Best Guess - Medium			
Assumptions can be found on Attachment 2			
	FY 03	FY 04	FY 05
General Fund	$22,855,125	$23,632,199	$24,435,694
Tuition	$22,794,682	$24,091,681	$25,393,348
Other Revenue	$1,953,805	$1,995,126	$2,042,097
Total Revenue	$47,603,612	$49,719,006	$51,871,139
Total Expenditure (including Tuition shortfall reserve and transfers out)	$47,170,719	$49,445,459	$51,624,218
Net of Revenue and Expenditure	$432,893	$273,547	$246,921
High – high			
Assumptions can be found on Attachment 2			
	FY 03	FY 04	FY 05
General Fund	$22,965,536	$23,746,364	$24,533,740
Tuition	$22,999,368	$24,331,541	$25,645,561
Other Revenue	$1,953,805	$1,995,126	$2,042,097
Total Revenue	$47,918,709	$50,073,031	$52,241,398
Total Expenditure (including Tuition shortfall reserve and transfers out)	$47,170,719	$49,445,459	$51,624,218
Net of Revenue and Expenditure	$747,990	$627,572	$617,180

Attachment 2
Assumptions Underlying All Revenue Projections

1) Campus approved enrollment increase estimates: FY 03 – 2.00%, FY 04 – 2.00%, FY05 - 2.00%.
2) No ICCA rate increases above inflation are included
3) No campus initiatives are included as they are not known
4) Operating increases for capital construction that are known are included
5) The inflation rates given by Central are: FY 03 – 4.8%, FY 04 – 3.4%, and FY 05 – 3.4%
6) The following expenditure rate increases:

	FY 03	FY 04	FY 05
Full Time Exempt Salary Increase Rate	5.8%	4.4%	4.4%
Part Time Exempt Comp. Increase Rate	4.8%	3.4%	3.4%
Supported Asst. Comp. Increase Rate	4.8%	3.4%	3.4%
Classified Salary Increase Rate	6.0%	6.0%	6.0%
Hourly Salary Increase Rate	4.8%	3.4%	3.4%
Travel Increase Rate	4.8%	3.4%	3.4%
Student Aid Increase Rate	4.8%	3.4%	3.4%
Other Current Expense Increase Rate	4.8%	3.4%	3.4%
Utility Rate Increase Rate	4.8%	3.4%	3.4%
Capital Outlay Increase Rate	4.8%	3.4%	3.4%
Lib. Books/Materials Increase Rate	6.0%	6.0%	3.4%
Other Increase Rate	4.8%	3.4%	3.4%
Recharge/Cost Recovery Increase Rate	4.8%	3.4%	3.4%
ICCA/CSC Increase Rate	4.8%	3.4%	3.4%
Insurance Increase Rate (basic increase not additional increase)	4.8%	3.4%	3.4%

7) The revenue assumptions are:	FY 03	FY 04	FY 05
Low			
General Fund Increase Rate	3.0%	3.4%	3.4%
Tuition Rate Increase	0.0%	3.4%	3.4%
Best Guess			
General Fund Increase Rate	3.5%	3.4%	3.4%
Tuition Rate Increase	1.0%	3.4%	3.4%
High			
General Fund Increase Rate	4.0%	3.4%	3.4%
Tuition Rate Increase	2.0%	3.4%	3.4%