

CONCLUSION

This self-study details the ways in which UCCS acts to fulfill the criteria upon which accreditation is based. Guided by a clear sense of mission, vision, and values as well as strong processes and procedures for ensuring that it operates with integrity and allocates its resources effectively to prepare it for the future, the campus vigorously and successfully pursues student learning, effective teaching, discovery, research, and community engagement.

The six areas of concern from the 1997 visit not included in the 2002 focused visit have been or are being addressed. First, even though the position of vice chancellor for academic affairs is once again in transition, the institutional role of the office has been clarified and strengthened since the last review. Second, UCCS has reduced its dependence on part-time faculty; in recent years, only about 20 percent of the campus' student credit hours have been taught by part-time faculty. Third, the campus remains very thinly staffed among noninstructional employees, but firm and realistic plans are in place to add 22 percent more staff over the next seven years as outlined in the Seven-Year Plan described in Chapter Two. Fourth, faculty assembly has had more off-loads for officers and other resources allocated since the last visit, resulting in more robust and broadly engaged faculty governance. Fifth, campus facilities have been expanded and improved markedly over the past decade, and, more emphatically, the Seven-Year Plan outlines the campus' financial strategy to continue that process. Finally, the library, although still not enjoying the same level of financial and staff support as libraries at comparable institutions, has been the recipient of larger increases to its materials budget than the campus as a whole has experienced for its operating budgets. Likewise, the campus has benefited greatly from the library's innovative approaches to securing access to materials.

The 1997 report also recommended a focused visit five years after the decennial visit to assess progress on assuring that the organization of graduate programs would promote consistency and quality across all degrees, on improving the sources and uses of campus funding, and on demonstrating that the assessment of student achievement was functioning consistently across programs and resulting in improvements in student learning. The reviewers' report on that 2002 focused visit found that the campus had developed sound governance and administration of the graduate school and concluded that no additional attention from the commission was required. Reviewers also found that, even though overall campus funding was still inadequate, a significant increase in funding levels and improvement in the way the campus allocated available funds was evident. Finally, the team concluded that the campus was making progress on assessment. The report also set clear expectations that, for the 2006 – 2007 visit, evidence would be presented of more extensive and widespread use of direct measures of student learning and the implementation of assessment on general education.

UCCS continues to make effective progress in assessing student learning outcomes. The Student Achievement Assessment Committee (SAAC) leads the campus in implementing a process that requires every academic unit to assess each of its programs and facilitates making those assessments useful in improving programs. This process includes the following baseline requirements: (1) a clear statement of the student learning objectives to be achieved by the program, (2) direct and indirect measures of the achievement of those outcomes, (3) collection and analysis of the data arising from those measures, and (4) use of the results to improve the program. The self-study documents an increased use of direct measures of student learning such as applying rubrics to gauge the degree to which student work reflects the program's objectives as expected from the 2002 focused visit report. Changes in course content, offerings, hiring priorities, advising, and the use of technology are documented benefits of the increased use of effective assessment. Increasingly, the campus is developing a culture of assess-

ment, since 92 percent of faculty and 82 percent of students report an understanding of the importance of assessing student learning.

In May 2000, the UCCS faculty assembly passed a set of goals for general education to be applied across the four undergraduate colleges. Throughout the next academic year, the Educational Policies and University Standards Committee (EPUS) of the faculty assembly worked with the colleges to ensure the alignment of each college's general education requirements with those goals. Through

The campus is developing a culture of assessment.

this process and subsequent changes in curriculum, the colleges have internalized and implemented these campus goals. EPUS has worked with the colleges and SAAC to develop and implement a systematic, comprehensive, and extensive assessment program across the colleges that both validates the overall success of each college's requirements in meeting the campus' goals and identifies specific areas of concern each college needs to address in order to guide further curricular, pedagogical, and programmatic

changes. The colleges have responded to this feedback by making and considering improvements in the approach each takes to meeting the campus' goals for general education. Moreover, students and faculty were surveyed about the campus' success in achieving general education outcomes with respect to the 17 specific objectives into which the campus' general education assessment plan breaks the four goals. Between 49 percent (understanding of issues that may impact society locally) and 70 percent (breadth of knowledge) of faculty agree that the campus is addressing the detailed objectives well or very well. Among students, between 59 percent (understanding of issues that may impact society globally) and 83 percent (breadth of knowledge) agree that the objectives are being addressed well or very well. Therefore, a documented consensus among faculty and students that general education at UCCS is meeting its stated goals exists.

UCCS has a clear and publicly articulated mission, vision, and set of values that are explicitly grounded in its legislative authority and approved by the governing board. The success of efforts to communicate internally the institution's mission, vision, and values is evidenced by survey results, which indicate that 81 percent of faculty and 92 percent of staff agree with this statement: "I am supportive of UCCS' mission, vision, and values." Similar percentages of faculty and staff, 68 and 81 percent respectively, report that the institution's mission, vision, and values guide unit planning. Even among students — less than a plurality of whom reported a clear understanding of the mission — 53 percent support it, and less than one percent disagree with it.

UCCS has an ongoing, central commitment to diversity. This commitment manifests itself in a number of ways, including the following:

- Explicit public statements emphasizing the value of diversity and the institution's commitment to its furtherance
- Efforts such as the Precollegiate Program to increase access for underrepresented groups
- Curricular integration and academic programs such Ethnic Studies and Women's Studies that expand and deepen students' understanding of diversity
- Co-curricular efforts such as those offered by the Student Multicultural Affairs office that promote a campus climate of inclusion and enrich students' appreciation for diversity
- Campus engagement in ongoing planning processes to ensure that the campus continues to make progress on increasing diversity

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Most recently, the campus heavily invested in and took advantage of the opportunity presented by the CU president's Blue Ribbon Commission on Diversity to focus on the issues raised through serious consideration of what diversity should mean for UCCS. Discussion with commissioners began with a detailed report on the circumstances related to diversity of the campus, its efforts and plans with respect to diversity, and identification by the chancellor of the need for the campus to increase recruitment and retention of underrepresented students, faculty, and staff in order to improve support for first-generation students, provide access for those who face family demands, and augment the campus' culture of inclusiveness. The campus has responded to the commission's eighteen recommendations and endorses the spirit and intent in which they were offered. As a follow-up, to address the recommendations, UCCS is launching a major strategic planning effort that will be submitted to the Board or Regents by January 2007.

The campus is organized appropriately to accomplish its mission. Over the past ten years, the campus has made adjustments to its organizational structure to improve its effectiveness. In some cases, this fine-tuning meant combining functions to achieve efficiencies. To illustrate, the Resource Management Division combined the Bursar's office, Accounting, the Controller's office, and the Budget and Finance office. In other cases, fine-tuning meant creating or strengthening separate offices in response to growth and need. For instance, strengthening of the Office of Sponsored Programs resulted in a significant increase in proposals submitted and funded. More recently, during Inventing the Future planning, the Committee on Academic Organization carefully examined the organizational structure of all academic units and ultimately concluded that current configurations appropriately align academic programs with the university's mission.

The campus' governance structures are robust and effective. Faculty, staff, and students are represented by well-organized, engaged bodies that have formal standing within the campus administrative structure. Equally important, the campus leadership team displays a firm commitment to incorporate appropriately the governing bodies' participation in the decision-making process.

The university's commitment to its internal and external constituencies is executed with the highest standards of integrity. The campus' inclusion in the University of Colorado System (CU System) and its status as a public entity in the state of Colorado further assure that this commitment is honored and that the campus operates within a robust legal and policy framework. Furthermore, the campus has established and actively maintains all appropriate organizational structures and guidelines necessary to ensure that all laws and policies are effectively implemented.

Over the past fifteen years, the campus has diligently planned for its future. Each successive effort — the development of a vision and articulation of core values included — over this period has been strongly tied to mission, built upon previous efforts, and resulted in demonstrable effects on the direction and practices of the campus. The most recent iteration of the process, Inventing the Future, has been notable for its focus on the uncertainties faced by the campus due to the state of Colorado's dire financial situation. Within that larger context, significant planning efforts have taken place. To illustrate, the North Nevada Redevelopment Partnership with the

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city of Colorado Springs, the campus' proposed Academic Strategic Plan, and individual college and unit plans have been developed. Together, planning efforts, like the few just mentioned, lend substance to the campus' mission, vision, and values as UCCS moves forward into a future shaped by multiple societal and economic trends.

UCCS has been devoted to managing its resources carefully. As the 2002 focused visit team reports, the concentration on increasing revenues and using every dollar wisely predates the state budget cuts that followed 9/11. Those strategies, however, had the effect of better positioning the campus to weather that fiscal storm. Fortunately, the cuts in state funding were not only cushioned by continuing enrollment growth and increasing tuition, but also by the campus' ongoing efforts to expand its funding from gifts, auxiliaries, and sponsored programs. This combination of forces resulted in preserving the university's core functions and programs while minimizing negative impacts on existing faculty, staff, and students. Nevertheless, it is clear that budget cuts negatively impacted the costs borne by students, operating and capital budgets, and the ratio of tenure-track faculty — somewhat ameliorated by an increase in full-time as opposed to part-time, non-tenure-track faculty — and staff per student. All in all, peer comparisons suggest that the campus lost considerable ground in per-student funding compared to similar institutions.

One of the outcomes of the Inventing the Future effort was the development of a Seven-Year Plan to address these needs in the event that state funding stabilized, even if it never recovered to previous per-student levels. Now that the state faces lower prospects of cuts, the Seven-Year Plan lays out a detailed strategy for improving capital construction and operating budgets, increasing staff and tenure-track faculty positions, and providing more moderate tuition increases, all of which would bring the campus closer to peer norms. This plan, then, positions the campus to move forward even if the state funding picture does not improve markedly. To the extent that funding does improve, UCCS is in a position to focus on investing those resources in ways that will truly improve the campus.

Despite these strategic efforts and a more positive state funding outlook, funding remains a major challenge for the campus in the near and distant future. With much less than full state funding and the ongoing struggle to increase per-student funding, this challenge is made more daunting by the ongoing need to expand and improve facilities to accommodate accelerated growth and changing demands. The campus continues to wrestle with the resource allocation tradeoffs between existing and new programs, facilities and personnel, and faculty and staff along with similar dilemmas. The university welcomes any insights on these matters gained by the review team as a result of their analysis of the university and its funding needs.

The campus continues to wrestle with resource allocation tradeoffs.

The campus continues to enhance its ability to assess its institutional effectiveness and apply that information to strategies for improvement. Institutional Research, Admissions and Records, and the Division of Resource Management cooperate closely to produce, analyze, and distribute data from a variety of internal (central information warehouse, student surveys, etc.) and external (National Study of Costs and Productivity, National and Faculty Surveys of Student Engagement, Higher Education Research Institute Faculty Survey, etc.) sources. These data are employed in academic program reviews, budgeting, retention, and planning to

understand where the campus is now and chart a course for the future. This culture of evidence has served the campus well in responding to CU system and Colorado Commission on Higher Education accountability measures such as the campus' contribution to the performance contract between the University of Colorado and the state.

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The history of UCCS is replete with examples of its commitment to effective teaching, and that tradition continues unabated. Faculty's commitment to teaching is demonstrated in the survey finding that 86 percent agree with this declaration: "Teaching in a classroom setting is an essential part of who I am professionally." The institution's commitment to supporting faculty in effective teaching is demonstrated through (1) the weight given to teaching in faculty evaluations, which directly influences pay increases, promotions, and the granting of tenure, (2) individual campus and college-level recognitions, (3) the establishment of the Council on Teaching Excellence of the Faculty Assembly, and (4) the programs of the campus' Teaching and Learning Center. Another indication of the impact of the campus' commitment to teaching excellence is the disproportionately high representation of UCCS faculty among the CU System's Presidential Teaching Scholars.

Within the context of the university's ongoing commitment to effective teaching and the resource constraints within which UCCS operates, the campus faces a continuing challenge with regard to the appropriate distribution of types of instruction. Despite reducing the dependence on part-time instruction, the reliance on full-time, non-tenure-track faculty has increased markedly. Thus, fewer than half of all sections are taught by tenure-track faculty. This, in turn, has led to a whole array of questions about the role and treatment of non-tenure-track faculty relative to tenure-track faculty. While the campus has worked diligently to address these questions, many of them remain unresolved; hence, advice and suggestions from the review team about this challenge would be useful.

On a similar note, one theme that emerges from the campus' self-examination is the high level of expectations for tenure-track faculty. As the self-study documents, the demands placed on tenure-track faculty in their teaching, research, and service roles are all substantial. The campus is currently engaged in revisiting tenure-related processes, initiated at the system level. It also continues to consider its own evolving mission and student body, making this an opportune time to start a campus conversation about the nature of faculty work and rewards that accompany it. Comments and advice from the review team regarding the balance of expectations of tenure-track faculty for funded and non-funded research, undergraduate and graduate teaching, and internal and external service may prove especially valuable in furthering that conversation.

The CU system is currently engaged in revisiting tenure-related processes.

In addition to its academic programs and excellent formal teaching, UCCS has created a very effective learning environment. A number of campus organizations — Campus Recreation and Fitness, the Campus Activities Board, the University Center, Campus Housing, and many others — work together to create a stimulating and enriching campus life. The scheduled fall 2007 opening of the new Student Recreation Center will mark a major expansion in these types of opportunities. The campus also serves the needs of students through the added or expanded Student Health Center, Counseling Center, and Family Development Center. The Student Success Center provides advising to prospective and current undergraduates across the colleges. Merit-based scholarship awards have increased nearly tenfold in the last decade. The Freshman Seminar program provides a strong introduction to the campus and academy for incoming first-year students. Other academic supports for students consist of the Excel Learning Centers in writing, science, mathematics, languages, and oral communication. A study skills course for at-risk and low-GPA students, entitled ID 111, boosts retention. A variety of other enrichment programs (e.g. the Chancellor's Leadership Class and Professional Golf Management program in the College of Business and Administration) attract students and help round out their academic experiences.

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In spite of these efforts to create an effective learning environment and the campus' recent formal focus on strategies to improve retention, increasing retention remains a fundamental challenge. The current retention rate of 67 percent is below the Statewide Performance Contract goal for the campus of 72 percent. The still largely nontraditional, low-income nature of the student body and relatively short and still-evolving history of the campus contribute to this gap, but the campus is committed to achieving the agreed-upon goal. UCCS welcomes the review team's advice and suggestions for meeting this challenge.

UCCS has invested in learning resources to support student learning and effective teaching. Students have access to a robust campus computing network loaded with a wide variety of academi-

cally related software through either their own equipment or general and specialized computer labs. Information Technology also supports a large number of smart, fully computerized classrooms. The colleges across a variety of disciplines maintain instructional laboratories, performance spaces, and numerous clinical practice sites in nursing, education, psychology, and other fields. Laboratory facilities in the natural sciences and engineering buildings will expand and improve markedly once the new Science and Engineering Complex opens and scheduled renovations of the existing engineering and science buildings are complete. Perhaps the most central learning resource on campus is the Kraemer Family Library. In addition to its vast print and electronic collections, the El Pomar Center hosts some of the student body's most productive work and study time. With 1,300 study seats, including 180 computer stations, the library functions as a hub for student learning. The library's instructional programs, in particular the Library Instruction Online for Information Literacy (LiONiL) software, create intellectual access to the library's learning resources and complement the outstanding physical and electronic access it affords.

The campus demonstrates how highly it values a life of learning. Tenure-track faculty have research, creative, and scholarly expectations that are closely tied to and well-defined by promotion, tenure, and annual salary increase processes. The campus supports these expectations in a variety of ways. To exemplify, the assignment of teaching workloads for tenure-track faculty (relative to non-tenure-track faculty) is lower, start-up packages for new hires are offered, campus and college rewards and recognitions are given, and funding for travel and other research, creative, and scholarly activities is available. The associate vice chancellor for research works with the Faculty Research Council to move the campus forward through a research initiative, adopted by the faculty assembly and campus leadership team in 2003. Indicative of this initiative's success has been the tripling of external research funding received since FY 2002. At the same time, faculty at UCCS have long been committed to providing students with opportunities to learn through participating in research, creative endeavors, and scholarly activities. The fact that 66 percent of students surveyed agree that UCCS faculty "get . . . students involved in research" shows that students recognize this aspect of the campus. One of the more public ways in which this occurs is the Colorado Springs Undergraduate Research Forum, operated by the College of Letters, Arts, and Sciences in collaboration with the U.S. Air Force Academy and Colorado College.

UCCS places an equally high value on ensuring that the acquisition, discovery, and application of knowledge occur responsibly. In support of this value, the campus provides a comprehensive, effective structure of policies and processes in the form of the Office of the Dean of Students, associate vice chancellor for research, and Office of Sponsored Programs. Policies such as the Student Academic

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Honor Code, sponsored program compliance policies and processes, and faculty standards for academic honesty, established in campus policies and the Regents Laws and Policies of the CU System, further bolster this value.

UCCS' engagement with the communities it serves locally and beyond has been recognized as exemplary by the American Association of State Colleges and Universities in its 2002 publication *Stepping Forward as Stewards of Place*. UCCS continues to exemplify model community involvement through the professional and personal lives of its students, faculty, and staff. This high level of participation allows the campus to supplement its extensive network of formal advisory boards and complement its relationships with a broad, diverse understanding of community needs at an individual level. In turn, this engagement results in extensive faculty and student research being conducted in and for the area, region, and state. This engagement is also reflected in students filling community service roles and participating in other community-based learning. High levels of activity among faculty and staff who serve in formal and informal local leadership roles along with the expansion of Extended Studies and other programs that move campus educational resources beyond the university's physical boundaries toward those people who would not attend as regular, degree-seeking students are further benefits of substantial community commitment.

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The campus' responsiveness to community needs and input is reflected in such degree programs being brought forward for approval as the bachelor of arts in criminal justice, the doctorate in nursing practice, and the PhD in educational leadership. For its part, the community has shown its support for the campus in a variety of ways, namely the Greater Colorado Springs Economic Development Corporation's identification of UCCS as one of three economic anchors for the region in 2004, the scholarship contributions and other gifts bestowed on the campus in recent years, the formal partnership between the city of Colorado Springs and the university in the North Nevada Redevelopment Project, the support of Colorado's legislative delegation for federal funds to come to UCCS, and, perhaps most tellingly, the degree of support evidenced in El Paso County for Referendum C, which loosened the restrictions on state budgets and allowed funding for state institutions to continue. On most issues of support for government expenditures, El Paso County is staunchly on the side of restricting spending. In this case, the referendum failed in El Paso County by only a narrow margin, which had the ultimate effect of allowing it to pass statewide. Observers widely attributed this to the community's support for UCCS.

As the self-study demonstrates, UCCS is actively engaged in moving forward in ways that allow it to robustly meet all the criteria for continuing accreditation. The campus faces numerous challenges — student retention, resource generation and allocation, the changing nature of faculty work, and the balance between tenure-track, full-time non-tenure-track and part-time instruction. These challenges are being dealt with forthrightly and in ways that promise to allow the institution to continue to grow, prosper, and excel in the fulfillment of its mission, vision, and values. The campus welcomes the opportunity to enter into a dialogue with the review team regarding these and other ways in which the institution can continue to fulfill its promise. At its core, UCCS is a dynamic institution that engages in constant adaptation and evolution on multiple dimensions toward meeting more of the needs of those it serves. As the self-study demonstrates, the work that has occurred on the campus since the last accreditation review has served well to provide a positive basis to move boldly and confidently into a future very much shaped by multiple societal and economic trends.

A. Mission and Vision Statements

Mission

The UCCS Mission was authorized by the legislature in Colorado Statute Title 23, Article 20, Part 1:

"The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of masters and doctoral degree programs."

Previous Mission Statements

The official mission of UCCS has improved over the years. Three earlier versions are excerpted here.

1971 (January)

"...to develop and offer innovative educational programs responsive to the needs of and sensitive to the desires of...Colorado Springs, including appropriate undergraduate and graduate programs consistent with the long-range educational program of the State of Colorado and complementary to the programs of other educational institutions in each area." (Minutes, Regents of the University of Colorado, Jan 23, p5-6).

1971 (March)

"That the institution located at Cragmor [CU-Colorado Springs] be established as a first-class undergraduate institution with such selected master's degree programs as the Colorado Commission on Higher Education may approve from time to time; and established with adequate baccalaureate programs emphasizing the arts and sciences and selected fields such as business administration, public administration, and education; and that the programs should generate and serve substantial demands for selected master's level majors available to adults on a part-time as well as full-time basis." (Minutes, CCHE, March 23, p574).

1989

"The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with selective admissions standards. The Colorado Springs campus shall provide selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area, emphasizing those professional programs not offered by other institutions of higher education." (C.R.S. 23-20-101).

Vision

The University of Colorado at Colorado Springs will provide unsurpassed, student-centered teaching and learning, and outstanding research and creative work that serve our community, state, and nation, and result in our recognition as the premier comprehensive, regional research university in the United States.

Core Values

EXCELLENCE: We will attract, develop and retain outstanding faculty, staff, and students, and focus on those programs and services that we can offer at an exemplary level.

STUDENT SUCCESS: We will help traditional and non-traditional students succeed in their academic endeavors by assuring a stimulating, supportive, and safe environment in a naturally beautiful setting. We will encourage students to recognize their responsibility to participate fully in their own educational success and to contribute to the quality of all aspects of campus life.

COMMUNITY INTERACTIONS: We will make known our vision, values, and goals and provide a demonstrated return on investment to the citizens of Colorado. We will link the university more closely to the communities we serve. We will communicate the value of the university to the citizens and elected leaders of our state, alumni, and potential students everywhere.

ENRICHING ENVIRONMENT: We will aggressively seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place. In turn, each person will be fully valued and supported. We will reaffirm the tradition of shared governance and encourage all members of our campus community to join together in creating a positive working environment where all enjoy respect, fair treatment, and a voice in campus decisions.

QUALITY TEACHING: We will promote and reward teaching excellence. We will strive to maintain predominantly small classes taught by dedicated and accessible faculty.

RESEARCH AND CREATIVE WORK: We will promote and reward research and creative work that advances knowledge, that makes a valuable contribution, that enhances our teaching and service missions, and that encourages collaboration between students, both graduate and undergraduate, and faculty.

SERVICE: We will attract and reward members of the campus community who place a high value on service and who are committed to contributing their expertise to the university and the public good.

STAFF CONTRIBUTION: We will value the vital role that staff play in supporting and enhancing the mission of the university.

INNOVATION AND CHANGE: We believe that universities both preserve the past and help create the future. We will encourage innovation in teaching, research, and service and prepare our students to succeed in a rapidly changing global and technologically advancing environment.

LIFE-LONG LEARNING: We will commit to serving the educational needs of members of our community at many points along life's path—as K-12 students, as university students, as they enter the work force, as they retrain for new careers, and as they continue to learn and grow throughout their lives.

B. Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels (Fall Semesters, End of Term)

Undergraduate Class	2001	2002	2003	2004	2005*
Freshman	1493	1575	1618	1590	1676
Sophomore	1139	1219	1270	1306	1183
Junior	1084	1240	1265	1370	1355
Senior	1016	1161	1257	1261	1336
Senior, 5th Year	381	380	419	430	465
Unclassified Undergraduate	179	157	134	126	109
Undergrad Certificate	25	3	1	0	2
Total	5317	5735	5964	6083	6126

*Fall census.

B. Undergraduate Students by Degree Seeking and Non-Degree Seeking Status

Demographic	2001	2002	2003	2004	2005*
Non-Degree Seeking, Total	179	157	134	127	109
Female	90	77	61	50	46
Male	89	80	73	77	63
American Indian/Alaskan Native	0	1	1	2	2
Asian or Pacific Islander	7	9	7	6	6
Black, Non-Hispanic	4	4	5	4	4
Did not provide	4	9	8	7	3
Hispanic/Latino	19	12	20	16	10
White, Non-Hispanic	145	122	93	92	84
Degree Seeking, Total	5138	5578	5830	5956	6017
Female	3135	3435	3617	3640	3699
Male	2003	2143	2213	2316	2318
American Indian/Alaskan Native	58	67	64	61	62
Asian or Pacific Islander	286	311	290	281	291
Black, Non-Hispanic	192	196	208	236	219
Did not provide	189	229	265	264	265
Hispanic/Latino	433	443	482	522	549
Other, Foreign	24	34	24	26	21
White, Non-Hispanic	3956	4298	4497	4566	4610

Grand Total	5317	5735	5964	6083	6126
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*Fall census.

C. Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status

	2001	2002	2003	2004	2005*
Non-Degree Seeking	385	402	351	309	249
Female	201	228	198	176	143
Male	184	174	153	133	106
American Indian/Alaskan Native	2	1	1	1	0
Asian or Pacific Islander	19	27	18	21	19
Black, Non-Hispanic	21	17	19	12	4
Did not provide	11	5	9	8	10
Hispanic/Latino	28	30	23	20	17
Other, Foreign	11	2	2	4	1
White, Non-Hispanic	293	320	279	243	198
Degree Seeking	1241	1397	1451	1357	1223
Female	690	803	850	800	730
Male	551	594	601	557	493
American Indian/Alaskan Native	9	9	11	14	15
Asian or Pacific Islander	50	56	58	50	51
Black, Non-Hispanic	36	39	60	49	39
Did not provide	43	49	46	49	49
Hispanic/Latino	71	82	85	91	82
Other, Foreign	73	69	55	37	27
White, Non-Hispanic	959	1093	1136	1067	960
Grand Total	1626	1799	1802	1666	1472

*Fall census.

D. Age Range of Undergraduate Students

	2001	2002	2003	2004	2005*
Age 24 and under	3769	4139	4336	4500	4552
Age 25 and older	1548	1596	1628	1583	1574
Total	5317	5735	5964	6083	6126

*Fall census

E. Numbers of Credit-Seeking Students by Residency Status

	2001	2002	2003	2004	2005*
Graduate, Total	1626	1799	1802	1666	1472
Out-of State	109	110	98	90	200
In-State	1517	1689	1704	1576	1272
Undergraduate, Total	5317	5735	5964	6083	6126
Out-of State	402	365	354	354	579
In-State	4915	5370	5610	5729	5547
Grand Total	6943	7534	7766	7749	7598

*Fall census

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students

	Applications	Acceptances	Enrolled	Matriculation*
Fall 2005				
Freshman	2725	1761	1012	
Undergraduate Transfer	1395	941	580	
Graduate	471	399	215	
Fall 2004				
Freshman	2920	1887	952	67%
Undergraduate Transfer	1332	936	578	67%
Graduate	461	428	266	72%
Fall 2003				
Freshman	2793	1810	909	67%
Undergraduate Transfer	1444	1041	662	67%
Graduate	461	444	273	66%

*Percent who continued to be enrolled one year after entering. Matriculation for the 2005 cohorts is not yet available.

B. Mean Score of Enrolled First-Year Students on Admissions Exams

Exam*	2001	2002	2003	2004	2005
ACT Composite	23	23	23	23	23
SAT Composite	1075	1057	1087	1066	1086
Admissions Index**	105	104	106	109	109

*UCCS requires freshman applicants to submit either SAT or ACT scores. Typically, 30-35% of enrolled first-year students submit SAT scores and approximately 90% submit ACT scores. This information is posted in more detail within the [Common Data Set](#), Freshman Admissions.

** The admissions index is a formula created by the Colorado Commission on Higher Education to be used across all Colorado institutions. The formula is based on indices of (a) high school GPA or high school class rank and size, and (b) SAT or ACT scores. For more information, see <http://www.state.co.us/cche/policy/newpolicies/i-partf-attTA.pdf>.

3. Financial Assistance for Students

A. Percent of Undergraduate and Percent of Graduate Students Who Applied for Financial Assistance

	Fall 2003	Fall 2004
Undergrads	67%	67%
Grads	38%	41%

B. Number of Undergraduate and Graduate Students Who Received Aid of Any Type, with Percentages of Total Enrollment. Percentages of Total Enrollment Received Assistance in the Following Categories:

	Loans		Work-Study	Scholarships/Grants		Academic and Merit Based Scholarships		
	2003	2004	2003	2004	2003	2004	2003	2004
Undergraduate Students								
Number	2415	2484	236	242	2886	2363	589	545
Percent of Total Enrollment	41%	41%	4%	4%	49%	39%	10%	9%
Graduate Students								
Number	529	527	35	33	141	198	35	16
Percent of Total Enrollment	30%	32%	2%	2%	8%	12%	2%	1%

C. Tuition Discount Rate for Undergraduate and Graduate Student Populations

Using the formula cited below, what was the *tuition discount rate* (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

TDR = total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

I = Institutional Financial Aid Dollars Awarded for Tuition

P = Payments of Tuition Expected of Students and their External Aid

TDR = $I/(I + P)$ as a percentage

Tuition Discount Rate	Fall 2003	Fall 2004
Undergraduate Students	11%	11%
Graduate Students	4%	10%

4. Student Retention and Program Productivity

A. Retention of First-Time Full-Time Fall Entering Undergraduate Students

	2001	2002	2003	2004	2005
Number Entering	741	851	864	901	957
American Indian/Alaskan Native	7	4	6	9	8
Asian or Pacific Islander	50	43	40	44	42
Black, Non-Hispanic	17	26	24	35	28
Did not provide	35	36	39	30	42
Hispanic/Latino	61	66	72	77	89
Other, Foreign	5	6	4	2	3
White, Non-Hispanic	566	670	679	704	745
Number Returning (1 yr later)	467	582	583	604	
American Indian/Alaskan Native	7	3	2	7	
Asian or Pacific Islander	31	31	25	25	
Black, Non-Hispanic	11	20	14	18	
Did not provide	22	27	25	13	
Hispanic/Latino	36	48	48	45	
Other, Foreign	3	5	4	2	
White, Non-Hispanic	357	448	465	494	
Percent Retained	63%	68%	67%	67%	
American Indian/Alaskan Native	100%	75%	33%	78%	
Asian or Pacific Islander	62%	72%	63%	57%	
Black, Non-Hispanic	65%	77%	58%	51%	
Did not provide	63%	75%	64%	43%	
Hispanic/Latino	59%	73%	67%	58%	
Other, Foreign	60%	83%	100%	100%	
White, Non-Hispanic	63%	67%	68%	70%	

B. Number of Students Who Earned Graduate Degrees in Past Three Years, by Ethnicity

	Master's	Doctorate
2004-2005 AY	547	7

American Indian/Alaskan Native	3	0
Asian or Pacific Islander	22	0
Black, Non-Hispanic	19	0
Did not provide	15	0
Hispanic/Latino	27	0
Other, Foreign	19	5
White, Non-Hispanic	442	2
2003-2004 AY	562	4
American Indian/Alaskan Native	3	0
Asian or Pacific Islander	19	0
Black, Non-Hispanic	22	0
Did not provide	18	0
Hispanic/Latino	23	0
Other, Foreign	22	2
White, Non-Hispanic	455	2
2002-2003 AY	462	3
American Indian/Alaskan Native	1	0
Asian or Pacific Islander	19	0
Black, Non-Hispanic	13	0
Did not provide	16	0
Hispanic/Latino	26	0
Other, Foreign	23	1
White, Non-Hispanic	364	2

C. Number of Graduates (Academic Year) in the Following Disciplines

Program (CIP Codes)	2003	2004	2005
Agriculture/Natural Resources (1, 3)	NA	NA	NA
Architecture/Engineering/Engineering Technology (4, 14, 15)	135	124	127
Biological & Physical Science (26, 40, 41)	2	0	0
Business (52)	266	233	211
Communications/Communication Technology/ Fine Arts (9, 10, 50)	30	29	31
Education/Library Science (13, 21, 25)	537	485	427
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	81	92	78
Health (51)	108	116	97
Law (22)	NA	NA	NA

Mathematics/Computer Science (11, 27)	103	96	86
Military Technology/Protective Services (29, 43)	NA	NA	NA
Personal Services/Consumer Services/Fitness (12, 19, 31)	NA	NA	NA
Psychology/Social Sciences & Services (42, 44, 45)	167	168	151
Trades/Production/Transportation Health (46, 47, 48, 49)	NA	NA	NA
Total	1429	1343	1208
Total, all graduate students*	1757	1636	1445

*Includes enrolled "unclassified" graduate students who are not seeking a degree.

D. Licensure Exam Pass Rates by Discipline for Undergraduate and Graduate Students

Discipline	Exam*	Year	UCCS Pass Rate
Nursing	NCLEX-RN	2005	91%
		2004	NA
		2003	90%
		2002	88%
		2001	98%
		2000	88%
		1999	97%
Education	PLACE	2003	91%
		2002	91%
		2001	93%
		2000	91%
	PRAXIS II	2004	92%
Engineering	FE	2004 (Apr)	100%

* Acronyms: NCLEX-RN (National Council Licensure Exam for Registered Nurses), PLACE (Program for Licensing Assessments for Colorado Educators), PRAXIS II (Professional Assessments for Beginning Teachers), FE (Fundamental of Engineering Exam).

CPA Exam	Financial Accounting & Accounting			
	Business Law & Professional Responsibilities		Reporting- & Reporting- Business Other Areas	
	Auditing		Reporting- & Reporting- Business Other Areas	
	Auditing		Reporting- & Reporting- Business Other Areas	

Enterprise					
2003 (May)	First-Time	40%	33%	40%	17%
	Repeat	78%	71%	22%	29%
	National Avg	33%	37%	29%	35%
2003 (Nov)	First-Time	40%	40%	40%	40%
	Repeat	43%	50%	36%	64%
	National Avg	33%	34%	30%	29%

5. Faculty Demography

A. Faculty Headcount by Full-Time Status and Highest Degree Earned

Degree Level	2004		2005	
	Tenured/Tenure Track	Non-Tenure Track & Part-Time	Tenured/Tenure Track	Non-Tenure Track & Part-Time
Doctorate	200	N/A	202	62
Terminal Master's	1	N/A	1	52
Professional			0	6
Master's*	0	N/A	0	102
Bachelor's	0	N/A	0	29
Associate's	0	N/A	0	0
Unknown	0	N/A	0	60

*Whether the master's is terminal or not is unknown among non-tenure track faculty.

B. Full Time and Part Time Faculty Headcounts by Ethnicity, Gender, and Rank

Demographic*	2004		2005	
	Full Time	Part Time	Full Time	Part Time
Ethnicity	314	205	286	228
American Indian/Alaskan Native	2	1	2	1
Asian or Pacific Islander	15	6	18	4
Black, Non-Hispanic	9	3	6	4
Did not provide	8	23	11	19
Hispanic/Latino	14	8	15	9
White, Non-Hispanic	266	164	234	191
Gender	314	205	286	228
Female	136	107	134	123
Male	178	98	152	105
Rank	314	205	286	228
Professor	80	1	71	8
Associate Professor	60	3	63	1

Assistant Professor	57	0	60	0
Senior Instructor	23	2	18	7
Instructor	51	13	50	24
Lecturer	0	160	0	149
Research	26	21	22	19
Others	17	5	2	20

C. Number of Full-Time and Part-Time Faculty (Combined) in the Following Disciplines*

Program (CIP Codes)	2004	2005
Agriculture/Natural Resources (1, 3)	--	--
Architecture/Engineering/Engineering Technology (4, 14, 15)	30	19
Biological & Physical Science (26, 40, 41)	63	61
Business (52)	61	48
Communications/Communication Technology/ Fine Arts (9, 10, 50)	42	38
Education/Library Science (13, 21, 25)	52	71
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	86	79
Health (51)	27	29
Law (22)	--	--
Mathematics/Computer Science (11, 27)	38	38
Military Technology/Protective Services (29, 43)	3	4
Personal Services/Consumer Services/Fitness (12, 19, 31)	--	--
Psychology/Social Sciences & Services (42, 44, 45)	94	101
Trades/Production/Transportation Health (46, 47, 48, 49)	--	--
Total	496	497

6. Availability of Instructional Resources and Information Technology

A. Account of Technology Resources Dedicated to Supporting Student Learning

1. Library Resources

[Kraemer Family Library](#): Library Hours Fall Semester August 23 - December 18, 2004 Monday – Thursday: 7:30 am – 11:00 pm Friday: 7:30 am - 7:00 pm Saturday: 11:00 am - 7:00 pm Sunday: NOON - 8:00 pm

[Library Statistics 2004-2005:](#)

Collection Statistics	Number
Total Volumes	351,359
Gross Volumes Added	11,987
Microforms	451,257
Government Docs/Maps	358,019
AV Items	6,791
Serial Titles	4,649
Current Serials Print Titles	1,441

Budget Statistics	\$\$\$
Materials Expenditures (General Fund)	878,149
Materials Expenditures (Gifts, Grants, Fees, ICR)	*67,547
Binding Expenditures	13,118
Total Salaries (w/o benefits)	909,919
Operating Expenditures	167,946
Total Library Expenditures	2,036,679

Staffing Statistics	
Professional FTE	8.0
Staff FTE	10.0
Hourly FTE	7.4
Total FTE	25.4

Circulation	
Circulations	93,319
Patron Visits	623,940
Patrons	11,920

Electronic Resources	
Databases	101
Full-Text Journals/Titles	21,000+
Database Searches	456,715
Full-Text Retrievals	332,028
Web Page Visitors	553,178
Online Catalog Searches	391,932

Library Instruction

Sessions (online tutorials = 21)	135
Students (online students = 444)	2785
Faculty (online faculty = 13)	97
Interlibrary Loan	
Lending (Prospector = 8168)	13,472
Borrowing (Prospector = 8027)	10,909
Total	24,381
Reference Questions	10,841
Seating	1300

***Includes \$61,824 in ICR and \$4,526 in replacement fees. Does not include \$62,156 in Tech Fee.**

2. An Overview of Facilities according to the [Information Technology Department](#):

Every student, faculty, and staff member is given an official UCCS email account. UCCS residence halls provide high-speed internet access and access to UCCS networks and servers.

Open Lab. The open lab of the El Pomar Information Commons contains 135 PCs, four Macs, and nine black & white laser printers for student use. All of the computers contain DVD /CD-RW Drive. Open Lab PC Specifications:

Intel® Pentium® 4 processor

2.60MHz CPU

496 MB of RAM

40 GB Hard Drive

1 DVD / CD drive (Read-only DVD which can also handle a Read or Read/Write CD)

1 Floppy drive (1.44 MB)

Optical Mouse

Windows XP Professional® operating system

Microsoft Office Professional Edition 2003

Multimedia Development Lab. Adjacent to the open lab and within the Multimedia Development Lab are five Macintosh Multimedia machines, 6 PC Multimedia machines, and one Casablanca video editing system. The Multimedia Lab is equipped with Macromedia and Adobe software suites for video editing, and graphic design.

The **commons area** is concentrated within the west end of the Kraemer Family Library on the second floor of the El Pomar Center and stretches from the north end to the south end of the library. A small portion of the computers are separated from the main part of the commons by the staircase to the third floor and by the bookshelves that are directly behind the library's reference desk.

To accommodate students who use wheelchairs, there are six computers (four Macs and two PCs) which are on desks specifically raised higher for their convenience along the wall that is behind the bookshelves behind the reference desk. Scattered throughout the lab are nine black and white printers. Each Windows computer has a label with its name on the front of it. The label has two parts to it: a name corresponding to one of the printers and a two digit number. The name part of the label will tell you which printer that the computer defaults to and the number allows us to identify each computer individually in case there are any problems.

The **group study rooms** of the El Pomar Information Commons each contains two PCs. The five study rooms are located on the north side of Kraemer Family Library on the second floor of the El Pomar Center near the Information Commons. The computers in the group labs are networked to two printers in the information commons area: Kirk and Spock, located in the center of the northern half of the lab near the Computer Assistance desk.

The **Assistive Technology Lab** is available for users with disabilities during all hours the library is open. AT lab users should receive training on how to operate the special equipment and software through **Disability Services**. Please contact Kaye Simonton at Disability Services at 262-3354, Main Hall 105, if you have questions about documentation or training. Three desktop computer workstations with Windows XP. One closed-circuit television One Braille printer Four height-adjustable tables Three multipurpose trackball One flatbed scanner AT Lab Software Jaws for Windows version 5.0-speech output programs allowing vision impaired users to access Windows functions Dragon Naturally Speaking-speech input program that allows users with typing difficulties to access the computer through voice commands Zoom Text-screen magnification program for users with visual impairments Open Book-scanning software allowing blind students to independently scan and read material Kurzweil 3000- speech input program that allows users with typing difficulties to access the computer through voice commands

Columbine Hall Open Lab Room 231: is a full time "Open Lab" available for use by current UCCS students, faculty and staff. The Columbine Hall "Open Lab" includes:

44 PCs 8 Macs

1 Flatbed Graphics Scanner

4 Black/White Laser Printers and 1 Color Laser Printer

PC Specifications: Intel® Pentium® 4 processor

2.60MHz CPU

496 MB of RAM

40 GB Hard Drive

1 DVD / CD drive (Read-only DVD which can also handle a Read or Read/Write CD)

1 Floppy drive (1.44 MB)

Optical Mouse

Windows XP Professional® operating system

Microsoft Office Professional Edition 2003®

Room 229: This room is available as an "open lab" only when there are no scheduled sessions. Classroom COH 229 equipment includes:

24 Windows XP Professional Work Stations for students

1 Windows XP Professional Work Station in the Instructor's Podium

1 Black/White Laser Printer

Smart Classrooms:

The Information Technology Department provides training and assistance for the rooms below. These podiums include a computer and monitor that projects on to a large screen. Instructors can also play VHS tapes and DVDs. Some podiums are equipped with document cameras. The podiums are locked for security. **Call The Columbine control center 262-4963** for information on training and becoming certified to use the equipment.

Total: 13

Cragmor Hall: 2

Dwire Hall: 1

Science Building: 3

University Hall: 7

Columbine Hall Lab Hours, August 23 - December 18, 2004 8:00 am - 10:00 pm (MON - FRI) 8:00 am - 5:00 pm (Saturday) **Hours on Holidays and Semester Breaks may vary. Call Columbine Hall Technical Support 262-4963 for information.

Teleconferencing Rooms The El Pomar Center has three video-teleconferencing rooms available to faculty and staff. Room 101 accommodates 8 people for teleconferencing. Room 107 accommodates 20 people for meetings, presentations, and/or teleconferencing. Room 105 is a classroom with an instructor's podium with multiple videocameras and monitors. The podium includes a computer that also projects onto a large screen or the monitors. All three rooms include VCRs for recording and playback capabilities. **Reserve these rooms by calling 262-3597 or email laaker@uccs.edu.**

Television Studio The University has a fully-digital television studio in the El Pomar Center. It is currently used for Communication classes, but plans are underway to make the facility available to outside groups for television productions.

Wireless Internet Access is available at Jazzman's Cafe in the University Center.

7. Financial Data

Following information for past two fiscal years:

A. Actual Unrestricted Revenues

Revenues	FY04	FY05	FY06
State appropriations	16,294,116	16,294,116	0
Student tuition and fees	35,588,661	40,467,068	58,300,517
Investment and interest income	-5,396	41,200	0
Federal grants, contracts and advances	9,913,664	9,154,492	9,072,484
State and local grants and contracts	3,149,005	3,056,890	6,395,383
Private/other gifts, grants and contracts	2,075,809	2,928,494	2,517,609
Sales and services of educational departments	843,625	641,461	653,534
Auxiliary operating revenues	11,159,772	12,739,576	12,855,053
Indirect cost reimbursement	652,556	796,400	832,650
Other sources	1,070,850	1,923,352	2,407,175
Total	80,742,662	88,043,049	93,034,405

B. Actual Unrestricted Expense

Expenditures	FY04	FY05	FY06
Educational and general:			
Instruction	28,959,312	31,339,174	33,525,406
Research	3,064,073	3,210,635	3,827,619
Public service	323,905	279,968	336,345
Academic support	6,298,247	7,423,876	7,352,736
Student services	4,309,824	5,393,339	5,598,014
Institutional support	6,053,161	5,173,887	5,952,208
Operations of plant	4,701,118	7,415,927	5,210,421

Scholarships and fellowships	8,336,417	9,431,136	10,844,214
Auxiliary operating expenditures	11,938,241	14,118,625	14,026,935
Tuition credit expenses	0	0	223,600
Transfers, mandatory and voluntary	6,758,364	4,256,482	6,136,907
Total	80,742,662	88,043,049	93,034,405

C. If Total Expenses exceeded Total Revenues, how did the institution cover its shortfall?

Expenses do not exceed revenues.

Budget Data Book

**Actual Fiscal Years 2003-2004 and 2004-05
Estimate Fiscal Year 2005-06**

UNIVERSITY OF COLORADO at Colorado Springs

Submitted: October 1, 2005

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

Budget Data Book
Actual Years 2003-04, 2004-05 and Estimate Year 2005-06

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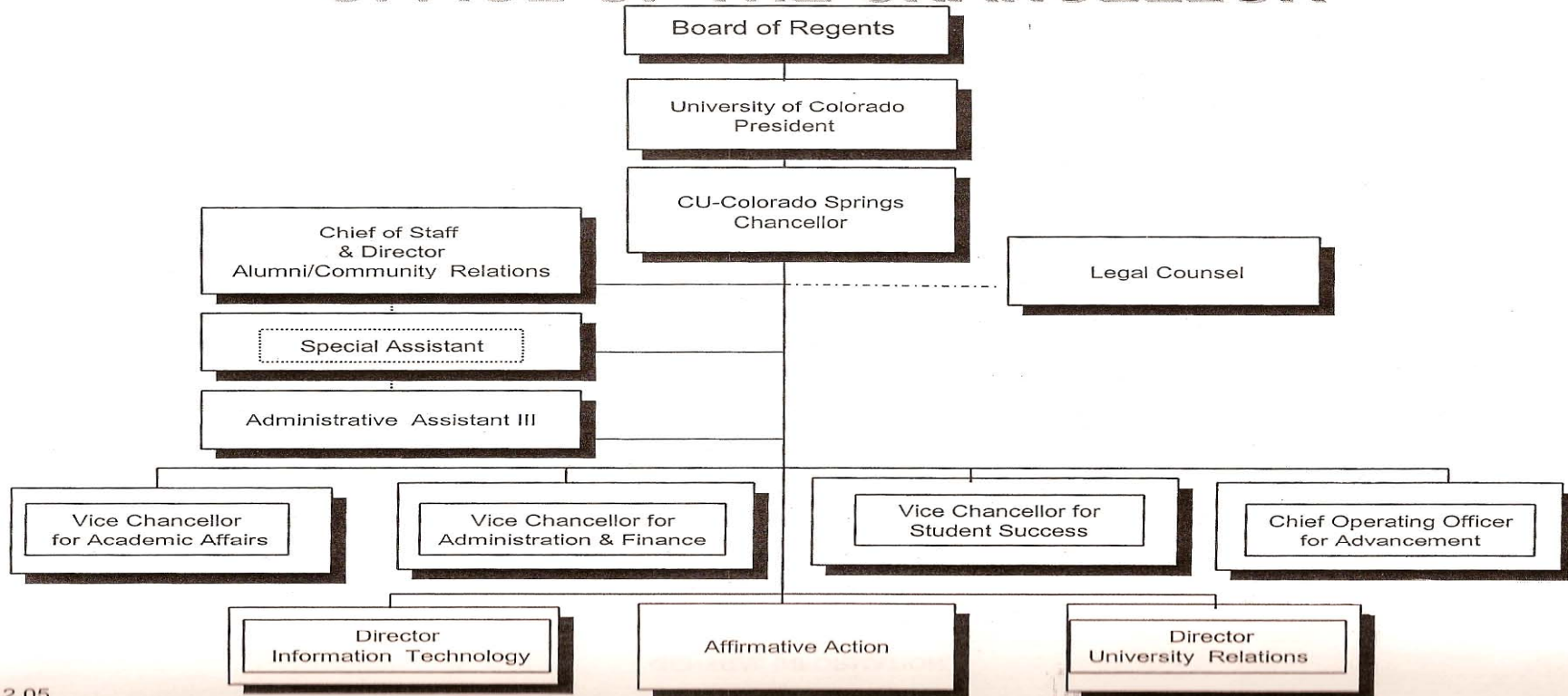
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CAMPUS MAP

SECTION 1 - Campus Summary



OFFICE OF THE CHANCELLOR



GENERAL INFORMATION

1. INSTITUTION NAME University of Colorado
2. UNIT (Campus) DESCRIBED Colorado Springs
Street or P. O. Box 1420 Austin Bluffs Parkway, P. O. Box 7150
City Colorado Springs, CO 80933-7150
3. INSTITUTION CODE GFC
4. INDIVIDUAL TO CONTACT:
Name Ella M. Stanton
Title Budget Operations Manager
Phone (719)262-3389
Fax (719)262-3484
E-mail estanton@uccs.edu
5. PREDOMINATE CALENDAR SYSTEM (Check appropriate Category)
 X Semester Quarter Tri-mester

INSTITUTION SUMMARY

NAME: University of Colorado at Colorado Springs

Ln No	Functional Expenditure Summary	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Instruction	1	370.6	25,951,522	386.2	27,014,701	389.8	27,337,351
2	Research (State Supported)	2	-	167,539	-	189,639	-	62,102
3	Public Service	3	-	27,784	-	(3,241)	-	-
4	Academic Support	4	56.2	5,774,929	59.1	5,140,590	65.3	7,210,440
5	Student Services	5	51.1	3,866,564	53.9	4,129,532	58.1	4,360,469
6	Institutional Support	6	60.7	5,446,832	70.4	5,170,258	64.6	6,912,594
7	Operation & Maintenance of Plant	7	49.9	4,433,236	51.5	4,947,494	52.3	5,042,335
8	Scholarships & Fellowships	8	-	1,576,841	-	1,940,700	-	2,784,269
9	Hospitals	9	-	-	-	-	-	-
10	Transfers	10	-	926,560	-	186,228	-	1,382,678
11	TOTAL UNRESTRICTED EDUCATION & GENERAL EXPENDITURES	11	588.5	48,171,807	621.1	48,715,901	630.1	55,092,238
12	SOURCE OF FUNDS (Fund Number)	12						
13	State Appropriation	13		16,294,116		15,636,327		0
14	FFS Contracts	14		0		0		3,336,327
15	Resident Tuition "Stipend"	15		0		0		12,300,000
16	Resident Tuition "Student Share"	16		23,446,564		26,454,810		30,707,336
17	Other Resident Tuition	17		0		0		0
18	Non-Resident Tuition	18		4,877,052		5,119,218		5,381,844
19	Total Tuition	19		28,323,616		31,574,028		48,389,180
20	Other State Appropriated Nonexempt Unrestricted E&G	20		(1,196,806)		(3,136,862)		2,534,081
20	Subtotal Appropriated Unrestricted E & G Program Code 11XX	20		43,420,926		44,073,493		54,259,588
21	Non State Exempt Appropriated Unrestricted E & G Program Code 11XX	21		4,750,881		4,642,408		832,650
22	TOTAL UNRESTRICTED EDUCATION & GENERAL REVENUE	22		48,171,807		48,715,901		55,092,238
Scholarship Allowance related to Unrestricted Education & General Revenue				8,015,232		8,301,433		8,508,969

STUDENT, FACULTY, AND STAFF DATA

NAME: University of Colorado at Colorado Springs

Ln No		Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	STUDENT FTE DATA	1			
2A	COF Resident Undergraduate FTE	2A	4,938	5,081	5,180
2B	Non-COF Resident Undergraduate FTE	2B	-	-	-
2C	Total Resident Undergraduate FTE	2C	4,938	5,081	5,180
3	Resident Graduate FTE	3	850	763	778
4	Total Resident FTE	4	5,788	5,844	5,957
5		5			
6	Nonresident Undergraduate FTE	6	312	325	331
7	Nonresident Graduate FTE	7	45	42	43
8	Total Nonresident FTE	8	358	367	374
9		9			
10	Total FTE Undergraduate	10	5,251	5,405	5,511
11	Total FTE Graduate	11	895	805	820
12	Total FTE Students	12	6,146	6,210	6,331
13		13			
15	COST PER STUDENT	15			
16	Total E&G Cost Per FTE Student	16	7,701	7,666	8,570
16A	General Fund Per Resident FTE (04-05 ONLY)	16A	2,651	2,518	-
17	COF Stipend Per Undergraduate Resident FTE (05-06 ONLY)	17	-	-	2,400
18		18			
19	INSTRUCTIONAL FACULTY DATA (SOURCE FMT 40 OR FMT 1100)	19			
20	Faculty FTE Total	20	333	350	360
21	FTE Full-time Faculty	21	259	265	274
22	FTE Part-time Faculty	22	74	85	86
23		23			
24	AVG COMPENSATION INSTRUCTIONAL FACULTY	24			
25	All Faculty Combined	25	65,813	65,265	65,541
26	Full-time Average Compensation	26	78,624	79,313	80,828
27	Part-time Average Compensation	27	21,284	21,315	16,766
28		28			
29	Total Faculty and Staff FTE (Format 20)	29	589	621	630

RESIDENT FULL-TIME (15 HOUR) STUDENT SHARE TUITION RATES PER ACADEMIC YEAR

NAME: University of Colorado at Colorado Springs

Ln No		Ln No	2004-05 Actual	2005-06 Actual	2005-06 Change
1	UNDERGRADUATE	1			
2	General	2			
3	Differential Rates (List below)	3			
4	Lower Division	4	3,296	3,966	20%
5	Upper Division LAS	5	3,460	4,160	20%
6	Upper Division BUS and EAS	6	3,658	4,398	20%
7	Nursing (Beth El)	7	5,068	6,098	20%
8	Certificate in Education	8	3,430	4,160	21%
9		9			
10		10			
11	GRADUATE	11			
12	General (now Grad I)	12	4,234	5,440	28%
13	Differential Rates (List below)	13			
14		14			
15		15			
16		16			
17		17			
18		18			
19		19			
20		20			
21	PROFESSIONAL	21			
22	General	22			
23	Differential Rates (List below)	23			
24	Education (now Grad II)	24	5,124	6,264	22%
25	Engineering/Geropsychology (now Grad III)	25	4,876	6,264	28%
26	Business (now Grad III)	26	4,876	6,264	28%
27	Basic Science (now Grad I)	27	4,234	5,440	28%
28	Public Affairs (now Grad II)	28	5,124	6,264	22%
29	Nursing (Beth El)(now Grad IV)	29	6,668	8,568	28%

*** The Colorado Legislature Changed the Funding Mechanism For Resident Undergraduate Students Providing A Stipend To Eligible and Authorized Students To Offset Total Tuition. Total Tuition Calculated By Adding \$80 Per Credit The Student Share Tuition Assumes Student Eligibility For The Stipend.

Institution No.: GFC

Format 35NR

NON-RESIDENT FULL-TIME (15 HOUR) TUITION RATES PER ACADEMIC YEAR

NAME: University of Colorado at Colorado Springs

Ln No		Ln No	2004-05 Actual	2005-06 Actual	2005-06 Change
1	UNDERGRADUATE	1			
2	General	2			
3	Differential Rates (List below)	3			
4	Lower Division	4	15,264	15,260	0%
5	Upper Division LAS	5	15,402	15,400	0%
6	Upper Division BUS and EAS	6	15,746	15,740	0%
7	Nursing (Beth El)	7	15,742	15,740	0%
8	Certificate in Education	8	14,570	15,400	6%
9		9			
10		10			
11	GRADUATE	11			
12	General	12	16,802	16,800	0%
13	Differential Rates (List below)	13			
14		14			
15		15			
16		16			
17		17			
18		18			
19		19			
20		20			
21	PROFESSIONAL	21			
22	General	22			
23	Differential Rates (List below)	23			
24	Nursing (Beth El)	24	16,956	17,800	5%
25	Education	25	17,706	17,800	1%
26	Engineering	26	17,706	17,800	1%
27	Business	27	17,706	17,800	1%
28	Basic Science	28	16,802	16,800	0%
29	Public Affairs	29	17,868	17,800	0%
30		30			

Institution No.: GFC

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SUMMARY

NAME: University of Colorado at Colorado Springs

Date: 10/01/05

COURSE LEVEL	2003-04 ACTUAL FTE STUDENTS	FTE FACULTY	S/F RATIO	2004-05 ACTUAL FTE STUDENTS	FTE FACULTY	S/F RATIO
Vocational	0.00	0.00	0.00	0.00	0.00	0.00
Lower Level	3,168.8	107.3	29.5	3,146.0	121.0	26.0
Upper Level	2,144.1	136.6	15.7	2,358.3	151.5	15.6
Total Undergraduate	5,312.9	243.9	21.8	5,504.3	272.5	20.2
Graduate I	827.5	85.9	9.6	693.6	73.8	9.4
Graduate II	5.4	3.2	1.7	12.2	3.4	3.6
Total Graduate	832.9	89.1	9.3	705.8	77.2	9.1
Grand Total	6,145.8	333.0	31.1	6,210.1	349.7	17.8

NOTE: Institutions are required to maintain detailed information on the above data by Classification of Instructional Program (CIP) area.
Detailed data available upon request.

TOTAL TUITION REVENUE and STUDENT FTE

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	SUMMER	1						
2	Resident	2	172.8	937,785	151.8	1,034,387	153.1	1,101,798
3	Graduate	3	343.2	1,343,218	355.3	1,776,032	364.0	1,784,995
4	Nonresident	4	6.3	120,420	4.7	117,616	4.8	151,444
5	Undergraduate	5	16.6	243,266	13.5	232,932	14.1	240,906
6	Subtotal Summer	6	538.9	2,644,689	525.3	3,160,967	536.0	3,279,143
7	FALL	7						
8	Resident	8	338.9	2,155,447	313.5	2,240,376	320.2	2,610,333
9	Graduate	9	2329.3	8,485,972	2395.0	9,711,053	2440.8	11,409,273
10	Nonresident	10	20.9	460,478	19.0	474,822	19.4	529,800
11	Undergraduate	11	155.0	1,937,553	155.3	1,923,589	158.2	2,025,214
12	Subtotal Fall	12	2844.1	13,039,450	2882.8	14,349,840	2938.6	16,574,620
13	WINTER	13						
14	Resident	14						
15	Graduate	15						
16	Nonresident	16						
17	Undergraduate	17						
18	Subtotal Winter	18						
19	SPRING	19						
20	Resident	20	338.3	2,144,202	297.6	2,153,977	304.2	2,606,827
21	Graduate	21	2265.7	8,379,940	2330.4	9,538,985	2374.9	11,194,110
22	Nonresident	22	18.1	390,851	18.3	452,439	18.7	458,490
23	Undergraduate	23	140.7	1,724,484	155.7	1,917,820	158.6	1,975,990
24	Subtotal Spring	24	2762.8	12,639,477	2802.0	14,063,221	2856.4	16,235,417
25	SUBTOTAL	25						
26	Resident	26	850.0	5,237,434	762.9	5,428,740	777.5	6,318,958
27	Graduate	27	4938.2	18,209,130	5080.7	21,026,070	5179.7	24,388,378
28	Nonresident	28	45.3	971,749	42.0	1,044,877	42.9	1,139,734
29	Undergraduate	29	312.3	3,905,303	324.5	4,074,341	330.9	4,242,110
30		30						
31	SUBTOTAL RESIDENT	31	5788.2	23,446,564	5843.6	26,454,810	5957.2	30,707,336
32	SUBTOTAL NONRESIDENT	32	357.6	4,877,052	366.5	5,119,218	373.8	5,381,844
33	SUBTOTAL GRADUATE	33	895.3	6,209,183	804.9	6,473,617	820.4	7,458,692
34	SUBTOTAL UNDERGRADUATE	34	5250.5	22,114,433	5405.2	25,100,411	5510.6	28,630,488
35	TOTAL NONEXEMPT TUITION REVENUE (E&G COFRS Program Code 11XX)	35	6145.8	28,323,616	6210.1	31,574,028	6331.0	36,089,180
36	Scholarship Allowance related to Nonexempt Current COFRS Program Code 11XX Total Tuition Includes Stipend Reimbursement	36		8,015,232		8,301,433		8,508,969

OTHER STATE APPROPRIATED EDUCATION & GENERAL REVENUES

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	Other State Appropriated Unrestricted Education & General Revenues (Itemize)	1			
2	Incidental Income - Educational Activities	2			
3	Instructional Fees / Course Fees	3	996,039	754,561	644,405
4	Student Activity Fees	4	0	0	0
5	State Grants and Contracts (Not FFS)	5	0	0	0
6	Miscellaneous Income	6	678,364	1,038,974	1,049,336
7	ID Revenue	7	139,643	39,377	51,000
8		8			
9	Total Operating Revenues	9	1,814,046	1,832,912	1,744,741
10	Rents	10	0	0	0
11	Investment Income	11	0	0	0
12	Miscellaneous Income	12	522,054	555,839	789,340
13		13			
14	Total Non-Operating Revenues	14	522,054	555,839	789,340
15	Total Other State Appropriated Unrestricted Education & General Revenues	15	2,336,100	2,388,751	2,534,081
16	Rollforward to Future Year (includes\$ for comp. Absences)	16	(3,532,906)	(5,525,613)	0
17		17			
18		18			
19		19			
20	TOTAL OTHER STATE APPROPRIATED UNRESTRICTED E & G REVENUES (Nonexempt Current E&G COFRS Program Code 11XX)	20	(1,196,806)	(3,136,862)	2,534,081

NON STATE APPROPRIATED EDUCATION & GENERAL REVENUES

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	Non State Appropriated Unrestricted Education & General Revenues (Itemize)	1			
2	Indirect Cost Recoveries	2	841,020	1,109,502	832,650
3	Miscellaneous Revenues	3	0	0	0
4		4			
5		5			
6		6			
7		7			
8		8			
9	Total Operating Revenues	9	841,020	1,109,502	832,650
10	Rents	10			
11	Investment Income	11			
12	Miscellaneous Income	12			
13		13			
14	Total Non-Operating Revenues	14	0	0	0
15	Total Non State Appropriated Unrestricted Education & General Revenues	15	841,020	1,109,502	832,650
16	Rollforward to Future Year (includes \$ for comp. Absences)	16			
17	Rollforward from Prior Year	17	3,909,861	3,532,906	0
18		18			
19		19			
20	TOTAL NON STATE APPROPRIATED UNRESTRICTED E & G REVENUES (Exempt Current E&G COFRS Program Code 11XX)	20	4,750,881	4,642,408	832,650

Institution No.: GFC

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APPROPRIATED DEDICATED STUDENT FEES FOR THE CONSTRUCTION OF FACILITIES

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	Facility Fees	1	0	0	0
2	Fees for the Construction of Academic Facilities	2		0	0
3	Revenues Generated from Fees	3	0	0	0
4	Amount of Fee per Full-Time Student	4			
9	Total	9	0	0	0

Institution No.: GFC

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STATE SUPPORT

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	Regular Appropriation (Gov. Board Allocation)	1			
2	SB 01-	2	16,294,116	16,294,116	0
3	HB 04-1422	3			
4	SB 05-209 (STIPEND)	4		(657,789)	12,300,000
5		5			
6		6			
7	Supplemental and Special Bills (Itemize)	7			
8		8			
9		9			
10		10			
11		11			
12		12			
13		13			
14	Other Restrictions of General Fund / Revenue	14			
15		15			
16		16			
17		17			
18		18			
19		19			
20		20			
21		21			
22		22			
23		23			
24		24			
25	TOTAL APPROPRIATION REVENUES	25	16,294,116	15,636,327	12,300,000

STATE Grants and Contracts (Institutional Level Only)

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	State Grants	1	0	0	3,336,327
2	Contracts (F&A)	2	0	0	0
3	Other Sources	3	0	0	0
4		4			
5		5			
6		6			
7		7			
8		8			
9		9			
10		10			
11		11			
12		12			
13		13			
14		14			
15		15			
16		16			
17		17			
18		18			
19		19			
20		20			
21		21			
22		22			
23		23			
24		24			
25	TOTAL STATE GRANTS AND CONTRACTS		0	0	3,336,327

UNRESTRICTED EDUCATION & GENERAL - INSTRUCTION

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	258.6	16,932,015	265.0	17,284,673	360.0	19,568,422
2	Benefits, Exempt	2		3,400,132		3,733,171		4,023,810
3	Compensation, Part-Time Exempt	3	74.4	1,583,556	84.7	1,805,375		-
4	Subtotal Exempt Staff	4	333.0	21,915,703.0	349.7	22,823,219.0	360.0	23,592,232
5		5						
6	Compensation, Support Assistants	6						
7	Salaries, Classified Staff	7	37.6	1,414,380	36.5	1,346,162	29.8	1,295,095
8	Benefits, Classified Staff	8		219,036		194,671		299,449
9	Subtotal Support Staff	9	37.6	1,633,416	36.5	1,540,833	29.8	1,594,544
10		10						
11	Total Personnel	11	370.6	23,549,119	386.2	24,364,052	389.8	25,186,776
12		12						
13	Hourly Compensation	13		469,836		529,120		309,410
14		14						
15	Travel	15		225,497		255,871		138,368
16	Other Current Expense (DO NOT INCLUDE PROPERTY, LIABILITY, AND WORKE	16		1,707,070		1,865,658		1,651,568
17	Capital	17		0		0		51,229
18		18						
19		19						
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL INSTRUCTION	25	370.6	25,951,522	386.2	27,014,701	389.8	27,337,351

UNRESTRICTED EDUCATION & GENERAL - RESEARCH

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	0.0	59,140	0.0	55,090	0.0	5,600
2	Benefits, Exempt	2		48,882		36,039		6,257
3	Compensation, Research Assistants	3		-	0.0	0	0.0	
4	Subtotal Exempt Staff	4	0.0	108,022	0.0	91,129	0.0	11,857
5		5						
6	Compensation, Support Assistants	6	0.0	0	0.0	0	0.0	0
7	Salaries, Classified Staff	7	0.0	0	0.0	0	0.0	0
8	Benefits, Classified Staff	8		0		0		0
9	Subtotal Support Staff	9	0.0	0	0.0	0	0.0	0
10		10						
11	Total Personnel	11	0.0	108,022	0.0	91,129	0.0	11,857
12		12						
13	Hourly Compensation	13		5,573		10,572		208
14		14						
15	Travel	15		12,419		22,807		0
16	Other Current Expense	16		41,525		65,131		50,037
17	Capital	17		0		0		0
18		18						
19		19						
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL RESEARCH	25	0.0	167,539	0.0	189,639	0.0	62,102

UNRESTRICTED EDUCATION & GENERAL - PUBLIC SERVICE

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	0.0	1,614	0.0	0	0.0	0
2	Benefits, Exempt	2		10,211		(4,702)		0
3		3						
4	Subtotal Exempt Staff	4	0.0	11,825	0.0	(4,702)	0.0	0
5		5						
6		6						
7	Salaries, Classified Staff	7	0.0	0	0.0	0	0.0	0
8	Benefits, Classified Staff	8		0		0		0
9	Subtotal Support Staff	9	0.0	0	0.0	0	0.0	0
10		10						
11	Total Personnel	11	0.0	11,825	0.0	(4,702)	0.0	0
12		12						
13	Hourly Compensation/Other Support Assistants	13		0		0		0
14		14						
15	Travel	15		3,613		426		0
16	Other Current Expense	16		12,346		1,035		0
17	Capital	17		0		0		0
18		18						
19		19						
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL PUBLIC SERVICE	25	0.0	27,784	0.0	(3,241)	0.0	0

UNRESTRICTED EDUCATION & GENERAL - ACADEMIC SUPPORT

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	20.7	1,783,267	23.4	1,924,207	29.9	2,230,262
2	Benefits, Exempt	2		390,670		264,531		522,721
3		3						
4	Subtotal Exempt Staff	4	20.7	2,173,937	23.4	2,188,738	29.9	2,752,983
5		5						
6		6						
7	Salaries, Classified Staff	7	35.5	1,499,843	35.7	1,515,684	35.4	1,693,908
8	Benefits, Classified Staff	8		219,315		259,846		257,590
9	Subtotal Support Staff	9	35.5	1,719,158	35.7	1,775,530	35.4	1,951,498
10		10						
11	Total Personnel	11	56.2	3,893,095	59.1	3,964,268	65.3	4,704,481
12		12						
13	Hourly Compensation/Other Support Assistants	13		269,340		249,940		219,563
14		14						
15	Travel	15		35,895		40,195		30,705
16	Other Current Expense	16		1,416,162		544,449		1,211,429
17	Capital	17		0		0		29,825
18	Learning Materials	18		160,437		341,738		1,014,437
19	AHEC	19		0		0		0
20	Auraria Library	20		0		0		0
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL ACADEMIC SUPPORT	25	56.2	5,774,929	59.1	5,140,590	65.3	7,210,440

UNRESTRICTED EDUCATION & GENERAL - STUDENT SERVICES

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	8.7	682,305	12.0	883,612	14.3	967,170
2	Benefits, Exempt	2		117,962		169,773		305,949
3		3						
4	Subtotal Exempt Staff	4	8.7	800,267	12.0	1,053,385	14.3	1,273,119
5		5						
6		6						
7	Salaries, Classified Staff	7	42.4	1,768,491	41.9	1,784,092	43.9	1,868,248
8	Benefits, Classified Staff	8		270,480		308,224		363,704
9	Subtotal Support Staff	9	42.4	2,038,971	41.9	2,092,316	43.9	2,231,952
10		10						
11	Total Personnel	11	51.1	2,839,238	53.9	3,145,701	58.1	3,505,071
12		12						
13	Hourly Compensation/Other Support Assistants	13		175,020		182,377		151,781
14		14						
15	Travel	15		39,619		55,295		59,213
16	Other Current Expense	16		774,640		714,377		644,404
17	Capital	17		0		0		0
18	Library Books	18		38,047		31,782		
19	AHEC	19		0		0		0
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL STUDENT SERVICES	25	51.1	3,866,564	53.9	4,129,532	58.1	4,360,469

UNRESTRICTED EDUCATION & GENERAL - INSTITUTIONAL SUPPORT

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	21.0	1,826,476	27.8	2,050,575	30.6	2,802,584
2	Benefits, Exempt	2		459,401		493,966		859,395
3		3						
4	Subtotal Exempt Staff	4	21.0	2,285,877	27.8	2,544,541	30.6	3,661,979
5		5						
6		6						
7	Salaries, Classified Staff	7	39.7	1,859,415	42.6	1,805,574	34.0	1,810,292
8	Benefits, Classified Staff	8		344,166		360,131		463,699
9	Subtotal Support Staff	9	39.7	2,203,581	42.6	2,165,705	34.0	2,273,991
10		10						
11	Total Personnel	11	60.7	4,489,458	70.4	4,710,246	64.6	5,935,970
12		12						
13	Hourly Compensation/Other Support Assistants	13		71,362		111,881		69,214
14		14						
15	Travel	15		32,398		43,497		49,500
16	Other Current Expense	16		853,614		304,634		857,910
17	Capital	17		0		0		0
18		18						
19	AHEC	19		0		0		0
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL INSTITUTIONAL SUPPORT	25	60.7	5,446,832	70.4	5,170,258	64.6	6,912,594

UNRESTRICTED EDUCATION & GENERAL - OPERATION & MAINTENANCE OF PLANT

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	2.0	137,494	2.1	146,224	3.1	252,914
2	Benefits, Exempt	2		12,194		43,704		43,222
3		3						
4	Subtotal Exempt Staff	4	2.0	149,688	2.1	189,928	3.1	296,136
5		5						
6		6						
7	Salaries, Classified Staff	7	47.9	1,576,541	49.4	1,655,172	49.2	1,675,141
8	Benefits, Classified Staff	8		220,119		279,674		344,993
9	Subtotal Support Staff	9	47.9	1,796,660	49.4	1,934,846	49.2	2,020,134
10		10						
11	Total Personnel	11	49.9	1,946,348	51.5	2,124,774	52.3	2,316,270
12		12						
13	Hourly Compensation/Other Support Assistants	13		108,056		67,506		66,880
14	Rentals	14		0		0		0
15	Travel	15		7,135		4,731		7,024
16	Utilities	16		1,117,209		1,169,332		1,287,128
17	Other Current Expense	17		1,254,488		1,581,151		1,365,033
18	Capital	18		0		0		0
19	AHEC	19		0		0		0
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL OPERATION & MAINT /fo PLANT	25	49.9	4,433,236	51.5	4,947,494	52.3	5,042,335
26	GROSS SQUARE FEET MAINTAINED (Appropriated)	26						
27	At Beginning of Year	27		705,887		0		714,458
28	Gross Sq. Ft. Added During Year (List)	28		0		0		0
29	Observatory Building (Erronepusly excluded in FY 03)	29		100				
30	UOP	30				4,008		
31	Cragmor Hall Renovation	31		4,463				
32	Science/Engineering Complex Phase I	32						180,000
33	Gross Sq. Ft. Eliminated During Year (List)	33		0		0		0
34	North Modular	34						1,459
35	South Modular	35						1,459
36		36						
37	Average Gross Sq. Ft. Maintained	37		710,450		714,458		891,540
38		38						
39	Acres Maintained by Grounds Staff	39		148		148		148

UNRESTRICTED EDUCATION & GENERAL - SCHOLARSHIPS & FELLOWSHIPS

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	Scholarships and Fellowships	1	1,576,841	1,940,700	2,784,269
2		2			
3		3			
4		4			
5		5			
6		6			
7		7			
8		8			
9		9			
10		10			
11		11			
12		12			
13		13			
14		14			
15		15			
16		16			
17		17			
18		18			
19		19			
20		20			
21		21			
22		22			
23		23			
24		24			
25	TOTAL UNRESTRICTED EDUCATION & GENERAL SCHOLARSHIPS & FELLOW	25	1,576,841	1,940,700	2,784,269
26	Amt of Scholarships/Fellowships offset to Nonexempt Revenues as Scholarship Allc	26	8,015,232	8,301,433	8,508,969

UNRESTRICTED EDUCATION & GENERAL - HOSPITALS

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	FTE	2003-04 Actual	FTE	2004-05 Actual	FTE	2005-06 Estimate
1	Salaries, Exempt	1	0.0	0	0.0	0	0.0	0
2	Benefits, Exempt	2		0		0		0
3		3						
4	Subtotal Exempt Staff	4	0.0	0	0.0	0	0.0	0
5		5						
6		6						
7	Salaries, Classified Staff	7	0.0	0	0.0	0	0.0	0
8	Benefits, Classified Staff	8		0		0		0
9	Subtotal Support Staff	9	0.0	0	0.0	0	0.0	0
10		10						
11	Total Personnel	11	0.0	0	0.0	0	0.0	0
12		12						
13	Hourly Compensation/Other Support Assistants	13		0		0		0
14		14						
15	Travel	15		0		0		0
16	Other Current Expense	16		0		0		0
17	Capital	17		0		0		0
18		18						
19		19						
20		20						
21		21						
22		22						
23		23						
24		24						
25	TOTAL UNRESTRICTED EDUCATION & GENERAL AUXILIARIES	25	0.0	0	0.0	0	0.0	0

TRANSFERS (TO) FROM CURRENT UNRESTRICTED EDUCATION & GENERAL FUNDS

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2003-04 Actual	2004-05 Actual	2005-06 Estimate
1	Mandatory Transfers:	1			
2	Bennett Property (Campus)	2	15,728	71,527	0
3	Cragmor Hall	3	0	178,826	312,581
4	University Hall	4	0	105,388	390,960
5	Fixed Assets Additions	5	0	-	0
6		6	0	-	0
7		7	0	-	0
8		8	0	-	0
9		9	0	-	0
10	Subtotal Mandatory Transfers:	10	15,728	355,741	703,541
11		11			
12	Non-mandatory Transfers:	12			
13	Bennett Property	13	40,834	120,395	0
14	El Pomar Center	14	190,000	95,000	0
15	Library Circulation	15	76,589	-	0
16	Other	16	(427,778)	(1,177,877)	679,137
17	Fixed Assets Additions	17	1,031,187	792,969	0
18		18	0	-	0
19	Subtotal Non-mandatory Transfers:	19	910,832	(169,513)	679,137
20	TOTAL TRANSFERS (TO) FROM FUNDS CURRENT UNRESTRICTED EDUCATION & GENERAL FUNDS 310 and 311	20	926,560	186,228	1,382,678

APPROPRIATED CAPITAL CONSTRUCTION AND CONTROLLED MAINTENANCE

NAME: University of Colorado at Colorado Springs

Ln No	State Project Number, Project Name Bill Number	Prior Appropriation: by Bill Number	Ln No	FY 2004 Appropriation		FY 2005 Appropriation		FY 2006 Appropriation	
				State Capital Const. Fund	Cash Funds Exempt	State Capital Const. Fund	Cash Funds Exempt	State Capital Const. Fund	Cash Funds Exempt
1	CAPITAL CONSTRUCTION		1	395,657	3,309,291	0	0	0	0
2			2						
3	P9913, Main and Cragmor Halls, Renovation and Technology Upgrade		3	0	0	46,467	5,556	0	0
4			4						
5	P0408, Science/Engineering Buildings		5	0	0	0	23,200,000	0	44,907,128
6			6						
7			7						
8	P9715, Library/Info Tech Comm Center, Phase I		8	74,850	0	367	123	0	0
9			9						
10	P0519 Dwire Hall, Renovation and Technology Upgrade		10	0	0	0	0	1,500,000	1,500,000
11			11						
12	Housing Development, Alpine Village		12		14,079,448	0	0	0	0
13			13						
14	P0120, Beth-El College of Nursing and Sciences and Natural Sciences		14	0	0	0	0	0	0
15			15						
16	P0306, University Hall		16	0	7,178,376	0	0	0	0
17			17						
18	Public Garage and Public Safety Facility		18	0	4,154,047	0	0	0	0
19			19						
20	CONTROLLED MAINTENANCE		20						
21			21						
22	M90038, Science Building Replace HVAC Systems		22	64,052	0	167,898	0	0	0
23			23						
24	M01025, Campus Wide Repair Infrastructure		24	81,053	0	153,059	0	516,796	0
25			25						
26	M01026, Campus Wide Repair/Replace Water Main Valves		26	9,492	0	2,200	0	0	0
27			27						
28	M01027, Network Campus Fire Alarm System		28	12,606	0	2,396	0	0	0
29			29						
30	M00047, Replace Locks/Hardware, Dwire		30	14,692	0				
31	TOTAL APPROPRIATIONS		31	652,402	28,721,162	372,387	23,205,679	2,016,796	46,407,128

Institution No.: GFC

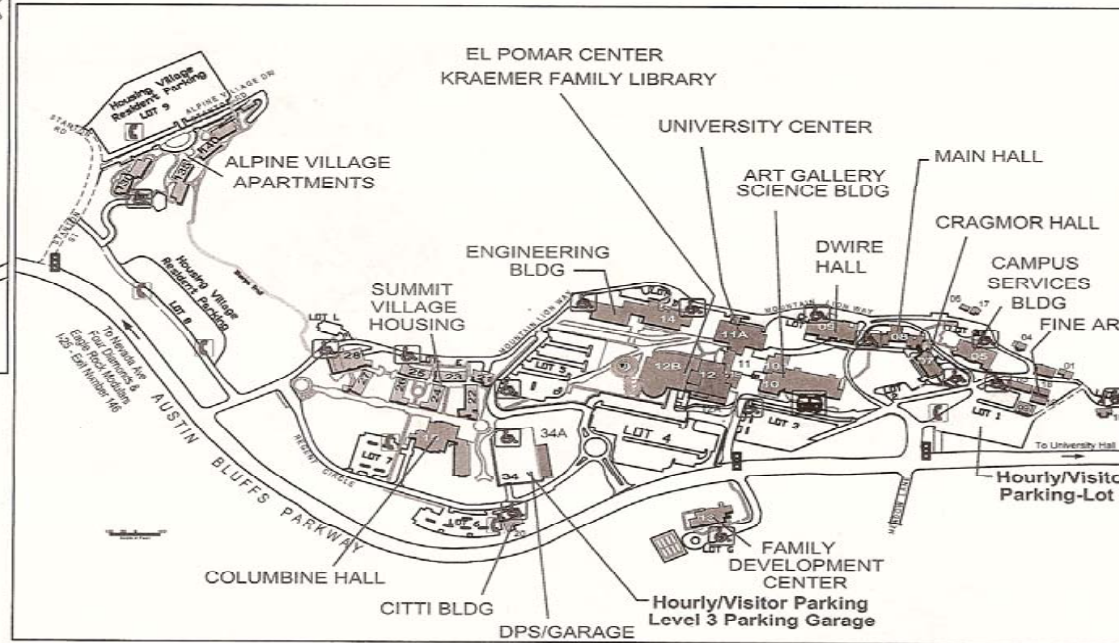
APPENDIX H

NAME: University of Colorado at Colorado Springs

Ln No	Object	Ln No	2004-05 Actual	2005-06 Estimate	2006-07 Estimate
1	Liability	1	81,966	114,501	131,677
2	Workers Comp	2	279,004	332,582	382,469
3	Property	3	519,832	202,165	232,489
	TOTAL INSURANCE		880,802	649,248	746,635
4	Utilities	4	1,169,332	1,287,128	1,482,771
	Estimated Utilities for Building Additions		n/a	n/a	0
	Total 2006-07 Estimate				1,482,771

Student Housing - Summit Village, Alpine Village

HOUSING Village Parking:
Residents Only
Lot 8
Lot 9



-  Emergency Phone
-  Handicapped Parking
-  Shuttle Bus Stop



UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

Institutional Self-Study
Faculty Questionnaire Results
Fall 2005

Prepared by the Office of Institutional Research

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**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Table of Frequencies: Questions 1-36

Q#	Question	strongly disagree		disagree		not sure		agree		strongly agree		no opinion		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
1	Clear statements of UCCS' mission, vision and values are readily accessible to faculty.	3	2.1%	7	5%	24	16.8%	54	37.8%	52	36.4%	3	2.1%	143
2	My understanding of UCCS' mission, vision and values is not as clear as I would like it to be.	30	21.0%	46	32%	13	9.1%	44	30.8%	7	4.9%	3	2.1%	143
3	I am supportive of UCCS' mission, vision and values.	0	0.0%	3	2%	19	13.4%	57	40.1%	58	40.8%	5	3.5%	142
4	The institution does not always act in a way that is consistent with its mission, vision and values.	17	11.9%	32	22%	51	35.7%	29	20.3%	6	4.2%	8	5.6%	143
5	The mission, vision and values of UCCS are a good fit with its history.	2	1.4%	5	3%	48	33.6%	53	37.1%	28	19.6%	7	4.9%	143
6	The mission, vision and values of UCCS are appropriate for its future.	1	0.7%	4	3%	42	29.6%	55	38.7%	36	25.4%	4	2.8%	142
7	UCCS does a good job of making its commitment to diversity public and clear.	2	1.4%	17	12%	16	11.2%	69	48.3%	35	24.5%	4	2.8%	143
8	UCCS' policies and practices are not always successful in assuring that all members of the campus community are treated equitable.	21	14.8%	37	26%	32	22.5%	35	24.6%	10	7.0%	7	4.9%	142
9	UCCS' actions have, on the whole, been successful in fostering the goals of diversity on campus.	1	0.7%	18	13%	38	26.6%	61	42.7%	20	14.0%	5	3.5%	143
10	UCCS offers faculty the opportunity to participate in a stimulating, diverse and globally-focused intellectual discourse with colleagues.	6	4.2%	25	18%	29	20.4%	59	41.5%	17	12.0%	6	4.2%	142
11	UCCS does not offer faculty the opportunity to interact in a diverse climate in terms of collegial relations.	25	17.5%	53	37%	31	21.7%	30	21.0%	0	0.0%	4	2.8%	143
12	Faculty fulfill an appropriate role in determining the campus' policies and practices.	2	1.4%	15	11%	42	29.8%	57	40.4%	16	11.3%	9	6.4%	141
13	Faculty do not have an appropriate voice in planning for the campus' future.	24	16.8%	50	35%	34	23.8%	26	18.2%	2	1.4%	7	4.9%	143
14	I have had some involvement in the campus' Inventing the Future discussions.	12	8.4%	52	36%	7	4.9%	43	30.1%	15	10.5%	14	9.8%	143
15	The planning efforts of my college (or school) are closely aligned with the mission, vision and values of the campus as a whole.	1	0.7%	4	3%	36	25.2%	65	45.5%	32	22.4%	5	3.5%	143
16	The environment within my college (or school) is supportive of innovation and change.	4	2.8%	15	10%	22	15.4%	63	44.1%	36	25.2%	3	2.1%	143

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Q#	Question	strongly disagree		disagree		not sure		agree		strongly agree		no opinion		Total Count
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
17	Faculty governance structures have been effective in accurately representing faculty interests, concerns and perspectives.	5	3.5%	10	7%	56	39.2%	49	34.3%	13	9.1%	10	7.0%	143
18	Faculty participation in faculty governance and other means of influencing the campus is insufficient to insure fair representation of the diversity of faculty opinion.	18	12.7%	38	27%	42	29.6%	28	19.7%	6	4.2%	10	7.0%	142
19	I am not familiar with the assessment of student learning activities in my academic program(s).	50	35.0%	62	43%	5	3.5%	23	16.1%	2	1.4%	1	0.7%	143
20	I understand the importance of assessing student learning and academic programs on our campus.	1	0.7%	3	2%	5	3.5%	75	52.4%	56	39.2%	3	2.1%	143
21	I believe assessment activities are helping to improve student learning and the overall quality in my academic programs(s).	10	7.0%	16	11%	33	23.1%	57	39.9%	23	16.1%	4	2.8%	143
22	UCCS provides adequate support to enable faculty to develop appropriate pedagogies.	11	7.7%	18	13%	36	25.2%	57	39.9%	19	13.3%	2	1.4%	143
23	The rewards for effective teaching are insufficient on this campus.	9	6.3%	28	20%	19	13.3%	52	36.4%	30	21.0%	5	3.5%	143
24	I have had considerable success in getting students involved in research, scholarly and creative activities.	3	2.1%	34	24%	15	10.6%	59	41.5%	19	13.4%	12	8.5%	142
25	The merit evaluation process for teaching results in adequate rewards for effective teaching.	30	21.1%	36	25%	47	33.1%	18	12.7%	4	2.8%	7	4.9%	142
26	Teaching at UCCS is less effective than other similar campuses in promoting student learning.	26	18.4%	47	33%	43	30.5%	15	10.6%	3	2.1%	7	5.0%	141
27	Teaching in a classroom setting is an essential part of who I am professionally.	1	0.7%	11	8%	1	0.7%	47	33.3%	75	53.2%	6	4.3%	141
28	Good teaching means staying informed about and trying new pedagogical approaches.	1	0.7%	5	4%	4	2.8%	65	46.1%	65	46.1%	1	0.7%	141
29	Many of my colleagues are less committed to student learning than I think they ought to be.	16	11.3%	51	36%	26	18.4%	30	21.3%	10	7.1%	8	5.7%	141
30	Interacting with students outside of class is important to me as a teacher.	0	0.0%	13	9%	8	5.6%	70	49.3%	46	32.4%	5	3.5%	142
31	The rewards for productive research, scholarship and creative work are insufficient on this campus.	4	2.8%	29	21%	38	27.0%	37	26.2%	22	15.6%	11	7.8%	141

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Q#	Question	strongly disagree		disagree		not sure		agree		strongly agree		no opinion		Total Count
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
32	The merit evaluation process for research, scholarship and creative work results in adequate rewards for scholarly activity.	16	11.3%	22	16%	46	32.6%	39	27.7%	5	3.5%	13	9.2%	141
33	UCCS provides adequate support to enable faculty to engage in appropriate research, scholarship and creative works.	29	20.4%	31	22%	40	28.2%	33	23.2%	3	2.1%	6	4.2%	142
34	The rewards for external service and community engagement are insufficient on this campus.	6	4.2%	23	16%	41	28.9%	40	28.2%	21	14.8%	11	7.7%	142
35	The merit evaluation process for external service and community engagement results in adequate rewards for effective service.	20	14.2%	27	19%	57	40.4%	21	14.9%	3	2.1%	13	9.2%	141
36	UCCS provides adequate support to enable faculty to engage in appropriate external service and community engagement.	17	12.0%	28	20%	48	33.8%	33	23.2%	5	3.5%	11	7.7%	142

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Table of Frequencies: Questions 37-40

Q#	Question: How would you characterize the amount of emphasis in the promotion and tenure process placed on each of the following?	far too much		more than enough		about right		not enough		far too little		not applicable		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
37	teaching	2	2%	6	5%	41	32%	38	29%	11	8%	32	25%	130
38	research, scholarship and creative work	4	3%	27	21%	55	42%	9	7%	3	2%	32	25%	130
39	service external to the campus	3	2%	11	8%	49	38%	25	19%	9	7%	33	25%	130
40	service to the university	3	2%	7	5%	59	46%	23	18%	5	4%	31	24%	128

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Table of Frequencies: Questions 41-60

Q#	Question: How well do you think your college's general education program addresses each of the following goals?	very poorly		poorly		not sure		sufficiently well		very well		no opinion		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
41	Furthering the intellectual development of individual students.	1	1%	11	8%	12	9%	67	52%	34	26%	5	4%	130
42	Furthering the personal development of individual students.	0	0%	11	8%	28	22%	64	49%	20	15%	7	5%	130
43	Furthering the ethical development of individual students.	2	2%	18	14%	31	24%	51	39%	18	14%	10	8%	130
44	Helping students become lifelong learners, able to adapt to an ever-changing environment.	2	2%	15	11%	27	21%	63	48%	20	15%	4	3%	131
45	Increasing the ability of students to read well.	2	2%	19	15%	31	24%	54	42%	17	13%	7	5%	130
46	Increasing the ability of students to speak well.	0	0%	19	15%	27	21%	65	50%	11	8%	9	7%	131
47	Increasing the ability of students to listen well.	2	2%	17	13%	36	28%	52	40%	17	13%	6	5%	130
48	Increasing the ability of students to write well.	6	5%	25	19%	21	16%	54	42%	18	14%	6	5%	130
49	Increasing the ability of students to demonstrate critical thought.	3	2%	22	17%	21	16%	53	40%	26	20%	6	5%	131
50	Increasing the ability of students to demonstrate analytical thought.	2	2%	24	18%	20	15%	51	39%	27	21%	6	5%	130
51	Increasing the ability of students to demonstrate creative thought.	4	3%	19	15%	26	20%	58	45%	16	12%	6	5%	129
52	Increasing students' breadth of knowledge.	3	2%	9	7%	19	15%	60	47%	32	25%	6	5%	129
53	Increasing students' quantitative abilities.	3	2%	17	13%	29	22%	53	41%	15	12%	13	10%	130
54	Increasing students' ability to use technology to obtain knowledge.	2	2%	7	5%	20	15%	69	53%	24	18%	8	6%	130
55	Increasing students' ability to obtain knowledge in other ways.	1	1%	11	9%	29	22%	65	50%	17	13%	6	5%	129
56	Preparing students to participate as responsible members of society.	2	2%	15	12%	32	25%	56	43%	15	12%	10	8%	130
57	Increasing students' ability to work with people of different backgrounds than their own.	7	5%	13	10%	25	19%	59	45%	17	13%	9	7%	130
58	Increasing students' understanding of issues that may impact society locally.	6	5%	23	18%	28	22%	47	36%	16	12%	10	8%	130
59	Increasing students' understanding of issues that may impact society nationally.	4	3%	20	16%	27	21%	54	42%	15	12%	9	7%	129
60	Increasing students' understanding of issues that may impact society globally.	7	5%	24	19%	20	16%	56	43%	14	11%	8	6%	129

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Table of Frequencies: Questions 61-68

Q#	Question: How would you characterize the extent to which your professional activity in each of the following areas involves matters specifically of importance to the Pikes Peak region?	not related		related		highly related		no opinion		Total
		Count	%	Count	%	Count	%	Count	%	Count
61	The content of the classes I teach.	16	12%	41	31%	71	54%	3	2%	131
62	The manner in which I conduct my classes.	18	14%	47	36%	61	47%	5	4%	131
63	The funding I secure.	35	27%	26	20%	24	18%	46	35%	131
64	The research I perform.	28	21%	39	30%	32	24%	32	24%	131
65	My scholarship.	23	18%	48	37%	41	31%	19	15%	131
66	My creative works.	27	21%	33	25%	28	21%	43	33%	131
67	External service activities I engage in.	13	10%	35	27%	68	52%	16	12%	132
68	My professional consulting activities.	15	11%	27	21%	43	33%	46	35%	131

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Job Title at UCCS

	Frequency	Percent	Cumulative Percent
full professor	21	14.3	14.3
associate professor	27	18.4	32.7
assistant professor	17	11.6	44.2
senior instructor	9	6.1	50.3
instructor	31	21.1	71.4
research faculty	2	1.4	72.8
part time faculty	18	12.2	85.0
other	7	4.8	89.8
did not disclose	15	10.2	100.0
Total	147	100.0	

Gender

	Frequency	Percent	Cumulative Percent
female	69	46.9	46.9
male	56	38.1	85.0
did not disclose	22	15.0	100.0
Total	147	100.0	

Ethnicity

	Frequency	Percent	Cumulative Percent
White	112	76.2	76.2
Hispanic	5	3.4	79.6
Asian	2	1.4	81.0
International	2	1.4	82.3
Other	7	4.8	87.1
did not disclose	19	12.9	100.0
Total	147	100.0	

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

College

	Frequency	Percent	Cumulative Percent
Business	16	10.9	10.9
Engineering & Applied Sciences	30	20.4	31.3
Letters, Arts & Sciences	65	44.2	75.5
Nursing & Health Sciences	11	7.5	83.0
Public Affairs	4	2.7	85.7
Library	5	3.4	89.1
Did not disclose	16	10.9	100.0
Total	147	100.0	

How many years have you been employed at UCCS?

	Frequency	Percent	Cumulative Percent
less than 1 year	14	9.5	9.5
1 to 5 years	44	29.9	39.5
6 to 10 years	31	21.1	60.5
11 to 15 years	17	11.6	72.1
16 to 20 years	8	5.4	77.6
more than 20 years	18	12.2	89.8
did not disclose	15	10.2	100.0
Total	147	100.0	

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Results
<i>Note: Each indentation represents a new respondent. Separating lines may not appear until printed.</i>
I was unable to answer many of the questions. As part-time faculty I am not familiar with all areas of operation of the college.
While assessment activities are important there is not enough time/resources to do this well and to take advantage of the results. We do it to satisfy accrediting bodies, but are not able to really analyze the data and use it to implement changes. I know, in theory, the assessment process should be a seamless element of the educational process. Maybe it can be, but I don't have time to get there.
I found this survey to be misleading. For example there are a number of questions about whether the merit process properly rewards teaching, research and service. In fact the merit process (the evaluation part) is probably ok...however NO ONE on this campus is properly rewarded because the raise pool is abysmally low. Similarly there were questions on how well our teaching produces certain responses in students. This is again misleading because it doesn't address the abilities our students have prior to coming to UCCS. Also it doesn't seem to take into account that most of our students work. They probably spend more time working than they do in classes. As a teacher, one can only do so much - especially if the students are more involved at work than they are at school. Furthermore, some of the issues raised seem more appropriate for some disciplines than others. I have some fear that this survey is more about the opinions of the people who have designed the survey rather than those of the faculty who are taking the survey.
Biggest barriers on campus: lack of resources, increasing pressure to "dumb down" classes and programs to attract/retain students, faculty are a collection of individuals doing good work but not communicating much with each other -- thus we lack the cross-stimulation which is supposed to be part of a campus setting. The structure of new buildings like Columbine (narrows hallways and no common spaces for students and/or faculty to sit, talk, drink coffee etc.) and the scheduling of classes at every possible time of day or night (7 am to 11 pm) make it difficult to have "campus life".
Our customers are the businesses of Colorado and Colorado Springs. Our product is our graduates. When companies start lining up to hire our graduates we will start getting more applications than we have room at UCCS. We are doing a bad job of meeting the needs of our customer.
Our campus has terrific leadership now. The greatest problems we face have to do with insufficient funding.
I have the following concerns with education in the humanities at UCCS: 1)Students' lack of ability to read and think critically, and to write critically and argumentatively 2)Students' lack of knowledge and skill to do good, independent research 3)The Humanities dept. needs a full-time instructor for Religious Studies 4)Adjunct instructors commuting from outside of Colorado Springs desperately need more compensation, especially to offset parking and travel expenses
I have found the college of LAS to be exceptionally supportive of our department's creative and progressive work where we integrate traditional training with collaborative community projects. As a part-time faculty I am often not involved with some of the formal assessment processes that occur regularly on campus so some of my responses are based on limited information.
Instructors have a full time job and are not paid enough to live in Colorado Springs. This affects quality in education. Instructors have to have an additional income to be able to teach here and cannot contribute the time needed to teach well
If we are really striving for earned diversity based on a persons capability, then you wouldn't have questions such as 70 and 71. Thus, I will leave them blank
Questions 61-68 seem too narrowly focused for our campus--which is regional, but also serves as a COMPREHENSIVE four-year university with select graduate programs. I did not understand the logic of those questions.

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Results
<p>As a part-time "honorary" I am utterly unaware of some of the topics of this questionnaire. My college's General Education Program? What's that? Honoraria seem to be the absolute bottom of the totem pole, even though we teach a huge percentage of undergrad classes. We can make-or-break some students' decision to stay in college, but I feel like we don't exist. Full time faculty have NO interest in my long-term (or even short-term) success or failure in the classroom. I am not informed on issues, trends, objectives, plans for the department or the college. I had to take action myself to get on the faculty list-serve for email, since no one in my dept made it happen. No one ever established expectations for me, so I have no idea whether I'm accomplishing anything of value for the dept or the college. Most unrewarding, on lots of levels. I may never sign up to do this again. Too bad, because I think I have a lot to offer, I enjoy being in the classroom and get some good feedback from students, but such rewards are insufficient to make up for my invisibility to the rest of the campus. I get the sense that these complaints could be heard campus-wide, not just in my college. Hope you're listening.</p>
<p>Have worked full time at the University of Colorado for 17 years.</p>
<p>I think that the few areas wherein UCCS is weak often stem from the hostile political climate, on a larger regional and state scale, in which we work. The failure of the UCCS to distance itself from the problems of the Boulder campus, the failure of the Colorado Springs public to take an interest in what UCCS does, and the open hostility of local and state politicians to higher education in general, is discouraging and wearing on the enthusiasm of the faculty. We seem to advertise our good points - ratings in U.S. News and World Report, campus offerings, speakers, art shows, etc. - into a void, while all the outside world hears of Colorado Springs is Airforce Academy scandals and Focus on the Family news. My sense is that the younger faculty, most of whom who came here with great enthusiasm, are very very frustrated - not with UCCS, but with the city, county, and state.</p>
<p>I would welcome the chance to become more interactive within the academic environment at UCCS, I believe any time that the WHOLE faculty interact all are rewarded with more diversity and experience.</p>
<p>Before coming to a professional school students need much more support in the areas of reading, study habits, and life skills as they relate to time management, civil behavior, appropriate dress for professionals, and basic manners in an increasingly technological environment. The freshman seminar is one vehicle for doing this, but so many students do not participate. In my perfect world this seminar would be required. The Counseling Center is a very important resource for students and I really appreciate being able to offer students that service. I would like to see financial support provided for crisis services at the Counseling Center because mental health services are so limited in our community. The tenure process needs revision especially regarding the role of the VCAA's committee. The working definition of scholarship needs to be broadened to include theory development and innovative research approaches particularly in human science fields where quantitative results may be interesting and useful, but have little to do with meaning and the human condition.</p>
<p>Many of these questions didn't apply to my particular situation, therefore I just answered no opinion on many.</p>
<p>So many of these questions are difficult for non-tenure track instructors to answer. (I, once again, had that feeling that much of the campus really doesn't connect with and understand the expectations of the non-tenure professionals who teach so much of the FTE here!) Our merit process (very, very new) does not include the same categories as the process for tenure-track professors (in fact, anything beyond our classroom teaching is not allowed to be considered). I have to admit I put off doing this survey because I had a strong feeling that I'd be asked to answer questions that really didn't apply to me (and then I'd feel uncomfortable because I knew I'd *have* to answer something). All of that considered, it will be interesting to see what comes from this survey.</p>
<p>Much of this seems focused on TTF while NTTF teach the majority of classes in some colleges. What information does this survey attempt to capture? To whom is it relevant?</p>

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Results
<p>This survey does not clearly address issues of concern amongst non-tenure-track faculty. It's focus on tenure, external service, and research implies that those are valued and teaching and the day-to-day contact with students that most non-tenure track faculty have are not. I may not bring in research dollars or consult with businesses in our community, but I teach four classes of writing a semester to students who will go on to other fields and take that knowledge with them, use those skills to further themselves, and succeed in our community and our nation. Without those of us who teach the general education courses (the majority of whom are non-tenure-track), tenured and tenure-track faculty would not have the time to pursue research, funding, and outside contacts that are obviously considered more important.</p>
<p>I have taught extended studies courses for many years. I am impressed with how the program has changed and improved over the years. The staff is excellent to work with and the advanced training and the high level of standards for graduate studies provides multiple choices for increasing education.</p>
<p>As a part-time instructor who has not been employed for a long time at UCCS, I have a limited view of the University's mission. Our English Department's Writing Program chair has, however, consistently trained her new teachers about the content (rhetorical reading and writing) of the basic English writing courses we teach. She has also kept us aware of the emphasis on retention important to the administration. (And to us all.) She encourages us to work with UCCS students who have many (sometimes too many) commitments to other aspects of their lives and who may not perform as promptly or consistently as we would like. So I feel that withing the limited scope of my responsibilities, I understand what my focus and contribution should be. My major concern about employment at UCCS, however, is financial. Many young instructors in our department feel they cannot support themselves individually or their immediate family on the salaries they receive. I have heard rumors that UC Boulder English instructors receive significantly more money for approximately the same course load (with some "other" responsibilities, which have never been clearly defined). From the outside, this seems very unfair. It also has been said that UCCS instructors in the College of Business receive significantly more money than we do. Although all of us would like to earn more money, I'm not raising this issue because I want a raise just for me. I'm more concerned about the younger members of the department. If we attract good teachers and don't provide financial incentive for them to stay with the University, we lose valuable skills and our department leaders spend much more time training new faculty each year. That has to be frustrating to them, and it could mean we'd lose these good leaders as well. From what I've heard, morale is low and turnover is a constant burden for all. I hope that with the passing of Ref C, the University can revisit its pay scale and find a more equitable solution to this problem. Thank you for taking the time to consider this opinion.</p>
<p>As an off-campus coordinator of students through Extended Studies, I am largely unfamiliar with most of the issues included on this survey.</p>
<p>Higher education is about short-term gains - UCCS is part of this - I don't blame the university - it has few or no resources to change this</p>
<p>I work with a program through extended studies that involves online interaction as part of the university support for another program. Since I am not on campus, I believe I cannot accurately comment on most of these questions. However, I was a student at UCCS including my Masters in Mental Health Counseling, my principal license and adminstrator license. My student experience was outstanding and I was very pleased with the support from the faculty.</p>
<p>ummm, I'd almost prefer a discussion rather than a survey since I am not happy about all of my choices and I esp. don't like the general-ed requirements since I don't really know enough about them. I hope those courses do what they are supposed to but I put no opinion/I don't know for many of them. Our kids are very very provincial and I think they need to get out and a more global view of everything. Do we, by the way, have a study-abroad program?</p>

**Institutional Self-Study
Faculty Questionnaire, Fall 2005**

Results
<p>I am extremely pleased with the quality of the Chancellor's leadership of this campus and her ability to educate and interact personally with our local community, our faculty and students. In the 15 years I have been teaching here, I have seen a marked improvement in the quality of our students. They have always been a group of motivated, responsible and diverse individuals. I love teaching here because of them and enjoy the fact that we have a smaller university environment. I especially enjoy the fact that many of my students are the first in their family to obtain a college education and they cherish this accomplishment. I have been delighted by the environmental and architectural development of our campus over these more recent years when our residence halls were built, and the emphasis on creating a sense of campus life in beautiful surroundings. The two things which continually frustrate me are the lack of state support for higher education and the miserable salaries for non-tenure track faculty.</p>
<p>Staff situations are no better.</p>
<p>Faculty compensation is inadequate--regardless of the weighting of teaching, research, and service. The university has "made do" but has not managed to keep faculty salaries competitive. This is demoralizing and puts faculty under pressure to supplement their income.</p>



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

Faculty Questionnaire for the Institutional Self Study Higher Learning Commission of the North Central Association of Colleges and Schools

Please indicate your level of agreement with each of the following statements:

1. Clear statements of UCCS' mission, vision and values are readily accessible to faculty.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
2. My understanding of UCCS' mission, vision and values is not as clear as I would like it to be.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
3. I am supportive of UCCS' mission, vision and values.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
4. The institution does not always act in a way that is consistent with its mission, vision and values.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
5. The mission, vision and values of UCCS are a good fit with its history.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
6. The mission, vision and values of UCCS are appropriate for its future.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
7. UCCS does a good job of making its commitment to diversity public and clear.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

8. UCCS' policies and practices are not always successful in assuring that all members of the campus community are treated equitably.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
9. UCCS' actions have, on the whole, been successful in fostering the goals of diversity on campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
10. UCCS offers faculty the opportunity to participate in a stimulating, diverse and globally-focused intellectual discourse with colleagues.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
11. UCCS does not offer faculty the opportunity to interact in a diverse climate in terms of collegial relations.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
12. Faculty fulfill an appropriate role in determining the campus' policies and practices.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
13. Faculty do not have an appropriate voice in planning for the campus' future.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
14. I have had some involvement in the campus' Inventing the Future discussions.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
15. The planning efforts of my college (or school) are closely aligned with the mission, vision and values of the campus as a whole.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
16. The environment within my college (or school) is supportive of innovation and change.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

17. Faculty governance structures have been effective in accurately representing faculty interests, concerns and perspectives.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
18. Faculty participation in faculty governance and other means of influencing the campus is insufficient to insure fair representation of the diversity of faculty opinion.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
19. I am not familiar with the assessment of student learning activities in my academic program(s).	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
20. I understand the importance of assessing student learning and academic programs on our campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
21. I believe assessment activities are helping to improve student learning and the overall quality in my academic program(s).	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
22. UCCS provides adequate support to enable faculty to develop appropriate pedagogies.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
23. The rewards for effective teaching are insufficient on this campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
24. I have had considerable success in getting students involved in research, scholarly and creative activities.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
25. The merit evaluation process for teaching results in adequate rewards for effective teaching.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

26. Teaching at UCCS is less effective than other similar campuses in promoting student learning.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
27. Teaching in a classroom setting is an essential part of who I am professionally.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
28. Good teaching means staying informed about and trying new pedagogical approaches.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
29. Many of my colleagues are less committed to student learning than I think they ought to be.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
30. Interacting with students outside of class is important to me as a teacher.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
31. The rewards for productive research, scholarship and creative work are insufficient on this campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
32. The merit evaluation process for research, scholarship and creative work results in adequate rewards for scholarly activity.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
33. UCCS provides adequate support to enable faculty to engage in appropriate research, scholarship and creative works.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
34. The rewards for external service and community engagement are insufficient on this campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

35. The merit evaluation process for external service and community engagement results in adequate rewards for effective service.

☐ Strongly agree
 ☐ Agree
 ☐ Not sure
 ☐ Disagree
 ☐ Strongly disagree
 ☐ No opinion

36. UCCS provides adequate support to enable faculty to engage in appropriate external service and community engagement.

☐ Strongly agree
 ☐ Agree
 ☐ Not sure
 ☐ Disagree
 ☐ Strongly disagree
 ☐ No opinion

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Please continue...

How would you characterize the amount of emphasis in the promotion and tenure process placed on each of the following?

	Far too little	Not enough	About right	More than enough	Far too much	Not Applicable
37. Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Research, scholarship and creative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Service external to the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Service to the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well do you think your college's general education program addresses each of the following goals?

41. Furthering the intellectual development of individual students.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
42. Furthering the personal development of individual students.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
43. Furthering the ethical development of individual students.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
44. Helping students become lifelong learners, able to adapt to an ever-changing environment.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
45. Increasing the ability of students to read well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
46. Increasing the ability of students to speak well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
47. Increasing the ability of students to listen well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
48. Increasing the ability of students to write well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
49. Increasing the ability of students to demonstrate critical thought.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
50. Increasing the ability of students to demonstrate analytical thought.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
51. Increasing the ability of students to demonstrate creative thought.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
52. Increasing students' breadth of knowledge.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
53. Increasing students' quantitative abilities.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
54. Increasing students' ability to use technology to obtain knowledge.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
55. Increasing students' ability to obtain knowledge in other ways.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
56. Preparing students to participate as responsible members of society.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion

57. Increasing students' ability to work with people of different backgrounds than their own.	<input type="radio"/> Very well	<input type="radio"/> Sufficiently well	<input type="radio"/> Not sure	<input type="radio"/> Poorly	<input type="radio"/> Very poorly	<input type="radio"/> No opinion
58. Increasing students' understanding of issues that may impact society locally.	<input type="radio"/> Very well	<input type="radio"/> Sufficiently well	<input type="radio"/> Not sure	<input type="radio"/> Poorly	<input type="radio"/> Very poorly	<input type="radio"/> No opinion
59. Increasing students' understanding of issues that may impact society nationally.	<input type="radio"/> Very well	<input type="radio"/> Sufficiently well	<input type="radio"/> Not sure	<input type="radio"/> Poorly	<input type="radio"/> Very poorly	<input type="radio"/> No opinion
60. Increasing students' understanding of issues that may impact society globally.	<input type="radio"/> Very well	<input type="radio"/> Sufficiently well	<input type="radio"/> Not sure	<input type="radio"/> Poorly	<input type="radio"/> Very poorly	<input type="radio"/> No opinion

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Please continue. This is the last page.

How would you characterize the extent to which your professional activity in each of the following areas involves matters specifically of importance to the Pikes Peak region?

61. The content of the classes I teach.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
62. The manner in which I conduct my classes.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
63. The funding I secure.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
64. The research I perform.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
65. My scholarship.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
66. My creative works.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
67. External service activities I engage in.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion
68. My professional consulting activities.	<input type="radio"/> Highly related	<input type="radio"/> Somewhat related	<input type="radio"/> Not related	<input type="radio"/> No opinion

69. I am:

If you selected "Other" please name your position:

70. What is your gender?

71. What is your race/ethnicity?

If you selected "Other" please name your race/ethnicity:

72. In which college do you work?

- ☐ Business
- ☐ Education
- ☐ Engineering & Applied Sciences
- ☐ Letters, Arts & Sciences
- ☐ Nursing

☐ Public Affairs

☐ Library

73. How many years have you been employed at UCCS?

☐ Less than 1 year

☐ 1 - 5

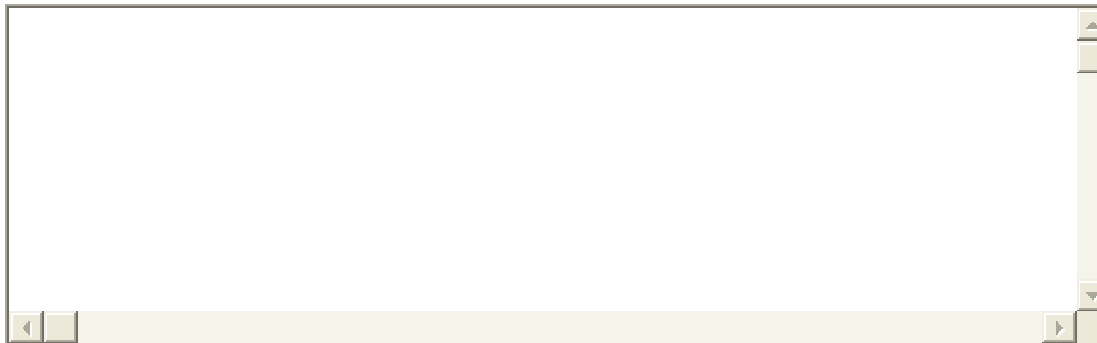
☐ 6 - 10

☐ 11 - 15

☐ 16 - 20

☐ More than 20 years

74. Please add any additional comments that you have:



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UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

Institutional Self-Study
Staff Questionnaire Results
Fall 2005

Prepared by the Office of Institutional Research

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**Institutional Self-Study
Staff Questionnaire, Fall 2005**

Staff Survey Responses: Questions 1-28

Q#	Question	strongly agree		agree		not sure		disagree		strongly disagree		no opinion		Total Count
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1	Clear statements of UCCS' mission, vision and values are readily accessible to staff.	51	44.7%	54	47.4%	7	6.1%	1	0.9%	1	0.9%	0	0.0%	114
2	My understanding of UCCS' mission, vision and values is not as clear as I would like it to be.	9	7.9%	19	16.7%	12	10.5%	50	43.9%	24	21.1%	0	0.0%	114
3	I am supportive of UCCS' mission, vision and values.	60	52.6%	45	39.5%	7	6.1%	1	0.9%	0	0.0%	1	0.9%	114
4	The institution does not always act in a way that is consistent with its mission, vision and values.	4	3.5%	21	18.4%	20	17.5%	46	40.4%	19	16.7%	4	3.5%	114
5	The mission, vision and values of UCCS are a good fit with its history.	28	24.6%	54	47.4%	20	17.5%	4	3.5%	0	0.0%	8	7.0%	114
6	The mission, vision and values of UCCS are appropriate for its future.	40	35.4%	55	48.7%	11	9.7%	4	3.5%	0	0.0%	3	2.7%	113
7	UCCS does a good job of making its commitment to diversity public and clear.	23	20.2%	53	46.5%	21	18.4%	14	12.3%	3	2.6%	0	0.0%	114
8	UCCS' policies and practices are not always successful in assuring that all members of the campus community are treated equitably.	12	10.5%	25	21.9%	28	24.6%	35	30.7%	13	11.4%	1	0.9%	114
9	UCCS' actions have, on the whole, been successful in fostering the goals of diversity on campus.	16	14.0%	53	46.5%	27	23.7%	13	11.4%	2	1.8%	3	2.6%	114
10	UCCS does not offer staff the opportunity to interact in a diverse climate in terms of collegial relations.	4	3.5%	15	13.2%	21	18.4%	42	36.8%	25	21.9%	7	6.1%	114
11	UCCS offers staff the opportunity to participate in a stimulating, diverse and globally-focused intellectual discourse with colleagues.	14	12.3%	57	50.0%	21	18.4%	17	14.9%	4	3.5%	1	0.9%	114
12	I sometimes see other staff members not treat students as well as I think they should be treated.	17	14.9%	34	29.8%	4	3.5%	40	35.1%	16	14.0%	3	2.6%	114
13	Staff play an appropriate role in determining the campus' policies and practices.	16	14.2%	50	44.2%	26	23.0%	17	15.0%	4	3.5%	0	0.0%	113
14	Staff do not have an appropriate voice in planning for the campus' future.	5	4.4%	14	12.3%	30	26.3%	53	46.5%	12	10.5%	0	0.0%	114
15	I have had some involvement in the campus' Inventing the Future discussions.	14	12.4%	38	33.6%	8	7.1%	32	28.3%	11	9.7%	10	8.8%	113
16	The planning efforts of my unit are closely aligned with the mission, vision and values of the campus as a whole.	42	36.8%	50	43.9%	13	11.4%	5	4.4%	3	2.6%	1	0.9%	114

**Institutional Self-Study
Staff Questionnaire, Fall 2005**

Q#	Question	strongly agree		agree		not sure		disagree		strongly disagree		no opinion		Total Count
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
17	The environment within my unit is supportive of innovation and change.	49	43.0%	42	36.8%	9	7.9%	11	9.6%	3	2.6%	0	0.0%	114
18	Campus governance structures have been effective in accurately representing staff interests, concerns and perspectives.	11	9.7%	56	49.6%	28	24.8%	14	12.4%	3	2.7%	1	0.9%	113
19	Participation in staff governance and other means of influencing the campus is insufficient to insure fair representation of the diversity of staff opinion.	4	3.5%	20	17.5%	28	24.6%	51	44.7%	8	7.0%	3	2.6%	114
20	The merit evaluation process for staff results in adequate rewards for staff members' support of the campus' educational mission.	3	2.6%	16	14.0%	29	25.4%	36	31.6%	28	24.6%	2	1.8%	114
21	Staff at UCCS are provided with too few opportunities for professional development.	12	10.5%	49	43.0%	16	14.0%	32	28.1%	5	4.4%	0	0.0%	114
22	UCCS does a good job of supporting staff in learning how to use technology effectively.	7	6.1%	58	50.9%	19	16.7%	26	22.8%	4	3.5%	0	0.0%	114
23	The campus should do more to make sure that the contributions made by staff are recognized.	17	14.9%	60	52.6%	17	14.9%	16	14.0%	1	0.9%	3	2.6%	114
24	Faculty at UCCS are notable for treating staff members with respect.	6	5.3%	48	42.5%	17	15.0%	30	26.5%	8	7.1%	4	3.5%	113
25	One of the challenges of being a staff member at UCCS is that students are often disrespectful.	5	4.4%	12	10.5%	7	6.1%	56	49.1%	33	28.9%	1	0.9%	114
26	Administrators at UCCS have a good track record of treating staff members with respect.	19	16.7%	64	56.1%	16	14.0%	13	11.4%	1	0.9%	1	0.9%	114
27	I feel that my contributions to this campus are understood and valued by those around me.	23	20.2%	59	51.8%	13	11.4%	12	10.5%	6	5.3%	1	0.9%	114
28	My work at the university involves direct contributions to matters of importance to the Pikes Peak region.	35	31.0%	55	48.7%	16	14.2%	3	2.7%	1	0.9%	3	2.7%	113

**Institutional Self-Study
Staff Questionnaire, Fall 2005**

Staff Type

	Frequency	Percent	Cumulative Percent
Classified staff	80	67.8	67.8
Professional exempt staff	33	28.0	95.8
Did not disclose	5	4.2	100.0
Total	118	100.0	

Gender

	Frequency	Percent	Cumulative Percent
Female	86	72.9	72.9
Male	26	22.0	94.9
Did not disclose	6	5.1	100.0
Total	118	100.0	

Ethnicity

	Frequency	Percent	Cumulative Percent
White/Caucasian	86	72.9	72.9
Hispanic/Latino	9	7.6	80.5
Other	8	6.8	87.3
Did not disclose	6	5.1	92.4
Black/African-American	4	3.4	95.8
Native American/Alaskan Native	2	1.7	97.5
International Status	2	1.7	99.2
Asian/Pacific Islander	1	0.8	100.0
Total	118	100.0	

**Institutional Self-Study
Staff Questionnaire, Fall 2005**

Area of Work

	Frequency	Percent	Cumulative Percent
Student Success	37	31.4	31.4
Administration & Finance	20	16.9	48.3
Other	14	11.9	60.2
Did not disclose	10	8.5	68.6
Academic Affairs	9	7.6	76.3
Letters, Arts & Sciences	7	5.9	82.2
Engineering	6	5.1	87.3
Library	5	4.2	91.5
Education	3	2.5	94.1
Beth-El Nursing & Health Sciences	3	2.5	96.6
Information Technology	3	2.5	99.2
Business	1	0.8	100.0
Total	118	100.0	

Area of Work (if Other)

	Frequency	Percent	Cumulative Percent
	106	89.8	89.8
Public Safety	3	2.5	92.4
Athletics	2	1.7	94.1
Health Center	2	1.7	95.8
Chancellor's Office	1	0.8	96.6
RDC	1	0.8	97.5
Admissions	1	0.8	98.3
Residence Life and Housing	1	0.8	99.2
Bookstore	1	0.8	100.0
Total	118	100.0	

Years Employed at UCCS

	Frequency	Percent	Cumulative Percent
less than 1 year	15	12.7	12.7
1 to 5 years	48	40.7	53.4
6 to 10 years	18	15.3	68.6
11 to 15 years	11	9.3	78.0
16 to 20 years	8	6.8	84.7
more than 20 years	11	9.3	94.1
did not disclose	7	5.9	100.0
Total	118	100.0	

**Institutional Self-Study
Staff Questionnaire, Fall 2005**

Results
Comments
<i>Note: Each indentation represents a new respondent. Separating lines may not appear.</i>
I believe the UCCS is a great place to work and love the university environment and support of fellow employees across campus.
The administration as it is today is the best it has ever been. They work together well and they work very hard at keeping everyone informed of what has and is happening on campus. The administration has done all it can with limited resources. The staff are also great at doing all they can to make this campus a place where many want to come to school and work. Everyone is working at sticking to our vision and mission.
I would like to see better communication between administrative staff and academic departments to share information and be aware of each others' projects.
This university work environment is one of the most comfortable I have worked in during my adult life. There are frequent displays of courtesy, respect, and consideration for the contributions of staff members. I have been privileged to work almost ten years on this campus during many changes and growth experiences.
Some of the questions were too general to respond accurately.
I would like to see more opportunity for professional growth and promotion within the administrative staff and more equity in the salaries paid to administrative staff in the colleges.
I have also been an employee of the CU Foundation (8 years) and CU Boulder (5 years)
I am very proud to be an employee at UCCS. I appreciate the contributions this campus makes to the City of Colorado Springs and the State of Colorado. As an African American, I would like to see more African American faculty members, yet I feel the Chancellor and Administrators have made significant strides in their efforts to increase those numbers.
I do not always feel like my units needs are understood and/or considered when it comes to decisions affecting campus as a whole.
I don't feel the directive from the top is consistent enough to be internalized by a majority of members at our institution. I don't feel we know, on an institutional level, the areas we excel at; thus the need to always be inventing and reinventing programs and services.
I believe UCCS is a tremendous educational institution with positive and strong visionary goals for the future. I appreciate the support the students are given to discuss openly many difficult and diverse issues that affect all our lives today. I believe we offer students of all types the opportunity for a wonderful education. I'm delighted and proud to be an employee of UCCS. I am a native of CS and have seen this school rise from Cragmor to the great university it is today. My hope is that it continues and that we will be able to continue to offer a great education to the many diverse students of this community as well as outside the community.
I am happy to be part of such an innovative and inclusive campus.
Classified staff rely on a performance evaluation system that is a sham because each department on campus administers it differently. Each state agency administers the system differently as well. The one thing that could help classified staff at this University is staff development. For years we've been placated with a one day event when what is needed is a full- or part-time staff member whose job it is to assist with opportunities for advancement, serve as a staff advocate and assist with staff education. I frequently hear of situations where faculty are not respectful of staff. I have not experienced this myself. I have seen certain faculty members mistreat student employees, however.
Diversity on this campus is severely lacking, we need to get beyond "cinco de mayo" celebrations and Black history month and start promoting and developing minority staff and faculty to take positions that will directly influence the direction of this campus.
I believe there are quite a few staff members who believe they are entitled to be out of their office, attending everyone of the "fun" campus events, and seem to have this built into their PDQ, while other staff members keep their nose to the grindstone 40 hours per week, in order to get the work done. P.S. The "fun" positions also seem to pay more!

**Institutional Self-Study
Staff Questionnaire, Fall 2005**

Results
Comments
Cost of parking on campus is outrageous! Faculty and staff have to be here; some are here before and after most department open and close. Yet, no adjustment are made in the cost of parking for these employees. Evaluations are really still subject to the whims of others. Some jobs cover so many different projects/duties that others fail to appreciate how little time some employees have while other coworkers enjoy more freedom and get more acknowledgement. Some staff would like to be more involved in campus activities/committees, but cannot because they must be at their desks or working others duties that get no recognition.
By listing my ethnicity, gender and department I do not think my identity or any other person of color's identity is hard to determine. This is not a very confidential way to solicit honest input.
I do not know what the vision mission and values of UCCS are.
I am very new to my position. I don't feel that I'm very knowledgeable of the system and cannot offer an educated evaluation at this time.
I work in the College of Engineering and Applied Science, Dean's office and I am treated with respect and fairness. I truly enjoy my work in this environment.
I recommend that the UCCS mission statement have a place on the UCCS website that is easily found and linked to from the UCCS homepage.
The campus has made great progress, but none greater than the growth and progress resulting from strong and capable leadership provided under Chancellor Shockley-Zalabak. She has inspired, motivated, achieved progress and found resources and formed alliances to help move the campus forward during a period which has been fiscally and politically the biggest challenges faced in our history.
As our student population grows, so do the responsibilities and workloads in all departments. Many employees are taking on heavier workloads, meeting more deadlines, and achieving more goals, thus, adding more stress to their day. Having staff appreciation activities and get-togethers are great moral-boosters! Many of us can't make the few that are offered. I would like to see more, maybe before work, or during the lunch hour, or before the end of a workday. (RSVP requested.) Referencing questions #4 and #13: I am not sure if this survey is the appropriate time to share this, but if not, would be so kind to pass this on to the appropriate person. I feel that as our campus grows, we should never loose sight of maintaining a healthy, happy, positive and safe academic and social environment for both our students and employees. I have always felt that it is essential to reintroduce "The kindness campaign," (which I understand we had in the early '90's) and/or develop a code of customer service and performance excellence for staff and faculty. Too frequently, I observe some of those "overworked and stressed" employees who need to improve their interpersonal and non-verbal communication skills. Reviewing and continually reiterating what it takes to have outstanding customer service and communication skills with current and new employees should be an on-going process. Interactions, with particularly our students, and colleagues, need to be positive and friendly, diplomatic, cooperative and supportive. This positive interaction not only makes for a first good impression, but maintains healthy interactions and relationships. Setting and maintaining a campus standard/code, in each department, to consistently maintain positive customer service skills, is crucial for not only common courtesy and mutual respect, but our campus reputation. UCCS employees should all emerge as "Ambassador's of good will," by demonstrating acts of kindness, helpful intentions, always share a smile, extending a helping hand, and positively communicating and supporting those individuals we are here to serve and those we work with! We have great staff and faculty, but attention to developing or improving, enhancing and maintaining these skills and acts, needs to be addressed.



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

Staff Questionnaire for the Institutional Self Study Higher Learning Commission of North Central Association of Colleges and Schools

Please indicate your level of agreement with each of the following statements:

1. Clear statements of UCCS' mission, vision and values are readily accessible to staff.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
2. My understanding of UCCS' mission, vision and values is not as clear as I would like it to be.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
3. I am supportive of UCCS' mission, vision and values.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
4. The institution does not always act in a way that is consistent with its mission, vision and values.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
5. The mission, vision and values of UCCS are a good fit with its history.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
6. The mission, vision and values of UCCS are appropriate for its future.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
7. UCCS does a good job of making its commitment to diversity public and clear.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
8. UCCS' policies and practices are not always successful in assuring that all members of the campus community are treated equitably.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
9. UCCS' actions have, on the whole, been successful in fostering the goals of diversity on campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
10. UCCS does not offer staff the opportunity to interact in a diverse climate in terms of collegial relations.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

11. UCCS offers staff the opportunity to participate in a stimulating, diverse and globally-focused intellectual discourse with colleagues.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
12. I sometimes see other staff members not treat students as well as I think they should be treated.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
13. Staff play an appropriate role in determining the campus' policies and practices.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
14. Staff do not have an appropriate voice in planning for the campus' future.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
15. I have had some involvement in the campus' Inventing the Future discussions.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
16. The planning efforts of my unit are closely aligned with the mission, vision and values of the campus as a whole.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
17. The environment within my unit is supportive of innovation and change.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
18. Campus governance structures have been effective in accurately representing staff interests, concerns and perspectives.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
19. Participation in staff governance and other means of influencing the campus is insufficient to insure fair representation of the diversity of staff opinion.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
20. The merit evaluation process for staff results in adequate rewards for staff members' support of the campus' educational mission.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
21. Staff at UCCS are provided with too few opportunities for professional development.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
22. UCCS does a good job of supporting staff in learning how to use technology effectively.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
23. The campus should do more to make sure that the contributions made by staff are recognized.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
24. Faculty at UCCS are notable for treating staff members with respect.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
25. One of the challenges of being a staff member at UCCS is that students are often	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

disrespectful.

26. Administrators at UCCS have a good track record of treating staff members with respect.



Strongly agree



Agree



Not sure



Disagree



Strongly disagree



No opinion

27. I feel that my contributions to this campus are understood and valued by those around me.



Strongly agree



Agree



Not sure



Disagree



Strongly disagree



No opinion

28. My work at the university involves direct contributions to matters of importance to the Pikes Peak region.



Strongly agree



Agree



Not sure



Disagree



Strongly disagree



No opinion

[Submit This Page](#)

Please continue...

29. I am:

If you selected "Other" please name your position:

30. What is your gender?

31. What is your race/ethnicity?

If you selected "Other" please name your race/ethnicity:

32. In which area do you work?

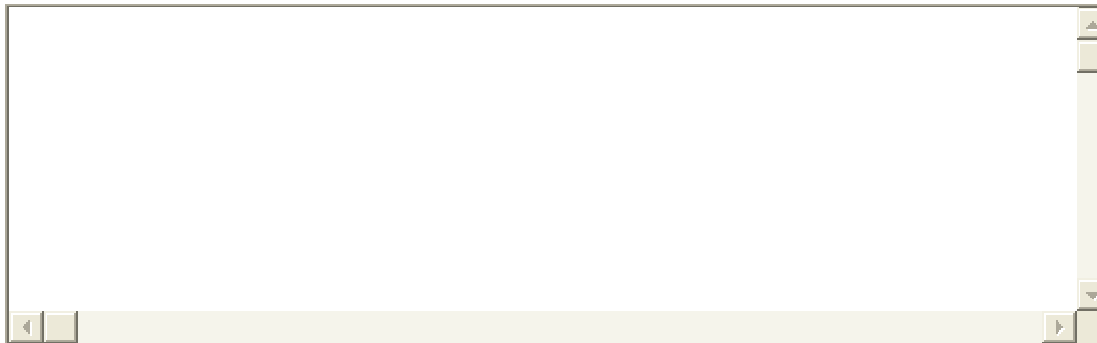
- ☐ College of Business
- ☐ College of Engineering
- ☐ College of Education
- ☐ College of Letters, Arts & Science
- ☐ College of Nursing & Health Sciences
- ☐ Graduate School of Public Affairs
- ☐ Library
- ☐ Information Technology (IT)
- ☐ Student Success
- ☐ Academic Affairs
- ☐ Administration and Finance
- ☐ Other

If you selected "Other" please name your office:

33. How many years have you been employed at UCCS?

- ☐ Less than 1 year
- ☐ 1 - 5
- ☐ 6 - 10
- ☐ 11 - 15
- ☐ 16 - 20
- ☐ More than 20 years

34. Please add any additional comments that you have:



Submit



UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

**Institutional Self-Study
Student Questionnaire Results
Fall 2005**

Prepared by the Office of Institutional Research

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**Institutional Self-Study
Student Questionnaire, Fall 2005**

Student Survey Frequency of Responses, Questions 1-30

Q#	Question	strongly agree		agree		not sure		disagree		strongly disagree		no opinion		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
1	Clear statements of UCCS' mission, vision and values are readily accessible to students.	241	20%	531	44%	310	26%	86	7%	21	2%	16	1%	1,205
2	My understanding of UCCS' mission, vision and values is not as clear as I would like it to be.	95	8%	390	32%	240	20%	327	27%	95	8%	54	4%	1,201
3	I am supportive of UCCS' mission, vision and values.	212	18%	539	45%	379	32%	11	1%	4	0%	54	5%	1,199
4	The institution does not always act in a way that is consistent with its mission, vision and values.	37	3%	157	13%	498	42%	318	27%	109	9%	80	7%	1,199
5	The mission, vision and values of UCCS are a good fit with its history.	103	9%	455	38%	544	46%	20	2%	3	0%	68	6%	1,193
6	The mission, vision and values of UCCS are appropriate for its future.	0	0%	506	49%	430	42%	32	3%	6	1%	56	5%	1,030
7	UCCS does a good job of making its commitment to diversity public and clear.	232	19%	584	49%	208	17%	119	10%	29	2%	27	2%	1,199
8	UCCS' policies and practices are not always successful in assuring that all members of the campus community are treated equitably.	41	3%	232	19%	297	25%	431	36%	153	13%	45	4%	1,199
9	UCCS' actions have, on the whole, been successful in fostering the goals of diversity on campus.	149	12%	664	55%	262	22%	78	7%	16	1%	30	3%	1,199
10	UCCS offers students the opportunity to participate in a stimulating, diverse and globally-focused intellectual discourse.	218	18%	639	53%	192	16%	108	9%	20	2%	20	2%	1,197
11	UCCS does not offer students the opportunity to interact in a diverse climate in terms of personal relationships.	28	2%	157	13%	231	19%	543	45%	204	17%	34	3%	1,197
12	Students play an appropriate role in determining the campus' policies and practices.	109	9%	434	36%	417	35%	157	13%	51	4%	30	3%	1,198
13	Students do not have an appropriate voice in planning for the campus' future.	58	5%	202	17%	352	29%	446	37%	114	10%	25	2%	1,197
14	I have had an opportunity for involvement in the campus' Inventing the Future discussions.	58	5%	244	20%	287	24%	366	31%	116	10%	126	11%	1,197
15	The environment within my college (or school) is supportive of innovation and change.	161	13%	607	51%	239	20%	127	11%	38	3%	28	2%	1,200
16	Student governance structures have been effective in accurately representing student interests, concerns and perspectives.	84	7%	401	34%	465	39%	139	12%	37	3%	68	6%	1,194

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Q#	Question	strongly agree		agree		not sure		disagree		strongly disagree		no opinion		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
17	Student participation in student governance and other means of influencing the campus is insufficient to insure fair representation of the diversity of student opinion.	65	5%	286	24%	439	37%	277	23%	61	5%	68	6%	1,196
18	When a UCCS student files a complaint of an appeal, the student is treated fairly.	61	5%	233	19%	680	57%	67	6%	32	3%	126	11%	1,199
19	I am not familiar with the assessment of student learning activities in my academic programs(s).	63	5%	381	32%	187	16%	424	36%	99	8%	39	3%	1,193
20	I understand the importance of assessing student learning and academic programs on our campus.	255	21%	719	60%	136	11%	48	4%	11	1%	30	3%	1,199
21	I believe assessment activities are helping to improve student learning and the overall quality in my academic program(s).	155	13%	581	49%	352	29%	53	4%	12	1%	43	4%	1,196
22	Faculty at UCCS do a good job of getting students involved in research, scholarly and creative activities.	207	17%	584	49%	158	13%	188	16%	39	3%	23	2%	1,199
23	Teaching at UCCS is less effective than other similar campuses in promoting student learning.	43	4%	119	10%	290	24%	469	39%	234	20%	44	4%	1,199
24	Interacting with students outside of class is important to faculty on this campus.	128	11%	454	38%	324	27%	204	17%	54	5%	34	3%	1,198
25	Many faculty appear less committed to student learning than I think they ought to be.	96	8%	224	19%	150	13%	522	44%	188	16%	17	1%	1,197
26	The learning environment at UCCS is supportive to all learners.	202	17%	655	55%	154	13%	139	12%	32	3%	11	1%	1,193
27	There are too few opportunities on campus for students to learn outside the classroom.	59	5%	318	27%	263	22%	388	32%	134	11%	35	3%	1,197
28	I have made use of the Excel (tutoring/learning) Centers to support my learning at UCCS.	192	16%	442	37%	55	5%	304	25%	118	10%	88	7%	1,199
29	The Excel Centers are not effective in supporting student learning.	23	2%	95	8%	353	29%	381	32%	208	17%	137	11%	1,197
30	Technology on the UCCS campus is sufficiently available to meet the learning needs of students.	311	26%	641	54%	81	7%	126	11%	31	3%	6	1%	1,196
30a	The Kraemer Family Library is not open enough hours to accommodate the needs of all students.	160	13%	232	19%	159	13%	476	40%	142	12%	27	2%	1,196
30b	The resources of the Kraemer Family Library are very effective in supporting student learning.	292	24%	633	53%	137	11%	91	8%	18	2%	26	2%	1,197

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Student Survey Frequency of Responses, Questions 31-50

Q#	Question: How well do you think your college's general education program addresses:	very well		sufficiently well		not sure		poorly		very poorly		no opinion		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
31	Furthering the intellectual development of individual students.	292	27%	611	56%	103	9%	61	6%	8	1%	18	2%	1,093
32	Furthering the personal development of individual students.	206	19%	540	49%	184	17%	124	11%	16	1%	23	2%	1,093
33	Furthering the ethical development of individual students.	170	16%	500	46%	256	23%	106	10%	22	2%	36	3%	1,090
34	Helping students become lifelong learners, able to adapt to an ever-changing environment.	235	22%	539	49%	196	18%	89	8%	9	1%	25	2%	1,093
35	Increasing the ability of students to read well.	170	16%	470	43%	301	28%	90	8%	14	1%	46	4%	1,091
36	Increasing the ability of students to speak well.	205	19%	542	50%	220	20%	83	8%	8	1%	35	3%	1,093
37	Increasing the ability of students to listen well.	192	18%	554	51%	221	20%	85	8%	9	1%	28	3%	1,089
38	Increasing the ability of students to write well.	287	26%	558	51%	131	12%	78	7%	12	1%	24	2%	1,090
39	Increasing the ability of students to demonstrate critical thought.	288	26%	580	53%	114	10%	78	7%	8	1%	20	2%	1,088
40	Increasing the ability of students to demonstrate analytical thought.	260	24%	602	55%	142	13%	57	5%	7	1%	19	2%	1,087
41	Increasing the ability of students to demonstrate creative thought.	205	19%	568	52%	172	16%	106	10%	21	2%	19	2%	1,091
42	Increasing students' breadth of knowledge.	304	28%	596	55%	113	10%	49	5%	8	1%	18	2%	1,088
43	Increasing students' quantitative abilities.	203	19%	581	53%	218	20%	56	5%	4	0%	27	2%	1,089
44	Increasing students' ability to use technology to obtain knowledge.	313	29%	554	51%	132	12%	58	5%	12	1%	20	2%	1,089
45	Increasing students' ability to obtain knowledge in other ways.	213	20%	567	52%	196	18%	81	7%	9	1%	23	2%	1,089
46	Preparing students to participate as responsible members of society.	207	19%	536	49%	202	19%	100	9%	17	2%	29	3%	1,091
47	Increasing students' ability to work with people of different backgrounds than their own.	241	22%	515	47%	193	18%	96	9%	20	2%	27	2%	1,092
48	Increasing students' understanding of issues that may impact society locally.	218	20%	492	45%	213	20%	115	11%	26	2%	28	3%	1,092
49	Increasing students' understanding of issues that may impact society nationally.	174	16%	515	47%	228	21%	113	10%	26	2%	35	3%	1,091
50	Increasing students' understanding of issues that may impact society globally.	166	15%	476	44%	247	23%	125	11%	38	3%	35	3%	1,087

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Student Level

	Frequency	Percent	Cumulative Percent
First-Year	301	24.8	24.8
Sophomore	213	17.5	42.3
Junior	187	15.4	57.7
Senior	237	19.5	77.2
Master's	156	12.8	90.0
Doctoral	11	0.9	90.9
Unclassified Grad	8	0.7	91.6
Did not report	100	8.2	99.8
Other	2	0.2	100.0
Total	1,215	100.0	

Gender

	Frequency	Percent	Cumulative Percent
Female	761	62.6	62.6
Male	339	27.9	90.5
Did not disclose	115	9.5	100.0
Total	1,215	100.0	

Ethnicity

	Frequency	Percent	Cumulative Percent
White	841	69.2	69.2
Did not disclose	124	10.2	79.4
Hispanic	94	7.7	87.2
Asian	52	4.3	91.4
Black	31	2.6	94.0
Other (Unknown)	30	2.5	96.5
Multi-Racial	23	1.9	98.4
Native American	14	1.2	99.5
International	6	0.5	100.0
Total	1,215	100.0	

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Minority Status

	Frequency	Percent	Cumulative Percent
Ethnic Majority (White)	841	69.2	69.2
Ethnic Minority	214	17.6	86.8
Unknown	160	13.2	100.0
Total	1,215	100.0	

College

	Frequency	Percent	Cumulative Percent
Letters, Arts & Sciences	528	43.5	43.5
Business	213	17.5	61.0
Nursing & Health Sciences	132	10.9	71.9
Engineering & Applied Sciences	117	9.6	81.5
Did not report	112	9.2	90.7
Education	76	6.3	97.0
Undeclared	30	2.5	99.4
Public Affairs	7	0.6	100.0
Total	1,215	100.0	

Years as Student at UCCS

	Frequency	Percent	Cumulative Percent
1-2 years	722	59.4	59.4
3-4 years	278	22.9	82.3
5-6 years	70	5.8	88.1
more than 6 years	27	2.2	90.3
Did not report	118	9.7	100.0
Total	1,215	100.0	

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
<i>Note: Each indentation represents a new respondent. The lines dividing respondents may not appear.</i>
Even in the submission of this survey, the University is not open to diversity in that it asks for gender in its binary form (male/female) not allowing for individuals who identify as transgender. Also, when asking for race/ethnicity, it only allows for one choice, not allowing biracial individuals to express their race/ethnicity, grouping them all into the "other" category.
The UCCS school system offers a diverse and social reality that is also supportive of a learning environment.
The centers that have been created to help students, like the MLC and the Writing Center, aren't actually being helpful. When using the MLC I didn't really get help, and was treated badly by the staff because I needed the help. The writing center is very limited in what services it will provide for students. They will help if you have problems writing, but refuse to proof a paper. These centers should be working towards providing services that are actually beneficial to the students, not make them look good to the administration. The customer service on this campus for students is atrocious. Many of the offices on this campus treat the students like they do not have time for them. The Financial Aid office is probably the worst in this respect. They specialize in telling students they don't deserve the help, and pushing students through their office as quickly as possible. I am personally aware of at least a couple of situations where students went to Financial Aid, was told that financial isn't designed to help with living expenses (this is against the mission), and then refused to give them the information to appeal. This campus needs to strive more for what they can do for the students, not what the students can bring to them (\$\$\$). Unless this campus starts treating the students like they want them on the campus, you will start losing students.
I love UCCS, keep up the good work!!
I previously attended CSU in Fort Collins and I feel that UCCS is a much better school. I feel like the classes required for my major are much more applicable and the professors are much more interested in student needs.
I have no idea what the "mission/vision" statement of UCCS is, hence a lot of the questions on this questionnaire where not answerable. Also, the library is a great facility, but lacks some major technical innovations, namely wireless access and managed print services. Two or three network printers for the entire circulation area does not cut it and the output of these printers needs to be better organized (document retrieval on-demand, print queuing, etc.) Lastly, for the love of Pete, please get wireless access put in throughout the library. In this day and age, it's archaic that we don't have it!
I hope I win the iPod. :-D
I feel that UCCS's student population is not as diverse as it should be. Our city is growing continuously, but I have yet to see a more diverse student population. It is the same for the teacher/professor population too. If we can have more diversity, then perhaps it will further our perspectives when they bring their own perspectives to us. I also believe that if this college would offer more help to students, then it would be great. It would be nice to have teachers be able to help us more on a one-on-one basis, because everyone's needs are different. To be able to further student success at UCCS, then we need to address every individual's needs, not lump everyone together.
My experiences have all been positive at UCCS.
I really like school here, this is an environment where the teachers care about you and they take time out of the schedule to help you succeed. The college as a whole is a great place to learn and to succeed! I highly recommend UCCS to kids looking for a great college that is not too big.
This school is a great institution. Please don't do anything to raise tuition!!! :)
I think that UCCS does a great job promoting diversity among men and women and with the many ethic groups that come to UCCS. However, when UCCS thinks of "Diversity" they do not include people with disabilities as much as they should. In their publications there is rarely a picture of a student with a visual disability. There are many students, faculty and staff on campus that have disabilities, yet they are not "seen" as part of the diversity vision of UCCS. I think that the UCCS campus as a whole does a great job educating students. The faculty on campus does a tremendous job!

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
The majority of my classes are a great experience on learning not only the subject, but learning how it affects the society as a whole. The school seems to be growing, and it is doing a great job accommodating to that change. The school does a great job at trying to incorporate the student's opinions.
I love UCCS! It is a perfect fit for so many people. The size, facility and faculty have helped me to get the most out of my experience. I can not imagine going to school anywhere else.
I am a graduate student in geography. The common thread among professors I interact with seems to be an absolute indifference to the student. No efforts to present a sense of community, no efforts toward facilitating opportunities for graduating students, no efforts to involve students in research, and no efforts to develop funding for students. Not only are the faculty in my department indifferent to these issues, when I have approached the department to suggest ways to develop some of these efforts (and offered my help for free) I have found open hostility to the suggestion that they could do more than the nothing they currently do. For example, I asked if the department had a list of companies in the area that have a geographic aspect to their business and that have internship programs and/or hire students part-time. I was told that the department did have such a list, but that it was for the faculty's use and that it would not be shared with students under any circumstance. I then developed my own list which I now share for free with other geography students. When I do this, invariably the students ask "Why doesn't the department do this? Don't they care whether I get a job?" Unfortunately, the answer seems to be no. I understand that not every faculty member will have the ability to offer opportunities to students. However, a systemic, department-wide opposition to such efforts suggests laziness at best and hostility at worst. The university's own hiring practices suggest that the culture in this department cannot be changed since the existing faculty as a group approve or disapprove new hires. Because the culture in my department is so openly anti-student and there is no hope of relief through the hiring process, I am in the process of looking for a new university that will maximize student opportunity instead of ignoring or actively blocking it.
I felt that for some of these questions I was not prepared to answer simply because I am one person. For instance, Question 18 reads "When a UCCS student files a complaint or an appeal, the student is treated fairly." I can only answer on my behalf, not the entire student body. Another Question, number 23 reads "Teaching at UCCS is less effective than other similar campuses in promoting student learning." I am not familiar with teachings at other campuses; therefore, cannot justly answer this question.
I think that the professor's interest in the students is the weakest part of uccs. I would like to see take more personal interest in the students' learning. However, I have had a few teachers that were outstanding in this area and hope that they will affect the other professors on campus. The students seem to love these professors and I think that it speaks volumes about their teaching skills.
Negotiate a bus line with FREX to drop off students that commute at/near the school
This is my first class at UCCS. In all fairness I should add that I have not had enough time at the University to have a well informed opinion.
With the exception of Information Technology, the directors and staff of all other departments do a poor job of getting to know their students and how to improve within their own department.
I enjoy attending UCCS and plan on remaining here for the next 4 years.
The biology department is very underdeveloped, which puts biology majors at a disadvantage in the job market. Further, a variety of biology classes is not available here.
Do what it takes to maintain AACSB accreditation. That was a major selling point for me in choosing an MBA program at UCCS.
I like the campus. It is very assistive in learning and allows me to do things on my time versus someone else's time. I love the amount of technology here and the fact that the campus is accommodating of disabled persons.
Professors are not available to students outside the classroom. Advisor's duties seem to limit availability. Very little creative room for teaching styles. Staff does not seem to have an understanding of what actually goes on in a real world classroom.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I completed my undergraduate degree at UCCS as well, so I've gotten both the undergrad and grad perspective. I think the school does "sufficiently well" at most everything, but there are a lot of things that it could improve on. I think on-campus integration with the online technology available would be a great step. And I think that there should be a great deal more attention paid to what students write on FCQ's at the end of a class. I've seen absolutely horrible professors continue on without any difference even after an entire class ranked them poorly. And I've also heard professors make comments that students' opinions shouldn't be trusted on FCQ's because they grade unfairly based on how difficult a class is. While this may be true of a few students, most students take the FCQ's seriously and try to accurately reflect how well that professor did, and I think it's only fair that their opinions be respected and taken into consideration. I've sat on several committees where my opinions were heard, but not really listened to. More often than not I get blown off as being "just a student." But when students are your customers, you should listen to what they have to say.
Physics department needs a lot of work. We have an mlc, and a slc, I think we need a plc. Compared to the math and science departments you can tell that physics is not a priority in this school. I also think the students see that, and in turn make it not as important to them as it should be. A lot of majors require that class, it should have a better department. The lab and the classes don't go together well, I actually don't think the labs help at all. Anyway, I just wanted to let you know, because I think this needs to be addresses as soon as possible.
UCCS would do well to add many, many more distance learning opportunities than are currently offered in the LAS college for undergrads and grad students. I would like to see the university reach out more to non-traditional older students. I would like to see the university do more in the way of access for those disabled students. The university is built in the side of a bluff. Although there are many spaces marked, "handicap" they are often a distance away from buildings. The long corridors of the hallways in COB should have more benches in the middle of the hallways for those disabled who may need to rest as they make their way to classes in that building. Main Hall needs more handicap spaces. It is difficult as it is just to get to the entrance of that building.
The University of Colorado at Colorado Springs is a great place to be. Under the direction of our Chancellor Pam Shockley-Zalabak and her great team of Vice Chancellors, UCCS is going to be number one in the nation soon! I'm proud to say that I obtained an education from UCCS and had the chance to partake in change.
The ratio of professors to students is astonishingly high for a state school. I attended a few state schools in Texas and New Mexico and I am most impressed with UCCS. I got my bachelor's here in business and now in graduate school in Special Ed, I am most happy with my relationships with professors and all faculty.
I pay for college on my own, so it will suck when you start charging for printing on campus. This will make my financial situation more crippling. I am very pleased with the college life and I am excited to learn what I am interested in finally. I hope the school will help me with my life goals to the best of their ability when I am close to graduation because I have a feeling that they won't.
Keep up the good work! I started here, then transferred to CSU, but after only a year, I transferred back, because the classes are better, and the teachers are more intelligent. Just don't increase the tuition. Thank you!
I believe than within my short time here UCCS is a great school, a large number of the faculty is very VERY helpful and I love almost all of my professors.
My experiences may not be representative of the entire student body; I am very involved in a NSF research project, Student Government and Student Clubs. This is not the norm for most students.
I did all of my undergraduate work at UCCS and am now working on my MBA there. In all my years, I have only been severely disappointed and treated with huge gender discrimination once; aside from that I have been very pleased with the school.
Overall, I think UCCS is a great college to attend and is fairly well-rounded all together.
I love UCCS.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
To make UCCS a better school, I believe there should be a music program. Bands help to encourage school spirit (which is severely lacking at this school) and the feel of a real university.
What I would like to see change is the expansion of the Arts programs. More specifically I would love to see more variety in the options of classes for Fine Arts as well as Art History programs. Colorado Springs art district is lacking, and I think there are a great number of students who want to pursue the fine arts and are somewhat stifled by the lack of variety. The Kraemer library as well has a very small collection of books for the arts. This makes searching for resources frustrating.
My program desperately needs to increase the amount of writing undergraduate students are required to do and the amount of feedback they receive on that writing. I TA for one of the few classes in my program (psychology) that routinely requires students to submit written homework assignments, and I am routinely appalled by the poor quality of much of writing I receive. I firmly believe that part of the problem is that so many of the classes only administer multiple-choice tests, with no written work required.
Many of the problems with technology are simply that there are only low class windows machines that are poorly maintained. There are not nearly enough useful machines, well set up Macs, machines capable of imaging and video. The Mac representation on the campus is pathetic, especially when there is a VAPA program. The problems with the campus diversity are not necessarily the campus's fault. Colorado Springs is a very very white place, and diversity is kind of a joke, and it only gets worse in college. UCCS does alright with what it has, but when the black student population is like 4%, there's not much it CAN do.
I recently graduated from this University with a BA in Biology and Chemistry. It is my opinion that the Biology department does a poor job in educating their students. Some of the professors seem to be apathetic with students needs. These professors try to distance themselves from involvement in the students' education. On the other hand, the Chemistry department should be the model for the entire science department. The professors within this department are friendly, and are always interested in each student's progress and goals. Something considerably absent from the biology department.
Students seem to fall at the bottom of the list as far as UCCS focus goes. I've attended college at another school and was made to feel important and was always able to find help with anything I need. Now that I am attending UCCS I see a strong difference. I feel that the student is the least important aspect of the college and traditional students that are in college right out of high school seem to be even lower than students who are older, working or have a family and are returning to get a degree. I am extremely dissatisfied with UCCS and if I had not already waited through the wait list to get into the nursing program would choose another college to attend. I have also spoken to several other people that feel the same and have either transferred to other schools or are stuck here because they must stay in Colorado Springs and cannot afford to attend CC.
We have some pretty amazing professors here that are willing to help you out in any way, shape or form, just to help you succeed. They are that dedicated to help their students. That is pretty rad.
Unfortunately I have trouble with class and work loads working, two jobs to be able to attend college is a major burden and this does not seem to be accommodated well. This may also be impossible to accommodate on a whole.
It is my belief that more of the Professors at UCCS need to teach the classes themselves and not continually assign student presentations. In one class in particular, a level 331, the professor taught only 2 lectures thus far. We have had two test days, and the remaining time has been spent on students delivering rather boring and ill-prepared presentations on articles they have researched outside of class. I want to be learning one book from a professor, not my peers. I believe this is a very negative experience I have had throughout my years at UCCS and plan to speak with higher authorities to get the professors that our tuition is going to pay, to actually teach their classes.
As a student, I would like to be more informed of how professors and teachers are assessed each semester and how that affects their teaching status. I also have never been informed of the goals and mission statement of UCCS, and was unable to find them on the website.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I am shocked at the difference in environments as a transfer student. This campus doesn't offer general electives that interest me. This campus' faculty are elitist in nature, which marginalizes the student. Most of the faculty on this campus care more about their own publications than actually teaching or reaching the student. Creative thought is unacceptable at this campus, and I am very disappointed in the quality of the teaching here. Not to mention, the lack of the use of technology. This college will unfortunately be the one I graduate from, but I am very sorry that I moved here to this myopic community in the first place. Good luck making in real change on this campus or its faculty.
In the English department, there are a couple professors that really need to be removed from teaching. Their styles are ineffective and grading policies insane.
Overall I have enjoyed my experience at this University. I have recommended the University to others and have attended meetings to attend masters programs at the University as well. I think that the faculty, for the most part is highly competent and have had the privilege to have some great professors that have been willing to work and consult with me on furthering my education and my future career plans. I have unfortunately had a couple of professors that were not so concerned with their students, and were rarely available outside of class to assist students with questions. I have told other students that I have known to avoid these faculty members as they created their class schedules. Thankfully, I did only encounter a couple of these professors.
The library is not open as late as it should be to accurately meet students' needs.
I AM DISAPPOINTED BY THE FACT THAT YOU HAVE NO HOUSING FOR STUDENTS THAT HAVE CHILDREN. I HAPPEN TO BE ONE AND A LOT OF MY FELOW STUDENTS THAT I HAVE MET SO FAR ALSO HAVE CHILDREN. ANOTHER THING THAT WOULD BE GREATLY APPRECIATED IS MORE CLASSES OFFERED IN THE EVENINGS OR ON THE WEEKENDS SO THAT IT WOULD BE EASIER TO ATTEND AND WORK AT THE SAME TIME. I HAVE BEEN IMPRESSED WITH THE FACULTY THUS FAR, AND THEIR WILLINGNESS TO HELP OUTSIDE OF CLASS AND ADDRESS QUESTIONS INSIDE OF CLASS. I HAVE ATTENDED TWO OTHER UNIVERSITIES AND TWO OTHER COMMUNITY COLLEGES AND THE TEACHERS HERE ARE SOME OF THE BEST I HAVE SEEN. THEY REALLY SEEM TO CARE, WHICH IS VERY DIFFERENT FROM THE OTHER UNIVERSITIES THAT I HAVE ATTENDED AND MUCH MORE LIKE THE FACULTY AT THE COMMUNITY COLLEGES. THAT IS A GOOD THING.
I wish the library would be open more often!!! The staff is excellent. Sue Byerly is great!
I like the teacher-student atmosphere and genuine care for their students. This is a beautiful campus and a great setting to further my education. I feel welcomed here. And any questions I have are answered in a sincere and prompt manner. The faculty is very helpful. I like it here.
In regards to the library and the growing student body at UCCS, I think there needs to be additional computers and group study rooms with computers to fit our needs. There have been many times I've come into the library and there hasn't been a computer readily available. Additional study rooms with computers would also be an added benefit and since many classes have group projects as a part of their curriculum, these study rooms have been very hard to find and come across when groups are trying to meet.
I definitely agree with the comment made on the Kramer Library that it does NOT have accommodating hours for students. It's really frustrating whenever I need to use it, its closed b/c I also work full time while going to school. I think it should be open 24-7.
I would like to see UCCS improve in it's accommodation of non-traditional students (namely: working adults with family, etc.). Respectfully, <name withheld>
only at UCCS when people are struggling in Anatomy lecture class would they set up "test taking" classes and "note taking classes" ...it seems almost all the staff is willing to help if you are will to ask and put the time in it takes to become successful
Technology is stressed more in a master's program in EAS so I do not get as much cultural awareness and creative thinking exercises

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
Not enough variety in classes. Times and dates are very limited so if you need a class but the time doesn't work you are s.o.l.
UCCS needs more Greek life and a way to make commuters feel part of the campus
This is the first semester of my freshman year, so I really don't know much about this school yet. What I know, however, I like.
Due to the homogeneity of the student body and the lack of competition from other traditional universities, I don't think UCCS is challenged at all to better itself. Having come from outside the state, I'm actually a little embarrassed by the attitudes of the people around me.
Received my under grad there and have just started pursuing my Masters in Special Education.
I love it here. It is apparent that all of my teachers want me to succeed. The faculty is very helpful (especially the science department faculty).
I think that the faculty needs to be more dedicated towards the students. The tutors on campus that are in various departments are excellent. More needs to be done to have qualified teachers that actually teach, so students have to go to class to learn. I have talked to students who are not incredibly intelligent, and they get A's in the class because the course is so easy, and the teacher doesn't teach. The Library and different tutoring centers are excellent, just make sure the right faculty members are teaching the right classes, and that they excited about teaching. Thanks.
I like how close everything is
I have been very impressed with the tools given for going into my field of study.
The only reason educators at the university do not give students a decent understanding of local and national issues and politics is because the university has made them afraid of doing so. I have personally discussed local and national politics with professors in private who are incredibly distressed about their lack of ability to discuss these things in the classroom and the way their hands and tied and their mouths are shut when it comes to giving information on politics and local issues. If professors and instructors are indeed allowed to discuss local issues and politics so long as they tell students what the facts are about the issue and encourage them to do their own research, teachers need to be told that more explicitly and told that their jobs or ability to receive tenure will not be put into question because of their political stances or expression of those stances in the classroom setting. Students are very uneducated about the politics of their own schools, cities, counties, and states. We cannot expect students to learn about these things without prompting from authority figures, and those figures should be professors and instructors at the university. Students should be an active part of their government and local issues, but that cannot happen if they see them as unimportant or if they do not understand how the system works and what their place in it is. We are not forced to take classes about our local politics and the information is not available to those who do not purposefully search for it, so it must be shown to students by those in positions to teach it. The university and the state should not deny teachers the right to teach these things to their students.
I think there are some professors that really do a splendid job at encouraging students, however I find there are many who don't seem to care at all, which I do not feel reflects well on the small campus feel of the university.
For the survey, the not sure and no opinion options pretty much mean the same thing and I'm wondering why they were both included.
I have been disappointed with the vast majority of teachers so far in my UCCS career. I thought that since I was paying to be here (a good amount of money) that teachers would be more interested in helping students succeed and yet I have found that the majority of teachers don't really care how well their students do. They seem to have no enthusiasm about their subjects and often that is passed onto their students. While there are those teachers who have made impacts on my learning career at UCCS and have taught me much, there are so many that I can't wait to finish their class. Other people who attend schools have said that their teachers are more than willing to help their students succeed, as they are paying for their tuition and to learn, and that's not the feeling that I have gotten at UCCS. Those who have attended UCCS in the past have agreed with many statements above and I'm disappointed that that is the case.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
Nursing is completely separated from main campus and basically its own little world so I can't say too much for the campus as a whole.
I have found the staff and teachers supportive and accessible. I am proud to be continuing my education at UCCS.
This is my first semester at UCCS and I am overall impressed with the classes, professors, activities, etc. People are very helpful and friendly and help to make me feel welcome
I did not do my undergrad degree here at UCCS and I feel there is a significant difference in experience/campus involvement between those who are in an undergrad program and those who are in a graduate program.
I have sincerely enjoyed all of my classes. Pat Walker, my first teacher here is a down-to-earth, expert on sociology, and is very good at classroom management and discussion. George Bolling, my Geology teacher, is so concerned about his students that he takes them all on several field trips to broaden their horizons and to give them a practical experience of rocks and other geology areas. George Mastroianni, my learning and cognition teacher is very good at explaining topics, and comparing ideas to those we already know. Ronald Smith, my abnormal psych teacher is also good at explaining and demonstrating the practical side of psychology, and always gives both sides to every controversial psychology issue. He is also very good at making sure students refrain from making fun of mental illness. Laura Eurich my business and professional communication teacher is an excellent communicator, as well as being a sincere and caring person. Sometimes it is helpful to look at instructors from their students' viewpoint.
Some professors just will not change with the times. They teach us to be flexible in our classrooms, but they won't be flexible with their requirements and adjust the schedule with the students when necessary.
I strongly feel that UCCS is politically more diverse than the community at large, despite the fact that people on all sides seem to love to claim otherwise!
As a commuting working professional, I have to admit that I'm not involved in most school activities, so many of my answers are based more on general impressions than on specific situations. However, aside from a desire to have more graduate-level courses available during the evening hours when I can attend, I've been very satisfied with my time at UCCS and with the progress and growth that I've seen.
This school should provide to all types of students. What I mean by is untraditional students as well. The diversity of the student body is just shameful. This college just screams white suburbia. I as a minority student (who is also gay) do not feel comfortable being myself on campus. That's too unfortunate. Thank you for your time.
Regarding mission and vision statements. They may be posted on campus but when trying to find them on the website I am unable to do so. A search on "mission statement" comes up blank. It would be useful to have this posted and easily locatable on the website. Regarding student diversity and fairness to all students. I believe the university is very fair in terms of racial and gender differences. However, I'm not so sure that it treats older students fairly. I've been made aware of a couple of occasions where older, very capable students have apparently been passed over for younger students. One older student (50+) I know of was unable to get into the nursing fast track. If this was not in fact due to age bias, it at least appeared to be so.
Some of the questions were ambiguous/ not well worded. As one of MANY international students on this campus, I had trouble figuring out what exactly some of the questions asked, and some of them didn't make any grammatical sense, like there were missing words. Basically, not quite user-friendly. ^_^; However, the issues raised were important and I'm glad that someone is showing interest in finding out the students' opinion on these. Thanks.
As a freshman, I have been pleased with the way UCCS treats its students. I believe that the teachers are helpful and understanding of their students' needs and accommodate to them. I have also improved my writing ability due to the writing center. So far, UCCS has met my expectations of being a safe school that encourages learning on a deeper level.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
One small thing: 1) The idea of making professors pay for parking is ridiculous and insulting to them as employees of the enterprise, state regs notwithstanding. I'm embarrassed by the fact that you would charge them money simply to come to work.
1) While the majority of the instructors that I have had at UCCS have been approachable, empathetic to student needs, and displayed a passion for their subjects, I have had a trio of instructors for one class this semester that exhibit none of these qualities. This fact was compounded when I found out that the same issues had been raised by previous students of these instructors, it made me question how well the course and its instructors had been evaluated. 2) The course catalog for UCCS has yet to impress me. I am an older student, finally seeking my degree to change from a job to a career. I also work full time to support a family. There are a number of undergraduate courses that are required for my degree program, that have not been offered once during evening hours in the five semesters I have been at UCCS. Several other courses that were offered were full with enough people wait-listed to fill at least one additional section. Why aren't these courses offered more. 3) The online selection of courses for UCCS is an embarrassment. Why is it that Pikes Peak Community College, with fewer resources, can have a larger number of online courses, which can handle more students, ease parking problems, don't require classrooms, and ease traffic congestion. 4) In regards to online resources: Why can this university not obtain and use a Blackboard program? This program is simple to use, allows instructors to post lecture notes and other course material online where their student can access them. It also allows assignments to be posted to an instructor's inbox, online testing, and comment boards. 5) Why aren't surveys like this one done more often?
I am a VAPA major. I would like to see the art department bring back ceramics and more/other art courses. I am forced to attend other community colleges to take courses that SHOULD be offered at a university. I am very disappointed in the variety of courses offered in studio art. They list them in the catalog, but say the ceramics department is closed and will not be coming back. PLEASE someone...FIX THIS!!!!
UCCS used to be a more student oriented place of learning. It has become only a place for faculty to bring in grant money so they can buy out of teaching classes, leaving classes to be taught by unqualified honorarium. This won't stop UCCS from gaining accreditation but I do not recommend UCCS to anyone I meet!!!!
I think that because this school is not racially diverse, there is DEFINETLY racial bias taking place in many of my classes. As a result, sometimes I am disgusted with my classes, teachers, and fellow students and it interferes with my learning especially since I am a minority. I just transferred from the Univ of Hawaii and it has been a complete change moving here. I have never been offended in any of my classes since I have been here. I think more ethnic and diversity classes should be required so that people will learn more about minorities instead of relying on us to educate them. They have the responsibility and the capability to take that action and engage in learning about minorities.
There are individual teachers throughout the University that are exceptional. However there are gaps.
I took a year off after high school and was not sure if I wanted to continue with my education at all. When I began at UCCS, it was just a tentative move to decide if college was for me or not. Due to the positive experiences I have had at UCCS, mainly the engaging classes with helpful and friendly faculty members, I have chosen to complete a bachelor's degree.
I strongly believe that one of the most useful things that UCCS needs to do as soon as possible in order to enhance student life, the future of the university, and overall learning ability is to have the library stay open a sufficient number of hours for all students (at least till 2am 7 days a week, and eventually increasing to a 24hr library as the university continues to grow).
There is a lot of bias towards the "American Way" in business from the instructors, but they do not explain very well what the other way is or what sets us apart from other countries. I'm sure that the international business classes cover these issues, but I find it somewhat frustrating in trying to understand other cultures when the course Professor degrades them without providing any information on their reasons. I can only imagine that the international students do not appreciate it either.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I see that university does not promote diversity well on the campus as the other two campuses. I think the campus has a long way to go. This campus seems to have a high turnover rates with students and retaining the student once they are admitted. This could be because it is very hard to get correct information or any information about anything on this campus.
Financial aid needs better organization. Students have a tough time getting all the information for loans, scholarships and other opportunities.
Some of the questions are a little ambiguous and although UCCS does many of these things very well, the fact that, as sophomore and juniors, there are students who still cannot do many of these basic things makes me think that somewhere out there, there must be some teachers who are not doing their jobs. In fact, I know of a few that are insufficient and unfair at grading, but overall this school is a great place and has many wonderful and talented professors.
I really like this college, but something needs to be done about the horrible parking arrangements. Also, there needs to be better food options.
I am from out of state and almost every time I tell people this they ask why I would choose this school. I guess this isn't the most logical place for someone to go. It takes finding the school for one, researching it, and taking on the expense to come out here to decide if I want to attend it. Most would have chosen boulder. The reason I chose this school has not let me down yet, which is nice. I chose it because of the small class sizes. Each teacher takes an investment of their time in every student. Every professor I have come into contact with has been willing to go out of their way to assist me or any other student in any way possible. I also loved the campus when I visited a year and a half ago. This has proven to be an excellent working environment, structured around helping everyone grow in the learning process. As one of my professors stated, "this school is the best hidden secret of Colorado." not sure why it's a secret, but as soon as its let out, this school will blossom.
Ethnicity means more then just skin color, it means ethnic background and someone who is Caucasian may have any number of ethnicities. And race does not exist at all.
The survey seems to be trying to show that the college is not doing a good job. I think that it should try to evaluate the college at what it is trying to do like how well it is teaching the people in it and doing what the students want instead of just asking "what do you think we are doing for you". It is like a magnetic force you may not see it but if you can feel its effects then how cares if you can see it.
Teachers, for the most part, are very interested in the well being and knowledge their students are obtaining. The staff at UCCS is always willing to contribute to the success of their students and centers such as the Science Learning Center is one of the most useful aspects of UCCS.
UCCS is a good school. I'm glad God led me to choose it for my undergraduate education.
FCQs are a great thing if they were implemented correctly. I have been frustrated with a lot of at least the lower level courses that have teachers that are only teaching that course "on the side" instead of really wanting to teach that class.
The library's computers are not very user friendly to business students. They do not have necessary programs and applications such as excel modules, stat-pro, and other various useful items that will benefit all UCCS students and not just business majors. I bring this up because Dwire Hall is inadequately equipped with enough computers with those specific resources. It is very frustrating when you arrive at the lab to attempt your homework and the lab is full for hours at a time.
I think the History department is amazing here at UCCS. The professors are absolutely brilliant. Rather than fill undergrad and grad heads with facts, they teach students to teach themselves. They teach critical thought and effective methods and theory. As an undergrad I received a broad education at UCCS. I think the structure of required courses is more than adequate to expose students to a variety of new ideas and ways of thinking and viewing the world. My one objection is that there is no foreign language requirement. I honestly wish I would have pursued this earlier, and believe a requirement would be beneficial to all students. It is hard as a freshman and sophomore to appreciate your education, and in a sense, course requirements should protect underclassmen from themselves. I know many upperclassmen and grad students who wish there would have been a language requirement. Thank you for the opportunity to take the survey.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
UCCS Rocks
Get a SOCIAL WORK program!!!! I have to transfer because one is not available here... :(
This is my first semester at UCCS hence the reason for a lot of "no comment" answers.
I have no comments at this time.
It would be great if there were more opportunities for study abroad.
I have turned in a complaint to Dr. Haefner with 46 MAE 1501 students' signature. The complaint was about computer software needed for our Engineering Design class that was not available to us until six weeks into the semester. He never even acknowledged the complaint, which tells much about his concerns regarding our education.
I feel there is a need for change within the Spanish Program. I have attended many other colleges, and I feel that the lack of communication and cooperation within the department is giving me a less than exceptional learning experience. There needs to be a change!!!!
Many of my answers were "not sure". The heavy usage of that answer choice is due to my lack of knowledge in those areas. Additionally, I am aware that my lack of knowledge may as much be my own deficiency to absorb information as well as the institution's to convey that information to me. I do not read The Scribe regularly, and I believed that some of the information may come to students through that forum.
Only 7 professors have challenged me and my class to learn and think. Only 3 of those 7 professors encouraged to link what we learned with local, state, national, and international issues. Only 2 expected outstanding writing. The more I was challenged, the more I valued my education. I felt "Easy" classes and lazy instructors wasted my time and money. Thank you for asking.
I went to the UCCS website and could not find the link to the schools mission or values. The new website is not as user friendly as the old.
I feel there are many unjust practices on campus, such as the cost of parking and parking tickets, which seem to reflect the administrators need for money, rather than their fostering of creative, healthy and responsible people. I have also felt on campus that the lack of responsibility, particularly in Financial Aid, is appalling and that, in fact, the "aid" should be removed from their title. Case in point, they have on many occasions withheld procedural information and then later, chastised for that lack of information, and I personally have been told on many occasions that the counselor will "get in trouble" if they help me as long as I need to be helped. It seems that a "pass the buck" responsibility systems in the main operating procedure on campus.
I believe UCCS does a great job in terms of classes and professors teaching specific classes and teaching the content in depth and in relevance to worldly and national issues. I believe that though many professors are wonderful teachers in subject matter on this campus, they should have more involvement with students outside of class and classroom hours. They should advocate more one-on-one time with each student either in office hours or outside of class time. I think many students would take advantage of this if they knew their professor is willing and eager to help them in any way, whether academically in relation to the class or personally as well. Transferring from a smaller college (Regis University) where this was normally the case in terms of student-professor relationships, helps the student understand classroom content (resolving things they might not understand or need further help with) as well as develop important (and very helpful in the long run) relationships with professors. This, in turn, can develop into a great student-professor relationship that, I believe, strongly impacts the student's success-personally and academically.
There seem to be many great programs, clubs, and organizations for traditional students. I would like to see more that would be geared towards non-traditional students. Understand, there are many differences in which the two groups' situations differ, and it is not just hours of availability.
Some individual instructors have furthered the goals of helping students learn about and analyze issues that impact local, national and global areas. I'm unsure how well the school in general does in this area.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
MANY of the teachers in the business school, mainly for QUAN and INFS are not effective professors at ALL! They do not even appear to give much of an effort; many of them do not even grade the homework THEY assign! Also, there should not have been new engraved bar stools put in the UC. The ones that they replaced were fine, they were not old and they were comfortable. Also, the student staff in MANY of the departments around campus need to be better trained. Many have NO idea what they are talking about, and this goes for some of the regular staff as well.
I enjoy this campus and the ability to interact with my professors. The academic advising, however, needs to be more consistent in telling students what classes need to be taken.
There's a mission statement? I tried to find it on the UCCS web site (where it should be prominent SOMEWHERE, and came up with nothing. I didn't dig deeply, figuring that if it's there, it should be readily and easily accessible . . . nada. Nothing. Zip. The ol' 'hit meter' came up with zero results when I did a search. It's not even listed in the "Quick Facts" section. I do think I'm getting a quality education, though.
UCCS is a great school and the professors here are wonderful!
none at this time
I am not impressed with many professors or instructors in the school of business. Only a couple have been great and only a few, good. The variety this school offers class-wise is sad. The school does not attempt to work with me at all regarding my classes. There is no ability to learn outside a strict guideline. I have heard professors make jokes about minorities, but then I live in Colorado Springs, so I guess I am suppose to "take that"!
I do not appreciate the race/ethnicity question. When you try to classify those of us who are of two or more of the choices you have listed, how should we answer? Other? My ethnicity is not important enough to add to your list? Yet I should write it in, so that it will be looked at and ignored anyway? I suggest either revising your question or leaving it out completely. I feel insulted every time I am to answer these poorly thought out questions. I assume this is a half-baked attempt to gauge minority replies in a quasi-social acceptable way. If this is the case, it should just say Caucasian or NON-Caucasian. But, then will that be acceptable? Well, this attempt to include everyone is just as sorry as every other attempt.
This survey is a very good way to learn about what the students feel about UCCS!
Kraemer Family Library needs to have much longer hours especially on weekends. For those of us with jobs (almost everyone) we need to be able to come to the library when we aren't at work...I work weekends and can't seem to get into the library when it's convenient for them to be open.
I feel it is getting outrageous the amount of money a student, like me has to pay to get an education. My family makes an above average amount of money each year, which takes away my ability to claim financial aid, even though I am the one who is paying for my college. And I feel the university isn't doing enough for the student in form of aid and scholarships. I am constantly turned down from receiving money, and I am in fear that I will be unable to finish my schooling because the University feels the need for a new "gym" instead of using those funds to help out their major asset, the students.
While I'm pleased with the Letters, Arts, and Sciences college and the faculty within this area of the school, I do not think the greater campus community is supportive of diversity, critical thinking and becoming ethical community members. This is fore mostly because of the narrow views of Student Government members and the dominate political ideologies of the campus. For instance, UCCS is trying to win a bid with LANL, yet few students have heard anything about this. Heck, even faculty members are confused about what's going on. Therefore, I think the school has good intentions but doesn't always follow through, especially when it's believed asking the public will do more harm than good for whatever agenda is at stake. In brief, I may have answered more negatively on this survey than I would have a semester ago. This is due to several factors that I believe create a negative environment for students who do think critically about our role in the world and what ethical and community standards we should hold ourselves accountable to. I've enjoyed this school and find many delightful people here, but lately I'm not sure I'd suggest it to anyone else. Hope these insights help your survey.
Beth-El College of Nursing is an amazing school.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
<p>This campus does not have enough support in place for atypical students. I am a father of a 13 month old son who works a full time job in addition to taking a min. 12 credit hours. There are not enough distance classes, nor night classes to help me in my Electrical Engineering Major. There are also not enough computers, nor computers in the right place for me to bring my son to school to work on homework and labs outside of class times.</p>
<p>Since I have attended the university, I believe there have been a number of positive changes to the campus. However, I do not feel that there is enough public representation on campus to completely succeed in the diverse atmosphere the university intends. For example, I believe our student government has not and is not a good representation of the majority of students on campus, and I do not feel they make the best decisions for the whole population of students that attend. As far as academics, I graduated from this university with a degree in History and Anthropology, two of the best departments in LAS. As I had to cross over to other departments for the purpose of undergrad requirements, I never felt the support I did for all types of learning, such as writing, creativity, higher order thinking skills, etc. Both departments and now the college of education, are all that made my experience at UCCS valuable. If the university wants to relate to more students, maybe some tips could be acquired from these departments.</p>
<p>I feel that the quality of the Education is on par and in many cases better than the education I would receive at other public universities across the nation.</p>
<p>Most of the faculty and staff I have interacted with have been decent folks and held student development to be important in general. There seems to be a shortage of faculty who are good at bringing the many pieces together that are required of professors, in my experience. Many of them seem to have a lot on their plates. Much of the reason for the low scores that I have given on this survey are due to my many years being a student at a number of universities, and my wide range of interests, which I attempt to synthesize and bring to my current experience. Which is to say that in order to produce humans who are capable of creative, analytical, broad, and deep perspective, that will improve our world, I sense that a different approach than what I have experienced here would be more successful. As I still have much to learn in the area on which I am currently focusing, I am in no position to undertake that task myself, yet. I do not know anything about university goals, for I have no interest in propaganda. The city we live in is not very diverse, and this campus reflects that.</p>
<p>I am very happy here at UCCS and feel I am getting a much better education here than I got at NMSU. People are very willing to help you at anything if you just ask. There is better parking here too! I always wondered why New Mexico State never built a parking garage. It is a beautiful campus and will miss it when I graduate.</p>
<p>I am a Non-traditional, transfer student and have found that many of the programs, (specifically the new VAPA program) were not designed for transfer students. I was required to take a freshman level Vapa core as a Junior, while non-transfer UCCS juniors fell under a "grandfather rule" and the new vapa cores were waived for them. As a graduate with an associate of arts degree from PPCC, and enlisted with the 60/60 guaranteed transfer program between PPCC and UCCS, I discovered that UCCS only accepted 46 of the 60 credit hours. The whole entire art program is disorganized, misleading, and the primary focus is on Anthropology--so unless art students are interested in weaving, sewing, embroidery, acting/theatre, or the study of textiles and fiber art, their educational experience is limited. It is my hope that this art department will expand to include other mediums of art such as ceramics, printmaking, watercolor, figure sculpture (clay based), raku, stained glass. While it is fine to integrate a "lost art" such as textile arts into an art program, I think to ignore traditional visual arts such as painting, sculpting and printmaking etc. is an ineffective approach to preparing art students with a diversified experience in art. It also my hope that UCCS will begin to recognize and appreciate non-traditional students and what they bring to the scholastic environment in the way of experience, diversity, and knowledge. A start would be to develop a logical and reasonable educational transfer plan for transfer students (specifically PPCC graduates). For this to happen communication efforts between the community colleges and other schools and UCCS would have to be more clear, detailed--leaving no one in "the dark". I am happy to participate in this survey and I would like to add that my experiences with the financial aid department and with academic advisors has been efficient, and positive as a whole.</p>

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
The learning centers do not have enough tutors (math) to help everyone that walks in the door. Their hours are also unacceptable, many of us try to go in before 9am to get help before class and it is not open, as I said unacceptable. there are a few tutors that do work their that focus on helping only people they know from their classes rather than move throughout the room ensuring other students are getting the help they need, also unacceptable. Some of my instructors are not focusing on what we as students will face in our world today once we graduate, i.e. terrorism, the understanding of middle Eastern cultures that should be strongly covered especially in the Sociology degree requirements. Some of the instructors are so stuck in their routine of notes that they are not reviewing them to fit what is happening in our world today.
There was this group called Students for Social Justice, it was comprised of students of UCCS, former students and community members. Their agenda was diverse. The student government made it difficult for the group to function on campus as did the schools administration. Specifically, there was an issue about chalking sidewalks that resulted in changes to policy on campus. However, this semester I have noticed that other groups are apparently exempt from the same policies. This is disappointing and shows that some student groups with unpopular agendas are targeted and essentially destroyed on a campus that is supposed to be about diversity. This is not good and I can't wait to be done with my time at this Christian, white, privileged dominated school. thank you
I am unfamiliar with the general education system at UCCS as I am a graduate student in a specialized program. I believe the faculty in my program are EXCELLENT. My concerns are with library hours and access to SPSS. I also do not believe that the graduate students have adequate representation in student concerns. I believe it would be beneficial to overall graduate activities that cut across departments.
In reference to Kraemer Family Library hours, I believe the weekend hours of operation, especially the two weekends preceding finals are inadequate. Also, because this campus has many non-traditional students and students who also work while attending school, I believe there is a sufficient student population who would appreciate and utilize longer weekend hours.
Since I transferred to UCCS this year, I have been very impressed with the professors, staff, atmosphere, and quality of education I am receiving. My old school was no where near the level of UCCS and I am so glad to have the opportunity to attend here!
I feel the diversity rate at this school is extremely low and that it is hard for those that are diverse to socialize with the crowd if they choose not to conform to the general opinion of these people.
Not much else to say really, many students I know are expressing great concern over things like how the school spends its money, and the fact that the fees and other expenses are going past the point of ridiculousness.
I believe that the campus as far as teaching and programs available to learn are sufficient for a university. More problems lie in the parking and building quality.
Overall, this school does a relatively decent job; it's just a few individual professors that I disagree with. But, I transferred here from the School of Mines, and this school is superior in every aspect. The students are friendlier, and the professors actually care. Except Sean, the director of housing.
UCCS has a great environment for hard workers dedicated to their studies; this is a big factor of why I have attended here.
My experience at uccs has been GREAT!!
This is my first semester and I have many graduate students for teachers who teach well, but I don't think I have got the full effect of UCCS yet.
I believe that Beth-El College of Nursing, with very few exceptions does and excellent job of preparing its students for a successful and fulfilling nursing practice. I think that the high standards expected of Beth-El students pushes them to practice at a level admired by patients and peers. I am proud to be a Beth-El nursing student, and think that with but a few exceptions the faculty is wonderful, supportive, and set great examples for the students; they truly are for the most part committed to student success.
Several questions on this survey are poorly stated - difficult to understand what was being asked.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
Overall I am pleased with the academic rigor in the MBA program.
I chose this school over Biola and Texas A&M because of the Business school accreditations. Biola and Texas A&M didn't have that same accreditation.
Most of the electrical engineering teachers are terrible teachers. They teach you equations and how to solve them, but they don't teach you what actually is going on. You have to understand what the circuit is doing, not just know how to solve for a certain frequency or current. There's not a lot of real world teaching, just a lot of theory. I really haven't enjoyed my scholar experience here.
In reducing the number of Ph.D. programs available through EAS, I believe that the CCHE has acted hastily and without sufficient regard to students and the importance of UCCS in rebuilding Colorado Springs following the devastating recession that began in 2001. UCCS faculty and staff have been supportive and encouraging in everything I have needed to do with my graduate studies. Within the past 24 hours Colorado voters have removed the debilitating effects of poorly designed cost control legislation that had been progressively threatening to undermine the whole of the CU system from serving the needs of Colorado's future. With this obstacle finally overcome I am looking forward to being able to complete my studies here at UCCS, one of our nation's best learning environments.
You do not offer a middle option that indicates the school is on par with many other institutions. I believe UCCS courses in general offer an educational experience that is to the left of center politically and ethically. For this reason, the perspective shared on issues is limited and promotes bias and intolerance among the students against those of a more conservative persuasion. I believe that the school does a sufficient job of teaching technical and professional disciplines and that while the intellectual atmosphere is limited in scope, it is no worse than that found on most other U.S. campuses. An additional option on your questionnaire would permit a clearer reflection of my attitudes. In response to the questions that address basic reading, speaking and writing skills; I do not understand why the university deems it necessary to teach and measure these basic abilities. Students should come to school with the foundational knowledge requisite for success in college level work. Community colleges and high schools are responsible for preparing or remediating students with lagging or lacking skills. Another option that indicates that it is not the university's responsibility to teach such should be offered.
I took the survey to my best knowledge but I don't feel that all my answers are completely true because I don't feel there were enough options, or maybe I would have re-worded "not sure" to in the middle.
UCCS is a great small school. The professors are very nice and it's quite easy to talk to them as opposed to other big schools.
I am a transfer student from Trinidad State Junior College. I have received support in transitioning from a junior college to a University.
UCCS has wonderful faculty and classes but very troublesome policies. Any time I respectfully and logically request an exception to a UCCS policy, such as taking an English-based theatre course as an English elective, or working after hours in the Osborne theatre (with faculty recommendation), or a misunderstanding which results in an expensive parking ticket, UCCS is never understanding or flexible. Everything seems to be about making more money and paranoia of losing money. We, as students, pay thousands of dollars for tuition, which rises every year, and never seem to be trusted, given the benefit of the doubt, or worked with when it comes to specific situations, which should not be placed under a vague UCCS policy. I'm sure that the additional comments I've made in this survey will easily be over-looked and THAT is the problem I'm addressing. I realize a University does not have the time or obligation to accommodate individual needs, but the thousands of dollars we pay should represent a level of flexibility, in addition to mandatory fees.
I think UCCS does an outstanding job of providing a variety of learning support services for students but many students may not invest the time to research what the campus has to offer.
Tuition has become too expensive and the opportunity fund is not helpful in comparison to the increase. More global opportunities of learning need to be available (internships/programs)
I am excited to be a student here at this university,

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
Pre-req courses are a waste of time in the MBA program. All 550 level courses are teaching me nothing I didn't already know. And they only extend the amount of time it takes to graduate. Please take this requirement out of the MBA program.
My only problem thus far with UCCS is actually a problem with colleges and universities nationwide. We have become a very mobile country and with the department of education, each states requirements are so different that for a transferring student there is more hardship. Because of the way the education program here differs from what the state of Oklahoma expects, I lost a lot of credits (they are now for the most part considered electives) and while I have a junior status, I am still looking at least 2 to 3 more years of college.
There are not enough places available for groups to get together, hang out, study, etc between classes. The buildings themselves need to be better maintained, almost every week I see something new that needs to be taken care of, but I've given up on reporting things since it seems they "take notes" in their head so they don't get it done. I'm dreading part of the science building falling over because of things like this.
Kraemer library has been a valuable resource with my classes and professional position as a teacher, too.
UCCS is a typically diverse but needs to offer more courses in music.
I think the nutrition program could be improved in a number of ways. I think Suzanne Mason and Kim Schenk are very effective professionals who haven't had a great deal of teaching experience. I think that the structure and organization of the different classes they teach could be improved dramatically. I feel that in my senior year I have completed a great deal of busy work and not a sufficient amount to prepare me for my career. I enjoy learning the material, but I think the way it is presented could be improved. I also disagree with the nutrition tuition rates. We attend no clinical classes as the nursing students do, yet we pay the same rates. I think it is unfair and if we are going to be charged this amount, I think we should be given more clinical experience and fewer library display cases to decorate.
This is an excellent school and an excellent value for the cost.
The College of Business forces a student to take several classes that do not have much to do with business.
Coming from lower income neighborhoods here in Colorado Springs, I was surprised as well as disappointed when I came to UCCS and observed how poorly the "minority" populations of this city were represented at this higher learning institution. In conjunction with the Black Student Union, I am currently becoming engaged in recruitment efforts in an attempt to bring a more diverse crowd of students to UCCS. Please make me aware of discussion or research groups I could participate with in order to positively change this campus. Sincerely, David Sabata
The Kramer Library is an excellent resource for study, research, etc. I recommend an expansion of the Science Learning Center (SLC). It is too small for the amount of people who use it. What community involvement opportunities does UCCS offer students? I don't see UCCS as a "community citizen".
uccs has been a great experience so far and I've liked all my teachers! Unfortunately I will be going to csu fort collins next year due to a change in my major and the quality of the program csu has for becoming a veterinarian. I will miss uccs. I think it's a great school.
I wish there were more classes to choose from in the Global Politics track in the Political Science department. I don't like it that there are many classes I see in the course descriptions in the Bulletin that never seem to actually be taught. Overall, my professors have been excellent. I just wish there were more Global Politics track classes I could take.
Please don't force me to take a survey. Thanks

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I think that UCCS needs to involve the students more in making decisions on campus. It is the students' campus, therefore we should have more say in what goes on. I see how the "higher-ups" spend money. Example, the University Center and those outrageous flat screen TV's. That is ridiculous. Students pay for the fees in that Center...it is OUR Center. We should have a say in how our average of \$150/semester is spent. I just think the University does not try to make the student feel like they are part of something. Isn't that what college is about? CAB and ROAR create these BORING activities. Like a cookie baking contest last Spring...come on...who want to do that?! They never have anything "cool" and "exciting." Maybe a local band once a month or dances, monthly movies in the Lodge, or a concert with alcohol for the older students...etc. I personally think things need to change on a lot of levels...but I will stop there. -Concerned Student
UCCS is a great university with many educational as well as career orientated opportunities for students. While most of the teachers have a very strong teaching ability, there remain those few that while their research may be important, their teaching skills are lacking. I think that more attention should be directed on the teacher assessments at the end of the year to determine the professor value at this university.
Most of my answers were "not sure" because I completed my undergrad somewhere else and am really unsure of the programs here. Sorry. Since I am a working mom going for my masters I really don't pay attention to student life stuff enough. Thanks.
I still don't know the UCCS vision, goal, plan, or whatever the first questions were about
The school needs more evening, weekend, and distance classes. If I had to start all over again, I would not be able to go to UCCS because like many people I work 8-5. With fewer, and fewer class offerings in the 7:15 slot, it is difficult for working adults to attend school.
The school needs more evening, weekend, and distance classes. If I had to start all over again, I would not be able to go to UCCS because like many people I work 8-5. With fewer, and fewer class offerings in the 7:15 slot, it is difficult for working adults to attend school.
I am not familiar with the university goals, for I have not gone looking, and they have apparently not made them overt. The same is true for opportunities for involvement. The campus is not very diverse, which reflects the lack of diversity that is in the Colo Spgs community. We do have some foreign students and professors which helps. So far I have not experienced much effort for differing "subjects" to make connections to the others. There is as well more of a reliance, in my experience so far, for the profs to teach dogmatically, instead of broadly and creatively, by which I mean there is too much emphasis on the majority view-point, as opposed to an overall treatment of the topic, with varying view-points, and questions are not handled well that are not within a spectrum that is rather restrictive to specifically how a topic is being treated. This is the second time I have completed this survey. My answers and comments vary slightly, but the overall idea is the same. Many students are not stimulated to question what they are being taught, and see how it connects to everything we learn in life, and when incongruencies are brought up there seems to be a reticence towards their resolution.
A 24 hr lab and all software available in dwire should be available in the library would be nice Thanks!
I love the campus, and the small class sizes. The staff is really friendly here.
Of all the teachers I have had the ones that are the worst are the ones that don't allow open thought in the class, ones that you must "play" their game in order to pass, kinda take their ideas and just be able to put them down on a test. also I have had one new teacher from the air force school that would not talk about any issues dealing with the armed forces, which by the way the topic of class, so its either no discussion or just brush over all the real issues at hand, but there have been a few that are great, and they should be seen for how well they teach their class and start to weed out these others that frankly are just a waste of my money and time
I love the campus and all the services that are available to me! I couldn't ask for a better campus!
I think the teachers try their best to teach students but some students are just less involved and are lazy with their work. The lazy students always comment on those who do participate in class, which is not encouraging.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
UCCS offers a great environment at the dorms.
I don't appreciate repeated emails about the same survey. I am only completing this survey in hopes that you will STOP emailing me. Thank you very much.
I love the campus and the people that live here.
As a transfer student from ppcc I took general ed courses at both institutions and was surprised to find the courses at ppcc more enriching on many levels.
Good questions
I am participating in the UCCS/D11 Cohort to earn my principal license. I appreciate the university working with District 11 to do this program.
I am a commuter student and was not very active in the school during my 4 years attending so some of the questions we not appropriate for me.
UCCS is a great school. I have already learned a lot and have enjoyed being here. Thanks to everyone who has helped make this a great experience!
I am in the Nursing building a lot. I hardly ever go directly on to campus. I find that that library is very well stocked but do have difficulties finding certain journal holdings at times. I do use on line services, but do like to be at the library to do my work.
Liberal concerns and issues are more openly discussed throughout the campus than conservative concerns and issues. Also classes and professors do not strongly encourage outside views and opinions, the students are expected to accept what is presented. If outside views are presented in papers discussions or presentations the majority of the time the professors are unhappy with the material and give lower grades than a student who regurgitated the class information.
For those of us who are living off campus, as most of us are, it is honestly difficult to answer these questions because these specifics is not something that I live everyday when I attend classes. I go to class, learn what I do there, gain experiences from my professors and go home. So, interactions among the student body is not often for me. Please consider that UCCS is still a commuter school and that will affect the results of this survey. Thank you.
I've had an advisor and some professors tell me to drop an emphasis because I was struggling a little. To me, that is not supportive at all. It gave me the impression that if you don't understand something the first time, then you need to quite and give up.
My husband is in the military, that is why we moved here. I am a transfer student. However even before I met my husband I have always wanted to attend the University of Colorado. So I feel so lucky that we were stationed here.
Most of the faculty are very involved in their student's success and learning experience. There have been a few professors that were a waste of time and money, but overall, the faculty is sufficient.
There should be more free-lectures on campus about social and political issues. There should be information posted about local activism opportunities. There should be more emailing going on about social and political issues, as well as information about how to get involved. There should also be 'singles mixers' or clubs that bring single students together.
I like it that we get to fill out surveys and put in our input
I have two major problems with the school in general. First there needs to be some designated loading and unloading spaces in front of the University Center or Science building. Second I believe that the college does not support the arts programs it has. The "temporary" classrooms where many art classes meet have been there a number of years longer than they should have been. They should be replaced with something better suited for those classes to meet in. The Gallery of contemporary art at the college is also of concern. The director is retiring soon and I am concerned about the very future of this facility. Funding is tight and all of the staff was fired a couple of years ago. Now there is only the director and students running the place. This is fine for now, but when the director leaves there needs to be a director who knows what he or she is doing. I recommend letting the director now be able to choose his successor.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I think you need to get rid of building funding that we don't need so that we can afford to go to college.
As a transfer student from PPCC, the first thing that struck me was the lack of diversity at UCCS. I think this is due to the increasing tuition costs, as well as the lack of flexibility. PPCC also offers most of their courses online, which is still seriously lacking at UCCS. Overall, I've enjoyed my professors, but wish there were more racial diversity in the faculty. I'd also appreciate keeping religious groups off of campus as I've been harassed a few times (Campus Crusade for Christ, etc.), and since this is a state school it ought to be strictly secular. I'm glad that I transferred to UCCS after I got my Associate's Degree from PPCC, but the latter school will always feel more like home to me. I think the atmosphere is different at each school, with PPCC, it seemed more geared towards working people, whereas UCCS (as I would expect most universities are) is designed for people who can afford to not work and focus entirely on school, which is unrealistic for most of the community. This is all just my opinion, of course, but I appreciate you allowing me the opportunity to voice it. Thanks
The college overall has been a great experience so far. I'm only a Freshman this year, but as far as I can tell the school seems fine. I live off campus and take the shuttle (very handy) and haven't had problems meeting new people. Adjusting out of high school to college was definitely a change, but a great learning experience, both in my life and school.
How about less focus on how everyone feels about the diversity of the campus, and more focus on quality programs and faculty at affordable tuition levels?
Ten minutes in between classes is not enough time for me to get from Columbine to my next class in Dwire. I don't know how this can be amended, but it is very stressful having to constantly wonder if I am going to make it to my next class on time or not. I also think that if both English classes were taken at UCCS there is no point in doing the writing portfolio, if there is faith in the English departments teaching abilities.
I definitely think that the staff/faculty could better unify the campus by taking a firm stance on moral or ethical issues. Although I know this is a liberal university without religious affiliation, a person who stands for anything will fall for anything, and the same goes for this institution. How can students believe in the school they are attending if the school they are attending has no beliefs?
I think the school should promote voting in student elections more. I also believe that to file an appeal, people should be nicer to you and not say that you aren't going to get it even before you've submitted the papers. UCCS should also be more responsible on world topics and promoting student knowledge of them.
1) Honorarium instructors, regardless of how qualified, do a disservice to students by not offering office hours e.g. meeting outside of class for the purpose of better understanding of a specific topic in the course. 2) While UCCS considers email the official means of communication it should not be the primary source of communication between instructor and student. 3) When attempting to learn or digest new information (with respect to the student) from an instructor whose primary language is other than English (i.e. strong native language accent) some students are at a greater disadvantage because more energy/effort goes into discerning the spoken word opposed to relating the message to the topic/course. The currently accepted view, "students will have to deal with the language barrier in their careers so they might as well get used to it now" must change. Once graduated, an individual in their choice of career will then be speaking to a fellow colleague (perhaps a non-native English speaking person) about common terms on common educational grounds.
I'm enrolled in an online course and majority of the survey did not apply
I consider myself a non-traditional student. My involvement with the activities, other than classes, offered by UCCS is practically nil. I would rather go home and spend that time with my family. So, depending on how you want to look at it, I may be the best or the worst candidate for answering this survey.
I did not complete any of my undergraduate work here at UCCS, therefore had no opinion of how the general education on campus works.
I have only been in UCCS for the first time this semester.

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I am not sure that the general education questions applied to me. Also -- took me quite a while to find the mission and purpose statement on the website.
Scheduling is a huge problem at UCCS. Classes that are necessary for degrees are only offered at one time and ALWAYS coincide with a different class that is necessary for a degree.
A lot of these questions depend on your major I believe, i.e. the question regarding if I believe that UCCS has made me aware of global issues, well I'm sure a person getting a political science degree is more informed of and stimulated toward finding out about global issues and that's fine. A lot of these questions really shouldn't be burdened upon UCCS. We are students, we are individuals, and we should inform ourselves. Thanks
Master planning needs a more diverse representation of the student body than it currently has, which is virtually none. Professors need to be less afraid of taking risks in preparing for the future, as they are fixed upon traditional programs in a rapidly changing world with little base in tradition. Without risk-takers and true innovators, the university will falter.
Instructors from Denver University, particularly HUM 399 are not interested in any view points but their own. If the purpose of the class is to enhance awareness and diversity, then ensure the instructors open up their minds to the student's ideas. The Denver University instructors are autocratic and do not foster a learning environment.
I feel educators have not made any commitment to assisting students in becoming more worldly, nationally or locally educated on issues, unless in an economics class. I feel educators can go above and beyond by getting their students more actively involved in classes and not just making them lectures, where everyone falls asleep or sits there scribbling instead of taking notes. Sure lectures are good for large classes but the involvement of educator and students is minimal. Make it obvious through the syllabus, the educator wants active involvement from the class. In an hour and 15 minutes that a class runs, I have seen countless classmates fall asleep due to lack of interest the instructor provides, if the educator is not enjoying the material how can the student.
Most teachers are wonderful, but you have a few that are a waste of student's time and money.
I love being at UCCS I have had a really great experience here, I don't think I could have chosen a better school for me
Opportunities for campus recreation and informal academic discussion are very limited. This is not so much due to a lack of facilities as it is a lack of services, especially during evenings and weekends. The quality of teaching in the classroom is generally high, but life outside the classroom is underdeveloped.
I think the school has not made an effort to keep or attract outstanding professors. Many course offerings have dropped off due to lack of quality professors to teach them.
I feel like I have not been taught how to use the skills I am learning in my future career and how they might be applied.
The Philosophy department is a wreck and has completely turned me off to continuing my future education in this field, especially at this University. Politics have destroyed some excellent professors in that dept. as have personal grudges by certain tenured professors.
Please send these surveys to students who have been at UCCS longer than a semester.
I love being at UCCS I have had a really great experience here, I don't think I could have chosen a better school for me
I love this school so much and couldn't imagine myself anywhere else!

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
<p>The only thing that I really don't like about the university is the parking and 1 particular professor...which I'm sure you know who I'm talking about. The parking compared to other campuses is outrageous. The price paid for a "resident" parking pass is about 3x that of UNC. Plus the 'resident' parking isn't even resident parking...a student has to park at least 10 minutes away from their room. Is that safe? I don't think so...yea, yea there is police available but does any one ever think that maybe this particular evening I'm going to get jumped?! I don't think so. Plus the only reason a student might call the police is because it's so cold outside and they don't want to walk a mile in a blizzard. Resident parking is nowhere near what actual resident parking should look like. On most college campuses a student can park right next to the building...HA, not here. You know what? Something you should mention during a tour or at freshmen seminar is where a student living on campus actually has to park...I had no idea until I get here and from then on, I've been outraged.</p>
<p>I feel that instructors or either awesome or a complete waste of time. I'm abundantly annoyed that at least 70% of my classes consisted of the instructor reading power points slides to me. I can read the text. I do not need it read to me. I have very few examples where the instructor would actually use the text as a jumping point for discussion or simply just not reading it to me verbatim. Sadly, I know this is because the students would whine their asses off if they had to learn something that was not explicitly in the text book. Every time an instructor actually did discuss and bring new ideas and thoughts into the courses all I heard was, "Is this going to be on the test." Learning doesn't seem to be a priority at the campus, only passing the exams. I can honestly say that I've been able to receive A's in classes that I had no idea what was going on in. I've also received C's in classes because of 50-150 question scantron tests just did not adequately judge my knowledge of the information. In a few example questions I've had to answer why I chose a previous answer on a scantron. I'd like to thank the person that decided if I missed one therefore I missed two. Pretty much I am trying to say that grades are the only things that matters to students. Occasionally we actually learn something but usually that isn't on the test. We get tired of always performing tasks regardless of the class being taught when we have no clue as to the big picture of the information being taught to us.</p>
<p>Hi there.</p>
<p>This semester I was really challenged by my classes, and I do believe I did well. Hopefully.</p>
<p>Education is alright, but the atmosphere sucks. Very disconnected campus. What's with the ridiculous parking situation?</p>
<p>I think the administration can be bitter at times that students are making something of their lives while they are stuck in a dead end desk job, probably like whoever reads this comment. Because of this, they can treat the students like crap (especially at jobs where there is a lot of frustration such as parking enforcement)</p>
<p>Diversity is taught in courses, but is not carried out on a day to day basis in classes. Black and Hispanic students do not feel free to express their true feelings about topics in class. Faculty SAY they understand the dynamics of power and privilege in this society, but when minority students try to bring their personal experiences into classroom discussions, they are dismissed by other students, and faculty do nothing to ensure the students are heard. In some cases the faculty members also dismiss the student comments because they are in denial. And they are too afraid of conflict.</p>
<p>When a student forgets to display their parking permit on their rear view mirror, I believe it is ethically wrong for the college to collect money from students for parking violations. Since a fee has been collected by the college for the purchase of a valid parking permit, it seems as though it is just a ploy to obtain more money from the students. If students and employees can prove they have a valid parking permit, the monetary charge should be waved.</p>
<p>Have had problem contacting faculty members and dean of school. Various letters, e-mails, phone calls, etc. have been left/made/sent to members regarding a strong concern of mine. No attempt in response apparent. Issue has not been addressed, though it should be.</p>

**Institutional Self-Study
Student Questionnaire, Fall 2005**

Results
Comments
I think local issues are fairly well ignored by this campus. In the years that I have been here there have only been a handful of locally based, student accessible forums(meaning the events were held at times when students might logically be able to attend without being forced to choose whether to go to class or attend the event) outside of election year issues. Though the academic atmosphere on campus tends to support critical and analytical thought in regard to social awareness and creative discourse, the prevailing culture leans decidedly toward conservative socio-political engagement. As a non-Christian, socially progressive student, I feel intensely alienated from any sort of meaningful intercourse with respect to local issues.
I believe UCCS instructors (both with and currently without tenure) do achieve the goals of teaching their respective courses and making the subjects interesting and challenging. I also believe on the other hand, that there should be more 'practical' courses offered to help incoming students specialize or focus their studies within specific fields relating to available local businesses (especially in technology). This means more of an effort to partner with local corporations involved in the use of technology (Oracle, GIS, etc). This will provide the means to both help students who need to become 'well-rounded,' and to help those who are ready to concentrate their (field of) focus as Undergraduates, rather than waiting until Graduate schooling. For instance, the Geography department should be broadened to incorporate practical and advanced training in GIS applications.
I have only taken three classes at UCCS during the past three years. I am not enrolled in a degree program so I have not really had that much exposure to policies in general of the University. The three courses I have taken have been through the Geography and Environmental Science department and all have been excellent. I think the GES facilities and faculty that I have had contact with are great. I also find the library very easy to use and access.
I can't wait to leave this school. All they care about is money, not the student.
I think comparatively to other universities in the U.S. UCCS does fairly well with the size of college it is and amount of money we have available to work with
I really like UCCS and I am satisfied with my decision to come here!
Great survey thanks for choosing me.
The only real complaint I have against the college in general is lack of parking for visitors. The only visitor parking available is a twenty minute walk away from anywhere a visitor would ever want to visit. It didn't always happen like this, and doesn't now, they just need to make a small change to where people are allowed to park to set it back how it used to be.
The teachers here are so much more devoted to their research projects that a lot of them will not take any time to work with students outside of the class room. They forget what it was like to once be an undergrad.



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

Student Questionnaire for the Institutional Self Study Higher Learning Commission of the North Central Association of Colleges and Schools

Please indicate your level of agreement with each of the following statements:

1. Clear statements of UCCS' mission, vision and values are readily accessible to students.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
2. My understanding of UCCS' mission, vision and values is not as clear as I would like it to be.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
3. I am supportive of UCCS' mission, vision and values.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
4. The institution does not always act in a way that is consistent with its mission, vision and values.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
5. The mission, vision and values of UCCS are a good fit with its history.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
6. The mission, vision and values of UCCS are appropriate for its future.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
7. UCCS does a good job of making its commitment to diversity public and clear.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
8. UCCS' policies and practices are not always successful in assuring that all members of the campus community are treated equitably.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

9. UCCS' actions have, on the whole, been successful in fostering the goals of diversity on campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
10. UCCS offers students the opportunity to participate in a stimulating, diverse and globally-focused intellectual discourse.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
11. UCCS does not offer students the opportunity to interact in a diverse climate in terms of personal relationships.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
12. Students play an appropriate role in determining the campus' policies and practices.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
13. Students do not have an appropriate voice in planning for the campus' future.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
14. I have had an opportunity for involvement in the campus' Inventing the Future discussions.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
15. The environment within my college (or school) is supportive of innovation and change.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
16. Student governance structures have been effective in accurately representing student interests, concerns and perspectives.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
17. Student participation in student governance and other means of influencing the campus is insufficient to insure fair representation of the diversity of student opinion.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
18. When a UCCS student files a complaint or an appeal, the student is treated fairly.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
19. I am not familiar with the assessment of student learning activities in my academic program(s).	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

20. I understand the importance of assessing student learning and academic programs on our campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
21. I believe assessment activities are helping to improve student learning and the overall quality in my academic program(s).	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
22. Faculty at UCCS do a good job of getting students involved in research, scholarly and creative activities.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
23. Teaching at UCCS is less effective than other similar campuses in promoting student learning.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
24. Interacting with students outside of class is important to faculty on this campus.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
25. Many faculty appear less committed to student learning than I think they ought to be.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
26. The learning environment at UCCS is supportive to all learners.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
27. There are too few opportunities on campus for students to learn outside the classroom.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
28. I have made use of the Excel (tutoring/learning) Centers to support my learning at UCCS.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
29. The Excel (tutoring/learning) Centers are not effective in supporting student learning.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
30. Technology on the UCCS campus is sufficiently available to meet the learning needs of students.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion
30a. The Kraemer Family Library is not open enough hours to accommodate the needs of all students.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Not sure	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> No opinion

30b. The resources of the Kraemer Family Library are very effective in supporting student learning.



Strongly agree



Agree



Not sure



Disagree



Strongly disagree



No opinion

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Please continue...

How well do you think your college's general education program addresses each of the following goals?

31. Furthering the intellectual development of individual students.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
32. Furthering the personal development of individual students.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
33. Furthering the ethical development of individual students.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
34. Helping students become lifelong learners, able to adapt to an ever-changing environment.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
35. Increasing the ability of students to read well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
36. Increasing the ability of students to speak well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
37. Increasing the ability of students to listen well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
38. Increasing the ability of students to write well.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
39. Increasing the ability of students to demonstrate critical thought.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
40. Increasing the ability of students to demonstrate analytical thought.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
41. Increasing the ability of students to demonstrate creative thought.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion
42. Increasing students' breadth of knowledge.	<input type="checkbox"/> Very well	<input type="checkbox"/> Sufficiently well	<input type="checkbox"/> Not sure	<input type="checkbox"/> Poorly	<input type="checkbox"/> Very poorly	<input type="checkbox"/> No opinion

43. Increasing students' quantitative abilities.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
44. Increasing students' ability to use technology to obtain knowledge.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
45. Increasing students' ability to obtain knowledge in other ways.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
46. Preparing students to participate as responsible members of society.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
47. Increasing students' ability to work with people of different backgrounds than their own.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
48. Increasing students' understanding of issues that may impact society locally.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
49. Increasing students' understanding of issues that may impact society nationally.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion
50. Increasing students' understanding of issues that may impact society globally.	Very well	Sufficiently well	Not sure	Poorly	Very poorly	No opinion

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Please continue. This is the last page.

51. I am:

If you selected "Other" please name your class level and credit hours:

52. What is your gender?

53. What is your race/ethnicity?

If you selected "Other" please name your race/ethnicity:

54. In which college is your major?

- ☐ Business
- ☐ Education
- ☐ Engineering & Applied Sciences
- ☐ Letters, Arts & Sciences
- ☐ Nursing
- ☐ Public Affairs
- ☐ Undeclared major

If you do not know your college, please spell out your major:

55. How many years have you been a student at UCCS?

- ☐ 1 - 2
- ☐ 3 - 4
- ☐ 5 - 6
- ☐ More than 6 years

56. Please add any additional comments that you have:



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UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

The Seven Year Growth Plan

Fiscal Year 2006 to Fiscal Year 2012

Dr. Pamela Shockley-Zalabak, Chancellor

May 2005

MISSION: The University of Colorado at Colorado Springs shall be a comprehensive baccalaureate university with selective admissions standards. The University of Colorado at Colorado Springs shall offer liberal arts and sciences, business, engineering, health sciences and teacher preparation undergraduate degrees and a selected number of masters' and doctoral degree programs.

VISION: The University of Colorado at Colorado Springs will provide unsurpassed, student-centered teaching and learning, and outstanding research and creative work that serve our community, state, and nation, and result in our recognition as the premier comprehensive, regional research university in the United States.



University of Colorado at Colorado Springs

Office of the Chancellor

1420 Austin Bluffs Parkway

P.O. Box 7150

Colorado Springs, Colorado 80933-7150

Members of the Board of Regents:

The Colorado Springs campus of the University of Colorado System will celebrate the 40th Anniversary of its founding in 1965 as a separate and unique university in the state's top public research university system. The university has developed over the past 40 years into the fastest growing selective institution in Colorado transitioning from a purely commuter campus to one that serves both commuters and residential students in a traditional campus setting.

A comprehensive vision and plan are critical at this juncture to the future of UCCS. Even though the state has had difficulty maintaining its support for public higher education over the past five years, the community of Colorado Springs and the Southern Colorado region need UCCS to develop and grow to serve the citizens, businesses, and governmental agencies located in the region.

The UCCS Seven Year Growth plan is a visionary and bold plan to guide the growth campus of the CU system over the near term with a comprehensive funding strategy to grow the campus to over 9,000 students by 2012.

It includes strategic investments in:

- Additional tenure track faculty positions
- Additional staff positions to support a growing campus
- New programs in critical areas such as nursing, education, the sciences, and innovation including new baccalaureate, master and doctorate degrees
- Additional capital infrastructure to serve a growing educational community including:
 - The Science/Engineering Building
 - Dwire Hall renovation
 - A new Student Recreation Center
 - Renovation of the existing Science Building
 - 450 new Dormitory and apartments for campus housing
 - An energy management program and investments in campus infrastructure

We look forward to discussing the details of this seven year plan with the Board of Regents and the system administration as we strive to become America's premier comprehensive regional research university.

Sincerely,

Pamela Shockley-Zalabak
Chancellor

Key Assumptions

The UCCS Seven Year Growth plan includes a number of key assumptions which were constructed in a conservative manner to ensure viability of the plan in most of the plausible scenarios over the next seven years.

These key assumptions include that:



- ◆ The campus will grow in headcount, from its current level of 7,620 by 2% in each of the first five years of the plan and by 4% in the final two years of the plan. These growth assumptions yield a projected headcount of 9,100 students by 2012.
- ◆ The campus student FTE levels will increase at the same rate as the headcount assumption, increasing from 6,000 FTE currently to 7,874 by the end of the seven year plan.
- ◆ The College Opportunity Funds [COF], set to begin in year one of the seven year plan, increases only by the increase in number of students attending UCCS each year. This assumption holds the COF value at \$2,400 for the entire seven year planning horizon.
- ◆ The Fee for Service contract with the CU system is equitably distributed across all three campuses beginning in FY 2006-07, the year that the “hold harmless” provisions expire. Further, this plan assumes a constant level of financial support for the seven year period, with the only growth in revenue attributable to the growth in student numbers in graduate programs.
- ◆ The tuition increase plan would contemplate moving to linear structures in FY 2006-07, with annual 6-7% increases added in years 3 through 7.
- ◆ Indirect Cost Revenues, or Facility & Administrative reimbursements, will increase by 5% in each year over the planning horizon.
- ◆ Other sources of General Funds increase by the rate of growth of students in the earlier assumptions.
- ◆ The operations base costs increase by 5% annually over the planning horizon.
- ◆ Financial aid will increase by no less than the minimum 20% of increases on undergraduate resident student rates above inflation each year in the model.
- ◆ That a significant investment in capital additions will be necessary to accommodate a growing student body and the growing educational enterprise on the campus. This plan contemplates approximately \$139,500,000 in new construction over the next seven years.

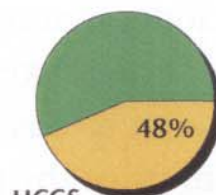
Faculty

The teaching, research and service roles embraced by tenured and tenure-track faculty help to ensure that a campus is in touch with its students, its community and the wider academic world. At UCCS, almost no course sections are taught by teaching assistants or other students. However, rising enrollments during a period of static, and even declining resources have led to more and more sections being taught by full-time non-tenure-track faculty and part-time faculty. In general, the instruction part-time and full-time non-tenure-track faculty offer is of a very high quality, but there are compelling reasons to be concerned that the percentage of sections taught by tenured or tenure-track faculty at UCCS is too low. Among these:

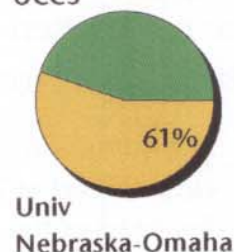
- ◆ Research and external service performed by T/TT faculty serve to keep teaching current and bring new knowledge into the classroom experience.
- ◆ A core group of T/TT faculty involved in teaching primary courses, revising curriculum, responding to constituent input (students, alumni and employers) and meeting specialized accreditation standards for program content is vital to program coherence.
- ◆ Contact with T/TT faculty by undergraduates has been shown to increase retention and student satisfaction. In FY04, only 25% of lower-division sections were taught by T/TT faculty.
- ◆ Campus initiatives for enriching the student experience depend on T/TT faculty:
 - ◆ Campus emphasis on experiential learning, especially undergraduate research
 - ◆ Proposed campus-wide honors program



More than half of sections at UCCS will be taught this academic year* by non-tenure track faculty.



The University of Nebraska-Omaha offers 61% of its courses taught by tenured or tenure-track faculty.



*2005-06

The addition of 42 tenure-track faculty positions over the next seven years is projected to bring the percentage of total sections offered by tenured or tenure-track faculty to 52% by AY2012. The addition of these faculty would serve to prevent further erosion of the faculty mix in existing growing programs (accounting for about 8 of the proposed 42 positions), add faculty in areas where growth justifies the addition of new programs (accounting for about 26 of the proposed new positions), and allow a higher percentage of sections to be offered by tenured and tenure-track faculty (accounting for the remaining 8 new positions).

Professional and classified staff members will be an integral part for the success of the UCCS Seven year Plan. It will be critically important to strategically add staff to all areas of the campus. The staff additions in this plan call for an increase in the number of staff FTE to support the new faculty contemplated. Lastly, new staff will be required to support and maintain the expanding campus infrastructure. The following areas will benefit from targeted staff increases:

Academic Affairs

As we add new faculty and new programs it will be necessary to add staff at an appropriate level to support those faculty and programs. Fortunately, each new faculty member does not require one staff member. This allows us to distribute new staff members to other areas that support the campus mission. The Library will benefit significantly from any staff additions. It is currently staffed at only 63% of the Colorado 4 Year College average and 51.5% of the Colorado University average. If the Library were staffed at the FY 03 Colorado 4 Year College average, they would have 15 additional staff.



Student Success

As the student population grows it impacts nearly all areas in Student Success. The early pressure falls on Recruiting, Admissions and Records and Financial Aid while the Excel Centers, Counseling, and

Advising areas may see a larger impact after students are admitted and more deeply involved in the programs in which they have enrolled.

Facilities, Safety and Transportation, Information Technology

The combination of growth in students, faculty, and



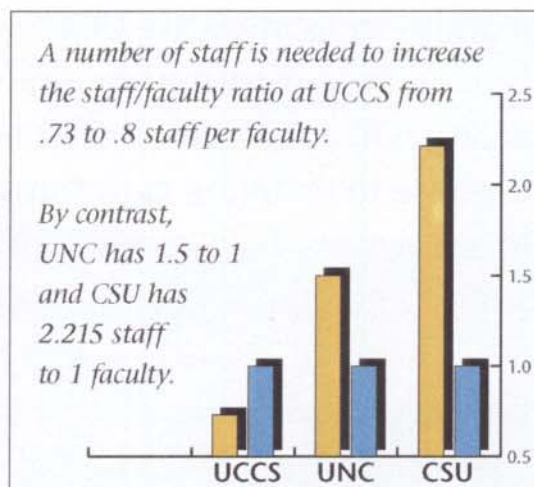
staff leads to the need for more buildings. Maintaining and supporting the quality, safety, technology and appearance of additional

buildings requires more custodians, grounds keepers, maintenance crews, police officers and information technology staff.

Administration

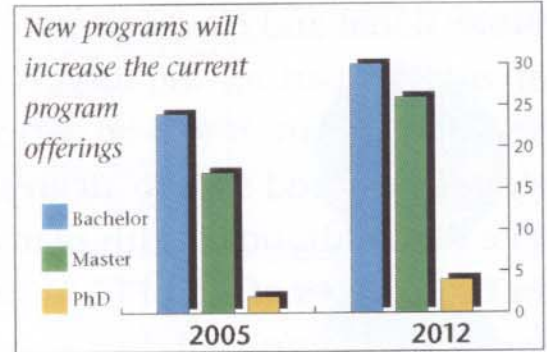
UCCS is historically well below our peer averages for institutional support. While there is no intention to dramatically grow this area, there are important offices that reside in this area that will require additional staff to support the growing campus. Areas that support students include the Bursar Office and Loan Administration. Other areas that support the entire campus include the Personnel, Benefits, Budget, Accounting and all administrative offices.

Thoughtful consideration must be given to each of these individual areas in order to utilize the addition of new staff in the most efficient and effective ways.



New Programs

In addition to allowing UCCS to better serve students in our current programs, additional faculty will enable us to offer new programs in response to evolving community needs. In our discussions with community leaders and potential students we have begun to develop plans to add to our existing programs in the following ways:



- ◆ Two additional PhD programs
Potential fields include Educational Leadership and Nursing
- ◆ Nine additional Master's programs
Potential fields include innovation, leadership, fields related to applied technology, fields related to sports, and applied programs in the arts and sciences
- ◆ Six additional Bachelor's programs
Potential fields include innovation, criminal justice, technology, sports, and applied programs in the arts and sciences

- ◆ Local Economic Needs
 - ◆ Economic Development Corporation identified growth industry clusters
- ◆ Information technology



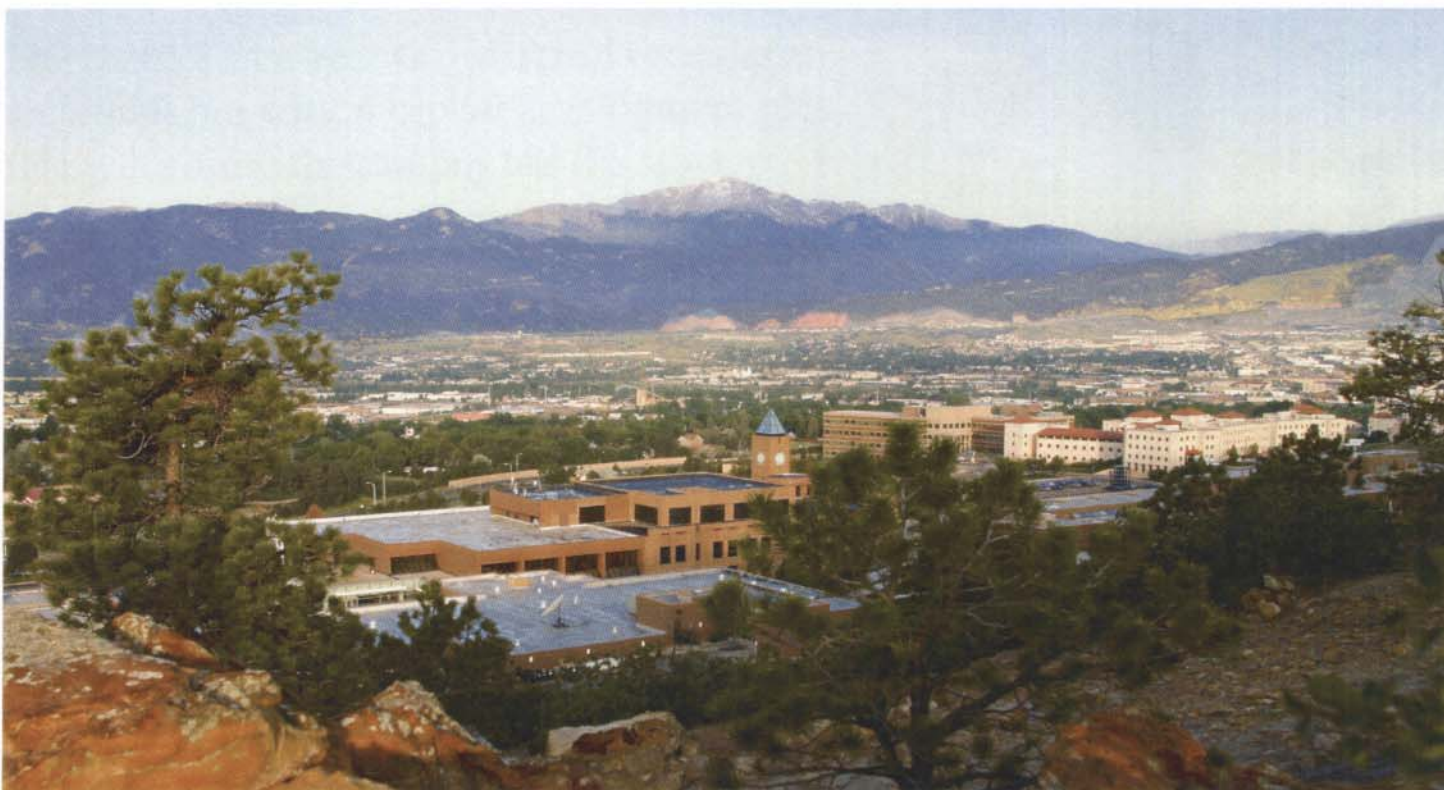
- ◆ Complex electronics manufacturing
- ◆ Sports
- ◆ Visitors
- ◆ National non-profits
 - ◆ Workforce issues
- ◆ Diversity

The primary categories of program development identified in the existing Academic Master Plan, last updated in 2001, were:

- ◆ Growth
- ◆ Build Integrated Programs Based on Current Strengths
 - ◆ Interdisciplinary across colleges
 - ◆ Collaboration across campuses
 - ◆ Natural outgrowth of strong programs
 - ◆ Continue to integrate technology in innovative program delivery
 - ◆ Responding to emerging demand

Subsequently the following have emerged as additional areas of particular local economic and social significance:

- ◆ Homeland security
- ◆ Space studies
- ◆ Health care
- ◆ Criminal justice
- ◆ K-12 education and leadership
- ◆ Biotechnology
- ◆ Visual and Performing Arts



PhD and master's programs will likely emerge in response to specific needs of potential students in the Pikes Peak region for advanced degrees needed in their careers. The emergence of bachelor's degrees will derive largely from growth within our undergraduate student body. Having more students increases the institution's ability to meet demand for career preparation across a wider variety of fields.

In all cases, new programs will likely grow out of existing strengths and the ability of departments and colleges to collaborate to meet student needs.

UCCS will be developing a new Academic Master Plan over the coming academic year to guide the identification and proposal of specific new programs.

These programs will have the effect of matching our maturation as a campus to the evolution of our community's needs, as well as allow UCCS to better fulfill both its mission and vision.



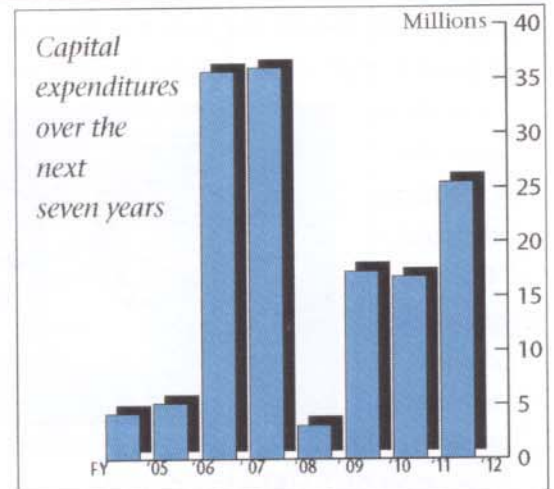
Artist's rendering of the Science/Engineering Building

Capital Construction

The UCCS Seven Year Growth plan includes an ambitious but critical capital development plan that will ensure the campus has the space necessary to educate a growing student population and provide research facilities for our expanding research enterprise.

The Key additions or improvements to the campus include:

- ◆ A complete renovation of Dwire Hall, home to the College of Business and Administration and selected programs within the College of Letters, Arts and Sciences. The state has committed \$1,500,000 in state capital funds in FY 05-06 and CCHE has recommended an additional \$3,500,000 for FY 06-07. The state funds will provide 50% of the funding needed for this \$10 million renovation and upgrade. The remaining funds will come from gifts and campus tuition revenues dedicated for capital uses.
- ◆ The construction of the Science/Engineering Building, beginning in the summer of 2006 and completing construction in the summer of 2008. This \$38 million project is critical for expanding teaching laboratories, classrooms, and research facilities in the areas of Biology, Bioenergetics, Physics, Mechanical and Aerospace Engineering, and provides a permanent home for the Institute for Science and Space Studies (ISSS). This includes: the Network Information and Space Security Center (NISSC), the Center for Space Studies (CSS), and the Center for Science, Technology, Engineering and Math Education (CSTEME).



- ◆ The construction of a new student-approved \$12 million recreation and fitness center. The project would be paid by student fees and will be strategically located between the two housing villages in one of the most spectacular locations on the campus. Construction is expected to commence in early 2006 and the facility is expected to be operational by the Fall semester 2007.
- ◆ The campus is funding through internal sources of funds, the renovation of unfinished space in the existing science building. This two-phase project, which will take place during the summers of 2005 and 2006, will add three classrooms to provide additional seats needed for a growing student population. Also, once the Science and Engineering building is complete, the campus intends to embark on a \$15 million renovation and upgrade to the Science Building to make modifications to support the growing needs of the Chemistry program and other science programs that will not be relocating to the Science and Engineering Building.



- ◆ The Heller Center for Arts and Humanities will be a project that will be 100% funded from gifts and donations over the planning horizon. The total project cost is estimated



at \$4.4 million. Recently, the campus received a donation of 1,600 acres of prime Montana ranch land that is being sold to benefit the Heller Center.

- ◆ The seven year plan also contemplates a build-out in two phases of the third wing of the Science and Engineering building. The last "footprint" in the El Pomar plaza will include a third wing and the campus believes that "shelling" this section of the building while building the first phase will benefit the campus in the long run. The plan calls for an \$11,000,000 addition to the first phase, and after a two year time period, a \$10,000,000 finish of the space to occupy this space with faculty, classrooms and lecture halls.



- ◆ The seven year plan also includes the addition of 450 new beds in on-campus student housing. The plan calls for 150 new dormitory style beds to be constructed near the existing dormitories in Summit Village. In year seven of the plan, an additional 300 apartments would be added to the Alpine Village area, home to 304 existing apartment-style beds. These two projects are estimated to cost \$35 million and would be repaid with student rents assessed to those living in these facilities. This expansion would add 50% to the current capacity of 900 beds on the campus.



- ◆ The seven year plan includes a \$1.3 million expenditure in FY 2005-06 for an Energy performance contract that will be repaid through utility savings realized through equipment upgrades on the campus. This project will have a repayment horizon of 18 years and may be managed by the private sector, in cooperation with the Governor's Office of Energy Conservation, under contract with UCCS.



- ◆ One project that will be necessary due to the construction of the new city frontage road to University Hall is the relocation of the Fine Arts metal building on the east edge of the main campus. This project, estimated at \$300,000, will move this building to an area near Four Diamonds Sports Complex along Nevada to ensure the proper alignment for the new city street.
- ◆ Campus infrastructure, including road construction, will be necessary as the campus grows in the future. This plan calls for \$500,000 in years 4 through 7 to maintain and improve campus infrastructure at UCCS.

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
SEVEN YEAR SOURCES AND USES PLAN
SUMMARY OF SOURCES OF FUNDS AND NET EFFECTS

ELEMENT	Base Year	1	2	3	4	5	6	7
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Campus General Fund								
State Support	\$15,636,326	\$15,636,326						
COF		\$12,494,592	\$12,744,484	\$12,999,374	\$13,259,361	\$13,524,548	\$14,065,530	\$14,628,151
FFS		\$4,461,480	\$4,550,710	\$4,641,724	\$4,734,558	\$4,829,249	\$4,925,834	\$5,024,351
New State Support		\$16,956,072	\$17,295,193	\$17,641,097	\$17,993,919	\$18,353,798	\$18,991,365	\$19,652,502
Tuition Base								
Tuition Inc. -	\$31,219,696	\$31,219,696	\$36,115,633	\$41,847,813	\$45,195,638	\$48,811,289	\$53,204,305	\$59,056,778
Student Growth								
Tuition Rate		624,394	722,313	836,956	903,913	976,226	2,128,172	2,362,271
Increases		4,271,543	5,009,867	2,510,869	2,711,738	3,416,790	3,724,301	4,133,974
		current plan	linearity	6% rate inc.	6% rate inc.	7% rate inc.	7% rate inc.	7% rate inc.
Total Tuition	\$31,219,696	\$36,115,633	\$41,847,813	\$45,195,638	\$48,811,289	\$53,204,305	\$59,056,778	\$65,553,024
F&A	\$796,400	\$832,650	\$874,283	\$917,997	\$963,896	\$1,012,091	\$1,062,696	\$1,115,831
Other GF Sources	\$2,555,160	\$2,490,903	\$2,540,721	\$2,591,535	\$2,643,366	\$2,696,234	\$2,804,083	\$2,916,246
TOTAL GF	\$50,207,582	\$55,075,512	\$62,558,010	\$66,346,267	\$70,412,470	\$75,266,427	\$81,914,921	\$89,237,603
CURRENT OPERATIONS BASE								
inflated at 5.0% per year	\$51,146,039	\$54,020,272	\$57,211,888	\$61,467,371	\$66,194,362	\$71,010,375	\$76,427,626	\$82,249,821
Financial Aid		included above	\$801,579	\$401,739	\$433,878	\$546,686	\$595,888	\$661,436
Increases		\$1,055,240	\$2,264,887	\$3,361,139	\$2,638,689	\$4,132,590	\$4,211,086	\$5,761,784
NEW USES								
New Operations		\$55,075,512	\$60,278,353	\$65,230,249	\$69,266,929	\$75,689,652	\$81,234,600	\$88,673,042
Base								
NET	(\$938,457)	(\$0)	\$2,279,656	\$1,116,018	\$1,145,542	(\$423,225)	\$680,321	\$564,561
Rollforward Yr to Yr.		(\$0)	\$2,279,656	\$3,395,674	\$4,541,216	\$4,117,991	\$4,798,312	\$5,362,873

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
SEVEN YEAR SOURCES AND USES PLAN
SUMMARY OF USES OF FUNDS

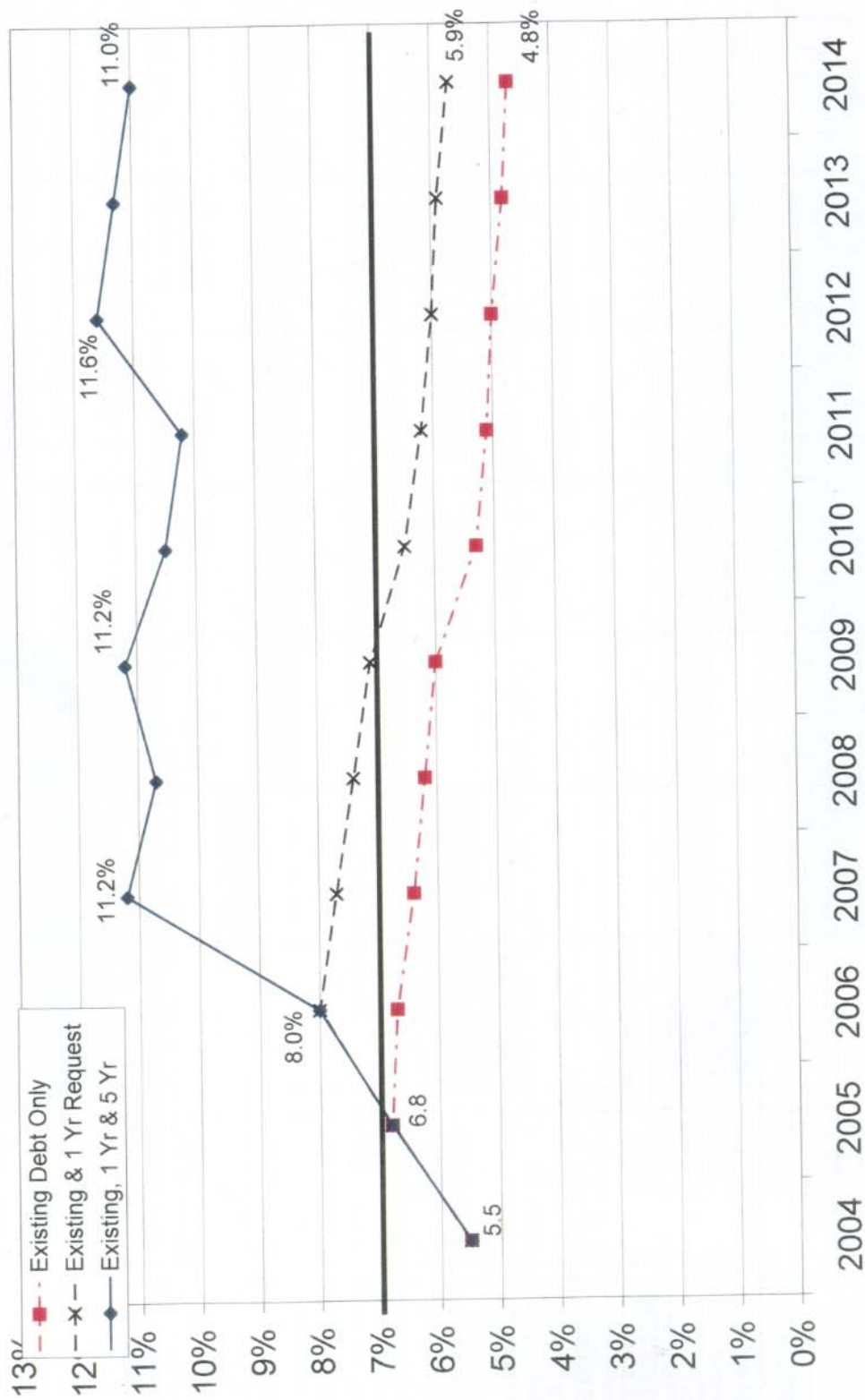
ELEMENT	Base Year	1	2	3	4	5	6	7
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	48% to 52%	48% to 52%	48% to 52%	49% to 51%	50% to 50%	51% to 49%	52% to 48%	52% to 48%
TT/NTT Mix		4	4	6	6	6	8	8
Add'l TT Faculty		351	355	361	367	373	381	389
Cum. Faculty FTE	347							
Add'l TT Faculty \$		\$317,240	\$326,756	\$504,840	\$519,984	\$535,584	\$735,536	\$757,600
Cumulative \$'s		\$317,240	\$643,996	\$1,148,836	\$1,668,820	\$2,204,404	\$2,939,940	\$3,697,540
Staff/Faculty	0.73	0.73	0.73	0.74	0.75	0.76	0.77	0.80
Add'l Staff		3	2	8	8	8	10	18
Cumulative Staff FTE	254	257	259	267	275	283	293	311
Add'l Staff \$'s		\$150,000	\$100,131	\$360,049	\$365,457	\$370,864	\$445,668	\$803,464
Cumulative \$'s		\$150,000	\$250,131	\$610,180	\$975,637	\$1,346,502	\$1,792,170	\$2,595,634
Information Only	\$4,200,000	\$5,150,000	\$35,650,000	\$36,000,000	\$13,100,000	\$7,300,000	\$16,800,000	\$25,500,000
GF Cash Expend		\$588,000	\$1,738,000	\$2,188,000	\$188,000	\$188,000	\$188,000	\$188,000
GF Debt Svc/ YR		\$0	\$0	\$0	\$1,450,000	\$2,713,437	\$2,713,437	\$3,803,171
Add'l PhD's				\$125,000	\$3,750	\$132,613	\$7,840	\$8,076
Cumulative PhD's				\$125,000	\$128,750	\$261,363	\$269,203	\$277,279
Add'l Master's			\$75,000	\$156,750	\$84,203	\$163,978	\$91,648	\$171,647
Cumulative MA's			\$75,000	\$231,750	\$315,953	\$479,931	\$571,579	\$743,226
Add'l Bachelor's			\$25,000	\$26,500	\$27,295	\$28,114	\$28,957	\$29,826
Cumulative BA's			\$25,000	\$51,500	\$78,795	\$106,909	\$135,866	\$165,692
% Growth		2.0%	2.0%	2.0%	2.0%	2.0%	4.0%	4.0%
Headcount	7,620	7,772	7,928	8,086	8,248	8,413	8,750	9,100
SFTE	6,000	6,120	6,333	6,645	6,958	7,271	7,584	7,874
Total New Uses Needed Each Year		\$1,055,240	\$2,264,887	\$3,361,139	\$2,638,689	\$4,132,590	\$4,211,086	\$5,761,784

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
SEVEN YEAR SOURCES AND USES PLAN
CAPITAL CONSTRUCTION DETAIL

Element	Total Budgeted Cost	*****When We Need to Draw the Funds*****							Grand Total
		1	2	3	4	5	6	7	
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	
Dwire Remodel	\$10,000,000	\$250,000	\$1,250,000	\$3,500,000					
		\$250,000	\$1,250,000	\$3,500,000					\$10,000,000
Science/Engineering	\$38,000,000	\$650,000	\$20,350,000	\$17,000,000					\$38,000,000
Add'l Academic-Wing 3	\$21,000,000			\$11,000,000			\$10,000,000		\$21,000,000
Fine Arts Relocation	\$300,000		\$300,000						\$300,000
Housing-150 beds in Summit Village, 300 beds in Alpine, 100-300 in Univ Summit-(CUREF)?	\$35,000,000				\$10,000,000			\$25,000,000	\$35,000,000
Student Rec. Center	\$12,000,000	\$1,000,000	\$11,000,000						\$12,000,000
Science Renovation	\$15,000,000	\$200,000	\$500,000		\$1,200,000	\$6,800,000	\$6,300,000		\$15,000,000
Energy Perf. Contract	\$1,300,000	\$1,300,000							\$1,300,000
Athletic Facilities	TBD								TBD
FDC Relocation	TBD-No Cost								TBD-No Cost
N. Nevada Research Park	TBD								TBD
Heller Center	\$4,400,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,400,000				\$4,400,000
Campus Infrastructure	\$2,500,000	\$500,000			\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000
Subtotal-Amt to Finance		\$2,300,000	\$31,350,000	\$29,200,000	\$11,200,000	\$6,800,000	\$10,000,000	\$25,000,000	\$115,850,000
Grand Total	\$139,500,000	\$5,150,000	\$35,650,000	\$36,000,000	\$13,100,000	\$7,300,000	\$16,800,000	\$25,500,000	\$139,500,000
State Capital Funding		Tuition Bonding/ FF /Gifts		Campus Funds/Gifts		Fee Based Bonding		Utility Savings	
\$5,500,000		\$72,650,000		\$8,650,000		\$47,000,000		\$1,300,000	
				\$1,000,000 of Dwire from Gifts					
								Gift Only	
								\$4,400,000	

Element	Total Budgeted Cost	Amount to be Financed	PROJECTED DEBT SERVICE						
			1	2	3	4	5	6	7
			2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Dwire Remodel	\$10,000,000								
Science/Engineering	\$38,000,000	\$37,350,000							
Add'l Acad-Wing 3 shell	\$11,000,000	included above							
Add'l Acad-Wing 3 finish	\$10,000,000								
Fine Arts Relocation	\$300,000								
Housing-100 beds in Summit Village, 300 beds in Alpine, 100-300 in Univ Summit-(CUREF)?	\$35,000,000							\$805,864	\$805,864
Student Rec. Center	\$12,000,000				\$435,893	\$871,787	\$871,787	\$871,787	\$871,787
Science Renovation	\$15,000,000								\$1,089,734
Energy Perf. Contract	\$1,300,000			\$124,078	\$124,078	\$124,078	\$124,078	\$124,078	\$124,078
Athletic Facilities	TBD								
FDC Relocation	TBD-No Cost								
N. Nevada Research Park	TBD								
Heller Center	\$4,400,000								
Campus Infrastructure	\$0								
Grand Total	\$137,000,000		\$0	\$124,078	\$559,971	\$2,445,865	\$3,709,302	\$4,515,166	\$5,604,900
Tuition Bonding						\$1,450,000	\$2,713,437	\$2,713,437	\$3,803,171
Fee Based Bonding					\$435,893	\$871,787	\$871,787	\$1,677,651	\$1,677,651
Utility Savings				\$124,078	\$124,078	\$124,078	\$124,078	\$124,078	\$124,078
			ASSUME IN BASE GF						

PRELIMINARY: UCCS Debt Capacity Ratios Effect of 1 Year Request and 5 Year Plan



Footnote: Prepared 5/5/05; basis same as 8/04 Debt Capacity Part II report; basis will change when FY2006 budget information is included.



UNIVERSITY OF COLORADO
AT COLORADO SPRINGS