Academics

Reach Higher. Achieve.

At UCCS, our primary focus is on student success — helping students learn and preparing them for the careers they've dreamed about. We continuously improve the quality and variety of degree programs offered, providing the best faculty, support, and resources to help students get the most out of their studies. UCCS is consistently ranked as one of the top Western regional universities by U.S. News & World Report, and several of our degree programs are ranked highly as well.

UCCS offers more than 60 undergraduate and graduate degrees, including programs in Business, Nursing, Health Sciences, Education, Public Affairs, Letters, Arts, and Sciences and Engineering. We also offer unique and innovative programs such as Bachelor of Innovation, Sport Management, and Criminal Justice.

UCCS IS ACCREDITED through the North Central Association of the Higher Learning Commission.

Undergraduate Research Opportunities

The Undergraduate Research Academy at **UCCS ENCOURAGES STUDENTS** to expand their education beyond the classroom **THROUGH PARTICIPATION** in **RESEARCH** and **CREATIVE PROJECTS** mentored by UCCS faculty. During the annual Mountain Lion Research Day, these projects **SHOWCASE** the **INNOVATIVE RESEARCH** done by UCCS faculty, staff and students. In 2014, **MORE THAN 100 RESEARCHERS PRESENTED** posters and spoke with attendees about their projects.

Build Your Future at UCCS

UCCS offers 38 bachelor's degrees, 20 master's and five doctoral degrees. Each college on campus supports the commitment to welcoming students from diverse backgrounds and providing the best education possible. Innovation and real-world research are the cornerstones of the high-quality programs you will find at UCCS.

Bachelor of Innovation

Unique to UCCS, the Bachelor of Innovation consists of a family of degrees that provide cross-discipline study. As a result, students learn through a combined program that includes an Innovation Core and a Cross Discipline Core in one of these specific areas:

- › Business Areas
- › Computer Science
- › Computer Security
- › Electrical Engineering
- › Game Design and Development
- › Inclusive Early Childhood Education
- › Chemistry
- › Communication-Digital Filmmaking
- › Museum Studies and Gallery Practice
- › Women's and Ethnic Studies

College of Business

The College of Business is accredited by the Association to Advance Collegiate Schools of Business. Only 5% of business schools worldwide and 30% in the U.S. have earned this distinction. The College of Business is one of only 19 colleges to offer a degree in PGA Golf Management. Our Sports Management program is another unique way to turn your passion into a career. Partnering with local, national, and Olympic sports located in and around Colorado Springs, UCCS provides opportunities for students to explore top sports organizations.

College of Engineering

Consistently voted a Best College in Engineering by U.S. News & World Report, the UCCS College of Engineering offers a variety of specialized degree programs. From mechanical and aerospace engineering to computer science and robotics, our students work in smaller classes and even undergraduates get to be involved in research projects.

Helen and Arthur E. Johnson
Beth-El College of Nursing and Health Sciences

With state-of-the-art simulation labs and internship opportunities, Beth-El College of Nursing and Health Sciences inspires students to excel in a variety of fields. Employers in the medical field value the expertise our students bring to the workplace because of our national accreditation in nursing and medical laboratory science. As a graduate of Beth-El College at UCCS, you will gain specialized knowledge needed to succeed in your healthcare career.

Leadership
and Honors

Leadership, Honors, and Scholarships

At UCCS, you'll find opportunities to excel in ways that fit your vision of your future. Develop as a leader. Push yourself to excel academically. See what pathways open for you! We have the tools for you to reach your educational goals.

Chancellor's Leadership Class

The Chancellor's Leadership Class (CLC) is a selective university honors program designed to create effective leaders at the undergraduate level. CLC scholars contribute over 5,000 hours of community service a year, take a sequence of leadership courses, and each receive a $4,000 annual scholarship.

For information about UCCS*lead*, visit **uccs.edu/clc**.

LIVE Leadership Program

The Launching Integrity, Values and Excellence (LIVE) Leadership Program is designed to cultivate leadership skills among a dedicated group of emerging student leaders. Open to, first year freshmen, the program combines co-curricular training, mentorship and applied campus leadership experience with an emphasis on civic engagement. Admission to the program is paired with a four-year, $1,000-per-year LIVE Leadership Scholarship.

For information about the LIVE Leadership Program, visit **uccs.edu/liveleadership**.

UCCS*lead* Program

UCCS*lead* is a new student leadership development program at UCCS created to develop engaged and ethical world-changing leaders. The program is open to all undergraduate students and incorporates leadership training, academic coursework, individual mentoring, and engaged leadership experiences. Upon successful completion of the program and graduation, students will receive recognition on a co-curricular leadership transcript, as well as graduation recognition.

For information about UCCS*lead*, visit **uccs.edu/uccslead**.

Honors Program

You've worked hard in high school to achieve a high level of academic success. Put that success to work for you by applying for the Honors Program at UCCS. The program will help you connect with your peers and achieve more; the scholarships will help you finance your dream.

The University Honors program is available for incoming freshman with an ACT score of 25+ or an SAT score of 1200+ and a cumulative high school GPA of 3.75. The Mountain Lion Honors program is available for incoming freshman with an ACT score of 22+ or an SAT score of 1100+ and a cumulative high school GPA of 3.5.

All Honors students acquire many benefits on campus:
› Opportunity to live on the Honors Floor in UCCS Housing
› Access to the Honors Lounge in Library 231
› Participation in the annual Honors off-site retreat
› Early registration and enhanced library check-out privileges
› Recognition at UCCS graduation ceremonies and on UCCS transcripts

Plus:
› $1,500 scholarship for University Honors
› $500 scholarship for Mountain Lion Honors

For information about the Honors Programs, **visit uccs.edu/honors**.

Athletics

Reach Higher. Compete.

UCCS has 14 NCAA Division II men's and women's athletic teams in the Rocky Mountain Athletic Conference (RMAC), one of the most competitive conferences in the country. Over the past few years, several teams have gained national recognition.

› The **men's basketball** team won the first RMAC Tournament championship in program history and advanced to the NCAA Division II Second Round. UCCS was ranked No. 2 in the national polls and set the program record with 27 victories.

› The **women's basketball** team advanced to the NCAA Division II Sweet 16 in the program's first national postseason appearance. The Mountain Lions broke program records in wins, points, and rebounds, and led the RMAC in six statistical categories.

› **Men's golf** has consistently been ranked in the Top 25 Division II teams.

› The **women's cross country** team has competed in the NCAA Championships for the past three seasons.

NCAA Division II Sports at UCCS:

› Men's Indoor Track and Field	› Men's Soccer
› Women's Indoor Track and Field	› Women's Soccer
› Men's Outdoor Track and Field	› Women's Volleyball
› Women's Outdoor Track and Field	› Men's Golf
› Men's Cross Country	› Women's Golf
› Women's Cross Country	› Women's Softball
› Men's Basketball	› Women's Basketball
› Men's Baseball*	› Women's Lacrosse*

Find out more about becoming a UCCS NCAA athlete and get specific coach/team information at **gomountainlions.com**.

*Pending approval

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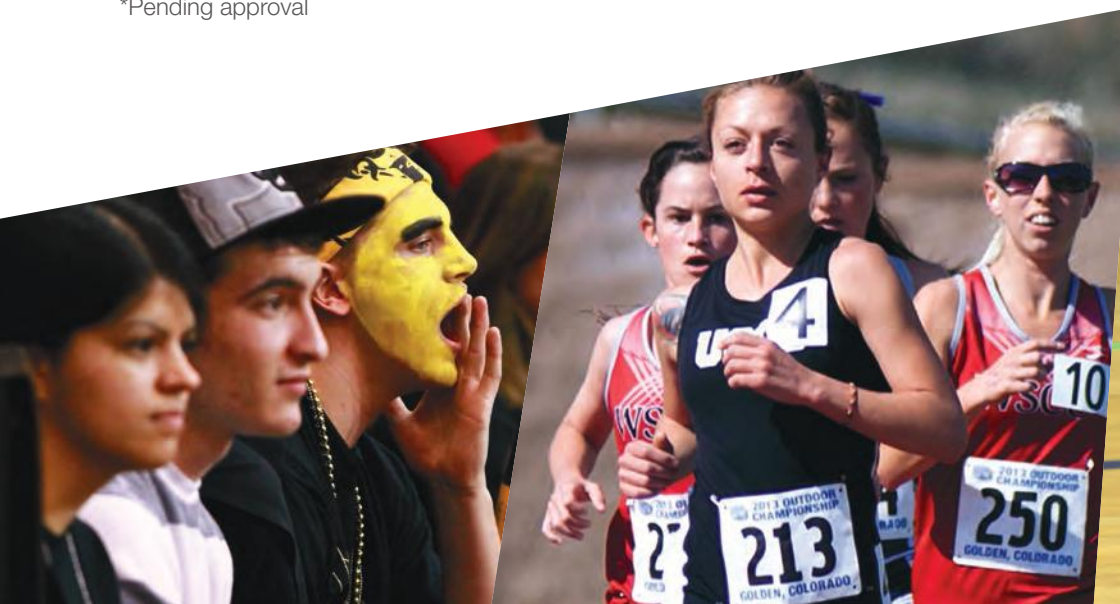
Beyond playing varsity sports, other athletic opportunities abound for students. UCCS has 16 club teams and 17 intramural sports available. Ever try canoe battleship? Golf scramble? Spikeball? Come compete and have fun!

Intramural Sports

Intramural sports bring out the friendly competition in everyone! Take a break from studying, form your own team and compete against your fellow Mountain Lions in:

- › Tennis
- › Canoe Battleship
- › Flag Football
- › Soccer
- › Backyard Baseball
- › Basketball
- › Volleyball
- › Floor Hockey
- › Dodgeball
- › Kickball
- › Table Tennis
- › Spikeball
- › Grass Volleyball
- › Golf Scramble
- › Billiards
- › Swim Meet
- › Wiffle Ball

Club Sports

In Club Sports, you will be part of a team that competes against other colleges and universities.

- › Baseball
- › Cycling
- › Equestrian
- › Ice Hockey
- › Inline Hockey
- › Lacrosse
- › Men's Rugby
- › Women's Rugby
- › Men's Soccer
- › Women's Soccer
- › Tennis
- › Ultimate Frisbee
- › Men's Volleyball
- › Women's Volleyball
- › Men's Wrestling
- › Women's Wrestling

Campus
Life

Reach Higher. Experience.

Start with OSA at UCCS

Visit the Office of Student Activities (OSA) and get involved. Find out what is happening on campus. Concerts, athletic events, dances, tailgates, bonfires, toga parties, and movies-on-the-lawn are just a few of the entertaining and enriching student events sponsored by OSA. Some of the past events and services include:

› Welcome Week – dances, clubs fairs, performers and recreational activities
› Back to the Bluffs Homecoming Week
› Disorientation Week
› Free Tuesday Morning Pancakes

UCCS Clubs and Organizations

Join one of our 150+ clubs. Be sure to attend the Club Fairs and talk with club members to see where you fit. Choose one that interests you or create your own club. Here are a just few of the opportunities:

› Art History and Art Club
› Asian Pacific Islander Student Union (APISU)
› Fencing Club
› Fall Ultimate Frisbee
› Geography and Environmental Studies Club
› Phi Sigma Sigma
› Role Playing Club
› The Scribe

Workout with a View

It's easier to be motivated to get to the gym when you can take in the gorgeous view of Pikes Peak as you exercise. Visit the UCCS Recreation Center for the latest in human-powered treadmill and elliptical machines and a solar-heated swimming pool. Work out with a personal trainer in the free weights area. Join a fitness class, like:

› Cycle 101
› Aqua Bootcamp
› Core Xpress
› Kettlebell Training
› TRX Suspension Training
› Vinyasa Yoga

Take it Outside with S.O.L.E.

We know the Colorado outdoor lifestyle is important to you because it's important to us.

You'll find grassy open spaces that invite you outside to study. Mountain trails wind around and through campus for easily accessed hiking and mountain biking. Dedicated to the outdoors, the S.O.L.E. Center, located in the campus recreation building, organizes a full calendar of outdoor events and learning sessions, from basic bicycle maintenance and repair to ski safety and more. Choose to be involved in activities you already love or try something new, like:

› Whitewater rafting
› Rock climbing
› Downhill or cross country skiing
› Road or mountain biking

Residence
Life

Live on Campus.

All UCCS residence halls are suite-style. You will share living space with a maximum of three other students. Be close to your classes, eat a home-cooked meal at The Lodge or Roaring Fork, attend a special residence hall event, walk to the Recreation Center and, best of all, park on campus!

With several floor plans available, you'll find a suite that fits your idea of campus living at UCCS. You can choose a private room and bath if you value personal space. Or, maybe you prefer to share a common living room and have your own bedroom. Both are options at UCCS.

Summit Village and the Village at Alpine Valley house most freshmen, who are required to live on campus for their first year at UCCS. Summit Village includes nine separate houses named for Colorado ski areas. The Village at Alpine Valley buildings are named after Colorado rivers.

Most Popular Floor Plan Options for Freshmen Include:
› Shared common area/bath, four separate bedrooms
› Shared common area/bath, four students sharing two bedrooms
› Single bedroom/bath

Upper Classmen and Transfer Students Can Choose the Above or:
› Apartment-style living with common area/full kitchen; four students, four separate bedrooms
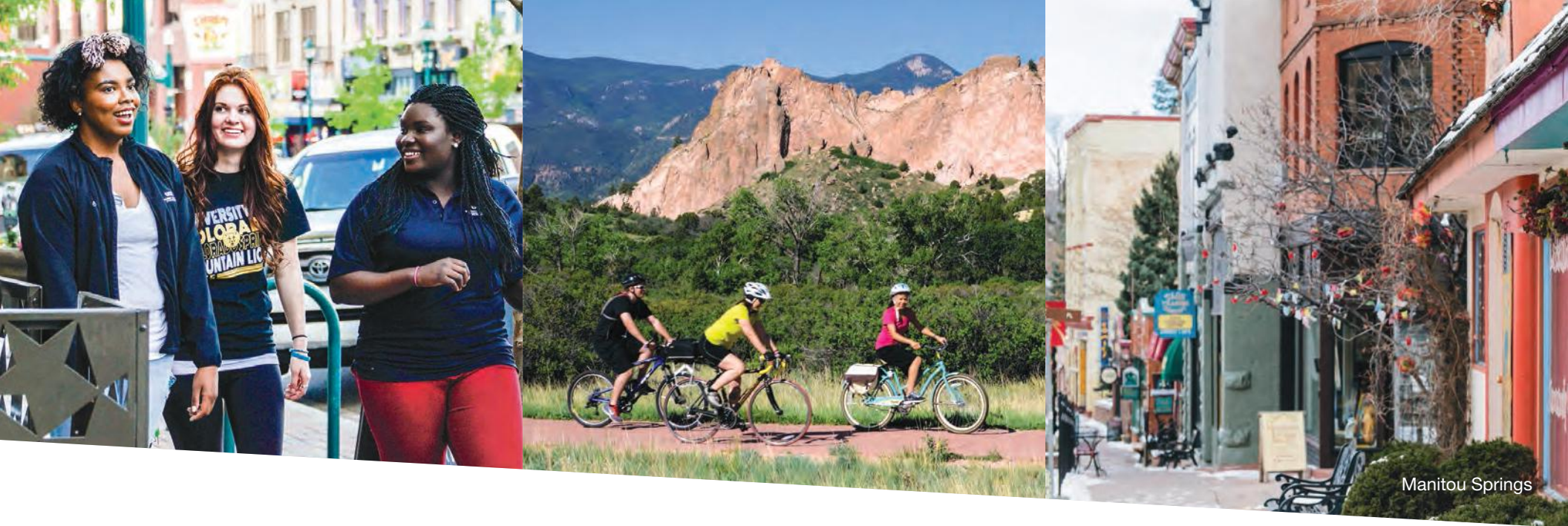› Apartment-style with common area/full kitchen; two students, two separate bedrooms

For more information about housing, visit **uccs.edu/housing**.

Community

Garden of the Gods

Manitou Springs

Reach Higher. Explore.

Colorado Springs, a city of 500,000-plus residents, is small enough to still be friendly, but large enough to attract nationally known performers, speakers, and events. And, of course it has plenty of outdoor activities all year long!

With two major hospital systems, a minor league baseball franchise, a professional soccer team, sports organizations from local parks and recreation to the Olympic level, and a variety of industries within healthcare, defense, and engineering, Colorado Springs provides ample opportunities for UCCS students to test or try out their chosen careers.

Beyond the campus boundaries, there are many things to do in Colorado Springs;
› **Hiking and Biking.** Colorado Springs is home to more than 120 parks, trails and open spaces, where people can escape into the wilderness without leaving their own backyard. Popular areas include the Garden of the Gods Park, Pikes Peak, 11-mile Canyon, Palmer Park (5 minutes from campus!), and Cheyenne Mountain State Park.
› **Manitou Springs.** Located just 15 minutes west of Colorado Springs and nestled at the base of Pikes Peak, this quaint mountain town is full of restaurants, arts, shopping, and events. If you're up for a hiking challenge, check out the Manitou Incline trail!
› **University Village Center (UVC).** Just west of campus, students can access this area via a Mountain Lion underpass beneath Nevada Blvd. Join the UVC Running Club, check out live music, and eat al fresco in one of over 20 unique restaurants. A great place to go for burgers, pizza, coffee, or gelato!
› **Denver, CO.** One hour north of Colorado Springs, Denver is home to big city shopping, night life, culture, and restaurants. Check out a concert at Red Rocks Amphitheatre or grab dinner at a hip restaurant around Larimer Square!

Reach Higher. Expand Your Horizons.

Embrace the Colorado Lifestyle

We're closer to snowboarding and skiing than you may think. A short car ride gives you access to top ski resorts in the country.

- › Breckenridge Ski Resort — **2 hour drive**
- › Vail Mountain Resort — **2.5 hour drive**
- › Keystone Resort — **2.5 hour drive**
- › Copper Mountain — **2 hour drive**
- › Aspen Snowmass — **3 hour drive**
- › Monarch Mountain — **2.5 hour drive**

Downtown Colorado Springs

Live Like a Local

Downtown Colorado Springs is full of things to do. Check out local coffee shops and cafes for great off-campus study spots. Uniquely Colorado restaurants along Tejon Street are perfect for relaxing and meeting up with your new friends.

Experience the arts at GOCA 121 and the Colorado Springs Fine Arts Center or watch an indie film at Kimball's Theater. Check out a concert at the Pikes Peak Center or get your groceries at the Colorado Springs Public Market.

With so much happening in downtown and all around Colorado Springs, you will always have plenty to see and do!

Three Ways to Visit UCCS

Taking a tour is the best way to truly experience our culture. We have three ways you can visit our campus: Daily Campus Tours, Mountain Lion Experience Days, or a Virtual Tour.

Campus Tours

Schedule a visit to walk the campus with a student guide during our daily group tours. You will have the opportunity to meet with an admissions counselor and see our suite-style housing, state-of-the-art library and science labs, human-powered workout machines at the rec center, classrooms, and our view of Pikes Peak. Campus visits are complimentary and last approximately two hours, including a half-hour overview presentation, followed by a 90-minute walk through campus.

Mountain Lion Experience Days

Imagine spending a day at UCCS with your peers who share in the same academic interests as you. Mountain Lion Experience days are major-specific, meaning you will be able to choose a day that is devoted to a major that interests you, such as engineering, nursing, communications, or other majors. You will interact with current students, meet professors, learn about admissions, financial aid, campus housing, student life, and much more. You will also dine at The Lodge, our resident dining hall.

Take a Virtual Tour of UCCS

Get an overview of the campus before you visit in person, or, if you are from another state and aren't ready to commit to a trip to Colorado Springs, you can virtually see what UCCS has to offer.

Find more information about Campus Tours, Mountain Lion Experience days, and the Virtual Tour of UCCS on our website at **uccs.edu/visit**.

Key Dates

❑ **Visit Campus**
Best when classes are in session
To register for a campus tour
go to **uccs.edu/visit**

ANYTIME

❑ **Application for Admission**
UCCS offers rolling admission.

Application Available
SEP
1

❑ **Scholarship Application**
Must be admitted to apply
Scholarship application closes March 1st
uccs.edu/finaid/types/scholarships.html

Opens
DEC
1

❑ **Housing Application Open**
Submit early for better housing selection

Opens
DEC
1

❑ **FAFSA Application**
UCCS Code 004509
Priority deadline March 1st
fafsa.ed.gov/

Opens
JAN
1

❑ **FAFSA Priority Date & Scholarship Deadline**
uccs.edu/scholarships

Recommended by
MAR
1

❑ **Housing Application Priority Date**
For information on housing visit
uccs.edu/housing

Priority Date
MAR
15

❑ **Register for Orientation**
For information on orientation
visit **uccs.edu/orientation**

Begins
APR
1

Admissions

Admissions Criteria

Think you have what it takes to be a student at UCCS? Check out our admissions chart below. Just find your ACT or SAT score (on the left of the chart), match it with your GPA (on the bottom of the chart) and find the intersection. Where you land will tell you how strong a candidate you are for admission.

Codes for UCCS:

ACT: 0535   SAT: 4874*

ACT	SAT	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
36	1600	110	112	113	115	117	119	121	122	124	126	128	130	131	133	135	137	139	140	142	144	146
35	1550-1590	108	110	111	113	115	117	119	120	122	124	126	128	129	131	133	135	137	138	140	142	144
34	1490-1540	106	108	109	111	113	115	117	118	120	122	124	126	127	129	131	133	135	136	138	140	142
33	1440-1480	103	105	106	108	110	112	114	115	117	119	1212	123	124	126	128	130	132	133	135	137	139
32	1400-1430	101	103	104	106	108	110	112	113	115	117	119	121	122	124	126	128	130	131	133	135	137
31	1350-1390	99	101	102	104	106	108	110	111	113	115	117	119	120	122	124	126	128	129	131	133	135
30	1310-1340	97	99	100	102	104	106	108	109	111	113	115	117	118	120	122	124	126	127	129	131	133
29	1280-1300	95	97	98	100	102	104	106	107	109	111	113	115	116	118	120	122	124	125	127	129	131
28	1240-1270	93	95	96	98	100	102	104	105	107	109	111	113	114	116	118	120	122	123	125	127	129
27	1200-1230	91	93	94	96	98	100	102	103	105	107	109	111	112	114	116	118	120	121	123	125	127
26	1160-1190	89	91	92	94	96	98	100	101	103	105	107	109	110	112	114	116	118	119	121	123	125
25	1120-1150	87	89	90	92	94	96	98	99	101	103	105	107	108	110	112	114	116	117	119	121	123
24	1080-1110	85	87	88	90	92	94	96	97	99	101	103	105	106	108	110	112	114	115	117	119	121
23	1050-1070	83	85	86	88	90	92	94	95	97	99	101	103	104	106	108	110	112	113	115	117	119
22	1010-1040	81	83	84	86	88	90	92	93	95	97	99	101	102	104	106	108	110	111	113	115	117
21	970-1000	78	80	81	83	85	87	89	90	92	94	96	98	99	101	103	105	107	108	110	112	114
20	930-960	76	78	79	81	83	85	87	88	90	92	94	96	97	99	101	103	105	106	108	110	112
19	880-920	74	76	77	79	81	83	85	86	88	90	92	94	95	97	99	101	103	104	106	108	110
18	840-870	72	74	75	77	79	81	83	84	86	88	90	92	93	95	97	99	101	102	104	106	108

High School GPA

- ■ Strong Candidate
- ■ Possible Candidate
- ■ By Consideration

Overall high school grade point average (4.0 scale)

*SAT total score includes only critical reading and math scores.

For Transfer admission guidelines, go to **uccs.edu/transfer**.

How to Apply for Admissions at UCCS

STEP 1 Apply online at **uccs.edu/apply** by submitting your:
- › Application
- › $50 Application fee
- › Official high school transcript or copy of GED certificate*
- › Official transcript from all previous colleges & universities
- › Freshman students need to submit ACT or SAT scores

STEP 2 If you have taken the ACT or SAT more than once, please send us all of your scores so we can look at the top scores from each testing period.**

STEP 3 UCCS does not require personal essays or letters of recommendation. If you think that submitting these items will help your chances or you want to explain any academic difficulties you have had, we will take this into account during review of your application.

- › **NOTE 1**: A review of most transfer credit and courses will be completed within two weeks of admission. This evaluation will be posted to your GoUCCS portal. Some courses may require more information from you for evaluation.

- › **NOTE 2**: Prospective students— both freshmen and transfer—may apply one year in advance of attending UCCS. The sooner you apply, the easier it is to get ahead of deadlines and priority dates.

STEP 4 All application materials can be sent to:
UCCS Office of Admissions
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

* Students who graduated high school prior to 1988 do not have to submit high school transcripts.

** Transfer students do not have to submit test scores if they are transferring more than 13 completed hours of accepted credits.

Fall 2015 and Spring 2016 Annual Costs

The costs below are estimates of a year of tuition and fees at UCCS and not a guarantee of cost of attendance for a freshman student. All costs are dependent upon the number of credit hours a student takes, choice of housing arrangements, and specialized fees for certain lab courses taken. The amount below for on-campus housing expenses includes a meal plan for all students living in first-year designated housing areas: Summit Village Residence Halls, Village at Alpine Valley Residence Halls, and Shavano House.

Colorado Resident Student
(12 credits per semester/24 credits per year)

Tuition and fees:	$	7,692
On-campus housing expenses average:	$	11,440
Total	**$**	**19,132**

Colorado Resident Student
(15 credits per semester/30 credits per year)

Tuition and fees:	$	9,428
On-campus housing expenses average:	$	11,440
Total	**$**	**20,868**

*Colorado Resident rates include COF stipend

Western Undergraduate Exchange Student
(12 credits per semester/24 credits per year)

Tuition and fees:	$	13,583
On-campus housing expenses average:	$	11,440
Total	**$**	**25,023**

Western Undergraduate Exchange Student
(15 credits per semester/30 credits per year)

Tuition and fees:	$	16,793
On-campus housing expenses average:	$	11,440
Total	**$**	**28,233**

** Western Undergraduate Exchange-eligible states: North Dakota, South Dakota, Montana, Wyoming, New Mexico, Arizona, Idaho, Utah, Nevada, Washington, Oregon, California, Hawaii, and Alaska. Nursing majors are not eligible for WUE tuition.

To receive WUE one must be admitted to UCCS as an undergraduate degree student and have at least a 92 index or Composite ACT of 20 or SAT of 930 or above; AND have a High School GPA of 2.8 or above or High School Competitive Rank in Class in the top 55th percentile. Applicants who do not meet all the minimum requirements may be considered on a case-by-case basis.

Non-resident Student
(12 credits per semester/24 credits per year)

Tuition and fees:	$	17,988
On-campus housing expenses average:	$	11,440
Total	**$**	**29,428**

Non-resident Student
(15 credits per semester/30 credits per year)

Tuition and fees:	$	22,298
On-campus housing expenses average:	$	11,440
Total	**$**	**33,738**

For more about living on campus, visit **uccs.edu/residence**

For information about Financial Aid and paying for college, please visit **uccs.edu/finaid**. FAFSA Code: 004509

Undergraduate Programs of Study

uccs.edu/majors

Programs

Business & Administration
› Accounting*
› Business Administration
› Finance*
› Human Resources Management*
› Information Systems*
› International Business Management*
› Marketing*
› PGA Golf Management
› Service Management*
› Sport Management
  » Soccer Management

Bachelor of Innovation
› Business
  » Accounting
  » Business Administration
  » Finance
  » Human Resources
  » Information Systems
  » International Business
  » Management
  » Marketing
  » Service Management
› Chemistry
› Communication-Digital Filmmaking
› Engineering
  » Computer Security
  » Computer Science
  » Electrical Engineering
  » Game Design & Development
› Inclusive Early Childhood Education
› Museum Studies and Gallery Practice
› Women's and Ethnic Studies

Helen and Arthur E. Johnson Beth-El Nursing & Health Sciences
› Health Care Science
  » Allied Health Completion
  » Health and Wellness Promotion*
  » Medical Laboratory Science
  » Nutrition*
› Nursing
  » Traditional Nursing
  » RN-to-BSN/DE
  » Accelerated Nursing

School of Public Affairs
› Criminal Justice*
  » Corrections
  » Family Violence
  » Forensic Studies
  » Law Enforcement
  » Law
  » Public Policy

Pre-Professional Programs
› Pre-Dentistry
› Pre-Medicine
› Pre-Physical Therapy
› Pre-Pharmacy
› Pre-Veterinary Medicine
› Pre-Child Health Associate/ Physician Assistant

Letters, Arts & Sciences
› Anthropology*
› Biochemistry* (BA & BS)
  » Pre-Medical Option
› Biology* (BA & BS)
  » General Biology
  » Biomedical Science
› Chemistry* (BA & BS)
› Communication*
  » Digital Filmmaking & Media Arts*
  » General Communication*
  » Leadership Communication
  » Media Studies*
  » Organizational & Strategic Communication*
› Distributed Studies
› Economics*
› English*
  » English Literature*
  » Professional/Technical Writing*
  » Rhetoric & Writing*
› Geography & Environmental Studies*
› History*
› Mathematics* (BA & BS)
› Philosophy*
  » Philosophy
  » Religion & Classics
  » Cognition, Science, Phenomenology, & Linguistics
  » Culture & Aesthetics
  » Justice & Global Society
› Physics*
  » Traditional Physics
  » Energy Science
  » Solid State
› Political Science*
  » General Political Science*
  » American Politics & Public Law*
  » Global Politics*
  » Public Administration*
› Psychology*
  » Criminal Justice/Psychology Dual Degree
› Sociology*
  » Sociology/Women's Studies Double Major
› Spanish*
› Visual and Performing Arts*
  » Art History*

› Film Studies*
  » Music*
  » Theater*
  » Visual Art*
› Women's and Ethnic Studies*

Engineering & Applied Sciences
› Computer Engineering*
› Computer Science*
› Electrical Engineering*
› Engineering Education
› Mechanical Engineering*

Education
› Elementary Education (BA)**
› Elementary Education
  » Biology
  » English
  » Geography
  » History
  » Spanish
› Secondary Education
  » Biochemistry
  » Biology
  » Chemistry
  » English
  » History
  » Mathematics
  » Physics
  » Spanish
› Special Education
  » Biology
  » English
  » Geography
  » History
  » Spanish

Undergraduate Minors
Business & Administration
› Accounting Minor (B & NB)
› Entrepreneurship Minor (B & NB)
› Finance Minor (B & NB)
› General Business Minor (NB)
› Human Resource Management Minor (NB)
› Information Systems Minor (B & NB)
› International Business Minor (B & NB)
› Management Minor (B & NB)
› Marketing Minor (B & NB)
› Service Management Minor (B)

Letters, Arts & Sciences
› American Sign Language Minor
› Classics Minor
› Cognitive Studies Minor
› Counseling & Human Services
› Creative Writing Minor
› Dance Minor
› Energy Science Minor

› French Minor
› Geology Minor
› German Minor
› Gerontology Minor
› Human Services Minor
› Japanese Language and Culture Minor
› Leadership Minor
› Military Science Minor
› Museum Studies and Gallery Practice Minor Pre-Law Minor
› Political Economy
› Statistics Minor
› Sustainable Development Minor

Engineering & Applied Sciences
› Aerospace Engineering Minor
› Game Design
› Game Programming + 3D

Undergraduate Certificates
Business & Administration
› Accounting Certificate
› Business Administration Certificate
› Finance Certificate
› Human Resources Management Certificate
› Information Systems Certificate
› Management Certificate
› Marketing Certificate
› Service Management Certificate

Letters, Arts & Sciences
› Applications and Technology in Mathematics Education (CATME) Certificate
› Cognitive Studies Certificate
› Criminology and Justice Studies Certificate
› Geographic Information Science Certificate
› Global Studies Certificate (WEST)
› Industrial Mathematics Certificate
› Latino/a Studies Certificate (WEST)
› Native American & Indigenous Studies Undergraduate Certificate (WEST)
› Sociology of Diversity Certificate

School of Public Affairs
› Homeland Security Certificate

Engineering & Applied Sciences
› Information Assurance Certificate
› Secure Software Systems Certificate
› Software Engineering Certificate

*Students may also minor in these programs.

**Pending approval

Graduate Programs of Study
uccs.edu/graduateschool

Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences
› Doctorate of Nursing Practice (DNP) Online only
› Nursing (MSN) Online only
› Health Promotion (MSc)
› Sports Medicine: Athletic Training or Strength & Conditioning (MSc)
› Sports Nutrition (MSc)

Business Administration
› Business Administration (MBA) Online or on campus
› Accounting (MSA)

College of Education
› Counseling & Human Services: Clinical Mental Health, Counseling, & Leadership (Air Force Officer Command), or School Counseling (MA)
› Curriculum & Instruction On Campus: General; Literacy; Science Education, Science Teaching, Space Studies/Science Education, Space Studies/Science Teaching, TELP, TESOL/CLDE
› Curriculum & Instruction Online: ALP, General, Gifted/Talented, TESOL/CLDE
› Educational Leadership, Research & Policy (PhD)
› Leadership: Education & Principal Licensure, Foundations & Research or Student Affairs in Higher Education (MA)
› Special Education (MA)

College of Engineering & Applied Science
› Computer Science (MS)
› Computer Science: Games & Media Integration (MS)
› Electrical Engineering (MSEE or PhD)
› Energy Engineering (ME) Online only
› Engineering: Computer Science (PhD)
› Engineering: Engineering Management, Information Assurance or Software Engineering (ME)
› Engineering: Security (PhD)
› Engineering Management (ME) Online only
› Mechanical & Aerospace Engineering (PhD)
› Mechanical Engineering (MS)
› Space Operations (ME) Online only
› Systems Engineering (ME) Online only

College of Letters, Arts & Sciences
› Applied Geography (MA)
› Applied Mathematics (MS)
› Applied Science: Mathematics or Physics (PhD)
› Biology: Ecology & Evolution, Exercise Science or Molecular & Cellular (MSc)
› Chemistry (MSc)
› Communication (MA)
› History (MA)
› Mathematics (MSc)
› Physics (MSc)
› Psychology: Clinical or Psychological Science (MA)
› Psychology: Clinical (PhD) with a Curricular Emphasis in Trauma
› Sociology (MA)

School of Public Affairs
› Criminal Justice (MCJ)
› Public Administration (MPA) Online or on campus

Graduate Certificate Programs
Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences
› Correctional Health*
› Disaster Public Health*
› Family Nurse Practitioner (Post-Master's)
› Forensic Nursing*
› Nursing Education (Graduate and Post-Master's)*
› Post Masters - Adult/Gerontological Nurse Practitioner*

College of Business and Administration
› Accounting
  » Finance*
  » Health Care Administration*
  » Innovation Management*
  » International Business*
  » Management*
  » Marketing*
  » Operations Management
  » Project Management*
  » Service Management

College of Letters, Arts and Sciences
› Advanced Research Methods in Sociology
› Sociology of Diversity
› Teaching Sociology
› Cognitive Archaeology
› Disability Studies (interdisciplinary)

College of Education
› Advanced Certificate in Counseling & Human Services
› Culturally Linguistically Diverse Education*
› Gifted and Talented Endorsement*
› Instructional Technology*
› Principal Licensure*
› Superintendent Preparation*
› Teaching English as a Second/Foreign Language*

College of Engineering & Applied Science
› Electric Drivetrain Technology (offered jointly with CU Boulder)
› Information Assurance
› Secure Software Systems
› Software Engineering
› Space Operations
› Systems Engineering*
› Engineering Management*

School of Public Affairs
› Criminal Justice*
› Homeland Defense*
› Nonprofit Fund Development*
› Nonprofit Management*
› Public Management*
› Security Intelligence*
› Local Government Management
› Grant Writing, Management and Program Evaluation

*Can be completed online.

Reach**Higher.**
uccs.edu

Appendix U: Procedures for Advertising & Recruiting Information

The Student Consumer Information website is available online at http://www.uccs.edu/about/consumer.html and is attached in Appendix N.

The Viewbook is available online at http://www.uccs.edu/admissions.html and is attached in Appendix T.

The Student Registration Handbook is available online at http://www.uccs.edu/Documents/cic/Fall 2016/Fall 2016 (Web Version).pdf and is attached in Appendix R.

Appendix V: List of Types of Outcomes Available

Outcome Measures: http://www.uccs.edu/ir/data/outcomes.html

- Degree Conferrals by Fiscal Year, College, and Academic Plan since 1990
- Graduation Rate Summary (Student-Right-to-Know)
- Graduation Rates per Academic Plan
- IPEDS Graduation Rate Surveys
- Cumulative Graduation Rates
- Progress Rates in the Active College Portrait
- Progress Rates in the Student Achievement Measure (SAM)
- National Student Clearinghouse Completion Reports
- Retention Chart Since 1993
- Retention Cohort Detail Reports (2010-2014)
- Retention Rates in IPEDS Fall Enrollment Surveys
- Course Completion Rates
- Licensure Exam Summary (Accounting, Nursing, Teaching, Counseling, and Engineering Exams)

Survey Results: http://www.uccs.edu/ir/data/surveys.html
- Baccalaureate & Graduate Alumni (annual)
- Graduate Destinations (all alumni administered with University Advancement)
- Freshmen & Senior Surveys
- Diversity/Inclusiveness Survey
- National Survey of Student Engagement

The IR website at www.uccs.edu/ir houses more reports related to student outcomes regarding enrollment, financial aid, peer institutions, accreditation, the Common Data Set, course questionnaires, various resources or guidebooks like the College Navigator and the College Scorecard, IPEDS surveys, Net Price Calculators, and a working glossary.

University of Colorado Board of Regents' Metrics for Campus Performance, interactive website: http://www.cu.edu/budgetpolicy/regent-metrics-2015.

Program Review Data Templates are attached in following pages.

University of Colorado Colorado Springs
Program Review Data

Academic Year (with trailing summer)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Instructional:					
1. Lower Division Courses					
a. Courses taught					
b. Sections taught					
c. Credit hours taught					
d. Students taught					
2. Upper Division Courses					
a. Courses taught					
b. Sections taught					
c. Credit hours taught					
d. Students taught					
3. Major of Students Taught					
a. Number of majors					
b. Majors as % of all students in courses					
4. Degrees Conferred:					
1. Bachelor of Art [DEG CD]					
1. Bachelor of Art [DEG CD]					
5. Total					

Majors & Minors:	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14*
1. Undergrad Anthropology Majors					
a. Percent Ethnic Minority					
b. Percent Female					
2. Fall UG Enrollment minor					

Faculty FTE:	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
1. Professor					
2. Associate Professor					
3. Assistant Professor					
4. Instructors/Senior Instructors					
5. Lecturer					

Appendix W: Specialized Accreditation Letters

The following pages are copies of the most recent reports and letters from each specialized accrediting agency.

2014 NASPAA – Public Affairs
2015 CCNE - Nursing
2016 CAEP - Education
2016 ACS - Chemistry
2015 AACSB - Business
2013 ACEND – Health Sciences (Nutrition/Dietetics)
2013 APA - Psychology
2016 ABET – Computer Science
2011 ABET – Engineering
2016 CACREP – Counseling (Education)

NASPAA—*The Global Standard in Public Service Education*

1029 Vermont Avenue, NW, Suite 1100, Washington, DC 20005
Tel: 202-628-8965 ● Fax: 202-626-4978 ● Email: copra@naspaa.org

MEMORANDUM

TO: Terry Schwartz
                Associate Dean
                University of Colorado at Colorado Springs

FROM: RaJade M. Berry-James, Chair
                Commission on Peer Review and Accreditation,
                Network of Schools of Public Policy, Affairs, and Administration

DATE: July 11, 2014

SUBJECT: NASPAA Accreditation Review
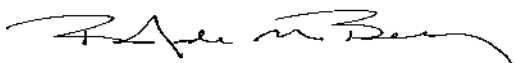
On behalf of the Commission on Peer Review and Accreditation (COPRA), I am pleased to inform you that the Commission found your Master Of Public Administration program to be in substantial conformity with NASPAA Standards, subject to the monitoring provisions outlined in the enclosed report. Your program is accredited for a period of seven years and will be included on the Annual Roster of Accredited Programs. An abbreviated letter announcing your accreditation has also been sent to your Provost and Executive Vice Chancellor, Mary Coussons-Read.

Please accept the Commission's congratulations on the accreditation of your program. By pursuing and achieving accreditation through a rigorous peer review, your program has demonstrated a substantial commitment to quality public service education. You are part of the global community of over 180 accredited graduate programs in public service.

Your program is in substantial conformance with the NASPAA Standards. However, the Commission concluded that questions remain about the following Standards: 2.1/4.2, 3.1, 5.1. Accordingly, COPRA plans to monitor your continued progress, annually, on these specific standards. The Commission asks that you report your progress on these particular standard(s) each year in your annual accreditation maintenance report.

If you have any questions about this decision or NASPAA's accreditation process, I would be happy to answer them via email at rmberryj@ncsu.edu. Questions about this year's annual report should be directed to Heather Gregory at gregory@naspaa.org.

Warmly,

RaJade M. Berry-James
Chair, Commission on Peer Review and Accreditation

Report on Monitoring Provisions
to the
Master Of Public Administration, University of Colorado at Colorado Springs

July 11, 2014

Item 1: Standard 2.1 – Administrative Capacity/Standard 4.2 – Student Admissions

Standard 2.1 states, "The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed." Standard 4.2 states, "The program will have and apply well-defined admission criteria appropriate for its mission."

The 2013 Interim Report noted that student growth could become problematic for a new program without new faculty. The program's interim report response letter allayed these concerns to some extent, though the program still anticipates student enrollment growth. The Site Visit Report noted that "As the institutional change [separation] proceeds, SPA is becoming increasingly aware of its resource needs. At the same time, 'SPA and its MPA are emerging as exemplary programs' and the Chancellor is very supportive of the program in its transition."

The program seems on a clear path to success with these Standards. However, because the separation from the joint program with Denver will not be fully completed until July 2014, and the information in the Self-Study Report and Site Visit Report is therefore to some extent prospective, COPRA requests that the program report on its administrative capacity as it looks to grow program enrollment.

Item 2: Standard 3.1 – Faculty Qualifications.

Standard 3.1 states, "The program's faculty members will be academically or professionally qualified to pursue the program's mission."

Standard 2.2, Basis of Judgment states, "COPRA accepts as evidence that (for every location and modality) students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program where:

- at least 50% of the courses are taught by full time faculty (employed by the institution)
- at least 50% of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution."

In the Interim Report, COPRA noted that the percentage of face-to-face classes taught by full-time faculty was satisfactory. However, the 50 percent normal expectation was not met for the online modality classes. Accordingly, the Interim Report requested that "the site visit team discuss with the program the disparity in academically qualified and full-time faculty teaching in the online program versus the traditional program."

Data provided in the Site Visit Report indicated that the 50 percent expectation had not yet been met for the online modality classes, although the program has plans to correct this, and expects to hire full-time faculty to address this issue.

Because the separation from the joint program with the Denver campus will not be fully completed until July 2014, and the transition to the new program could affect progress toward the 50 percent expectation, COPRA requests that the program report on progress toward meeting this standard in its annual report.

Item 3: Standard 5.1 – Universal Required Competencies

Standard 5.1 states, "As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry."

The status of the program's separation from the joint arrangement with UC Denver led COPRA to request clarification on this standard in its Interim Report. The program reported that its summer 2013 discussions led to the creation of a new capstone rubric, piloted in Spring 2014, and that a pre-post assessment of competencies for the capstone course is to be launched in Fall 2014. The Site Visit Report indicates a full assessment cycle for Competencies 3 and 5, with progress on the remaining 3 competencies ("Competencies 1, 2, and 4 have learning outcomes defined, with competency 1 having evidence of learning gathered, analyzed, and courses indicated to cover this competency. Competencies 2 and 4 have courses identified in addition to the learning outcome defined.") In addition, COPRA's review of the site visit report and other documents indicates work in this area is still in progress in terms of stakeholder consultation.

The program seems on a clear path to success with this Standard. However, because the separation from the joint program with Denver will not be fully completed until July 2014, and the information in the Self-Study Report and Site Visit Report is therefore to some extent prospective, COPRA requests that the program report on its progress implementing its Fall 2013-2016 assessment plan, involving stakeholders in assessment, and using its student learning assessment as a piece of overall program evaluation and ongoing improvement.

_____

Over time, the Commission expects that its understanding of the Standards and the expectations of what it means to be in compliance will advance and evolve, as programs (and COPRA) become more familiar with the competencies-based approach to accreditation. The Commission will expect accredited

programs to continue to develop their competency measures and use of assessment tools, and that this maturation should be evident in the program's annual accreditation maintenance reports.

Please note that the Commission will review each of your annual accreditation maintenance reports to determine ongoing conformity with NASPAA Standards, including progress in the areas noted above. Your annual reports and COPRA's actions in response to your reports will become a permanent part of your record for your next accreditation review. COPRA's acceptance of the Program's annual reports is contingent on receiving satisfactory responses on the issues noted. If the program does not submit the information requested regarding the monitored standards in annual reports, the Commission may require the program to re-enter the accreditation cycle with an updated Self Study Report. Monitoring provisions remain in effect and must be addressed each year until the program is notified by COPRA that the monitoring has been removed. We look forward to receiving your annual report by **October 1, 2014**. Questions about this year's annual report should be directed to Heather Gregory at gregory@naspaa.org.

NASPAA—*The Global Standard in Public Service Education*

1029 Vermont Avenue, NW, Suite 1100, Washington, DC 20005
Tel: 202-628-8965 ● Fax: 202-626-4978 ● Email: copra@naspaa.org

January 22, 2015

Dear NASPAA-Accredited Program Representative:

I am pleased to inform you the Commission on Peer Review and Accreditation (COPRA) has accepted your 2014 Annual Accreditation Maintenance Report. By maintaining accreditation your program has demonstrated a strong commitment to quality public service education. The Commission thanks you for your continued attention to each annual report and commends your program on its commitment to ongoing improvement.

In coming maintenance reports, your program will continue to pertain to the Accreditation Standards outlined in the decision letter of your most recent accreditation cycle. All programs submitting Self-Study Reports now seek accreditation under the 2009 Accreditation Standards. As such, the Commission expects programs accredited under the pre-2009 Accreditation Standards to be incorporating the newer requirements into their programs, specifically student competency assessment, as part of their strategic, mission-based management. This shift should continue to be addressed in future annual reports.

Over time, the Commission expects that its understanding of the Standards and the expectations of what it means to be in compliance will advance and evolve, as programs (and COPRA) become more familiar with the competencies-based approach to accreditation. COPRA expects, as evidenced by its Policy Statements, programs successful in reaccreditation to have implemented sustainable assessment approaches, incorporating direct measures, the use of rubrics for evaluation, faculty and stakeholder involvement, analysis procedures, and evidence of how analysis is used for overall program improvement.

The Commission looks forward to your future Annual Reports and Self-Study Report submissions.

Regards,

Chandler Stolp
Chair, Commission on Peer Review and Accreditation
NASPAA

CCNE

COMMISSION ON
COLLEGIATE NURSING
EDUCATION

ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

November 19, 2015

Nancy Smith, PhD, FAANP
Dean
Beth-El College of Nursing and Health Sciences
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Dr. Smith:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 19-22, 2015, to grant accreditation to the **post-graduate APRN certificate program** at University of Colorado at Colorado Springs for 10 years, extending to December 31, 2025. The accreditation action is effective as of March 4, 2015, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2025.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are compliance concerns with respect to Key Elements IV-B and IV-E.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of Colorado at Colorado Springs. We hope that both the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

A Compliance Report must be submitted to demonstrate the program's compliance with the following key elements:

1. Provide evidence that program completion rates demonstrate program effectiveness. (Key Element IV-B)

2. Provide evidence that program outcomes demonstrate program effectiveness. (Key Element IV-E)

The deadline for submitting the Compliance Report to CCNE is December 1, 2016.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2020. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process and your commitment to quality nursing education. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

Judith F. Karshmer, PhD, PMHCNS-BC, FAAN
Chair, Board of Commissioners

cc: Chancellor Pam Shockley-Zalabak
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

November 19, 2015

Nancy Smith, PhD, FAANP
Dean
Beth-El College of Nursing and Health Sciences
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Dr. Smith:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 19-22, 2015, to grant accreditation to the **Doctor of Nursing Practice (DNP) program** at University of Colorado at Colorado Springs for 10 years, extending to December 31, 2025. The accreditation action is effective as of March 4, 2015, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2025.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of Colorado at Colorado Springs. We hope that both the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2020. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process and your commitment to quality nursing education. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

Judith F. Karshmer, PhD, PMHCNS-BC, FAAN
Chair, Board of Commissioners

cc: Chancellor Pam Shockley-Zalabak
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

November 19, 2015

Nancy Smith, PhD, FAANP
Dean
Beth-El College of Nursing and Health Sciences
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Dr. Smith:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 19-22, 2015, to grant accreditation to the **master's degree program in nursing** at University of Colorado at Colorado Springs for 10 years, extending to December 31, 2025. The accreditation action is effective as of March 4, 2015, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2025.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of Colorado at Colorado Springs. We hope that both the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

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Thank you for your participation in the CCNE accreditation process and your commitment to quality nursing education. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

Judith F. Karshmer, PhD, PMHCNS-BC, FAAN
Chair, Board of Commissioners

cc: Chancellor Pam Shockley-Zalabak
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

March 18, 2016

Dr. Valerie M. Conley
Dean, College of Education
University of Colorado Colorado Springs
Columbine Hall 3017
1423 Austin Bluffs Parkway
Colorado Springs, CO 80933

Dear Dr. Conley:

This is to confirm that the Interim Self-Study Report from University of Colorado Colorado Springs to address CAEP Standard 4 is due April 1, 2017.

CAEP recently reviewed procedures for addressing stipulations and not met standards. EPPs are now given the full two years to address the issues. Under this new process EPPs submit the Interim Report 24 months after the decision.

As agreed, there will not be an on-site visit. However, two site visitors will review your interim report and prepare their report. You will have the opportunity to respond. The case will be reviewed by the Accreditation Council during the October 2017 meeting.

Sincerely,

Stevie Chepko

Stevie Chepko
Senior Vice President for Accreditation

American Chemical Society

Dr. David Anderson, Chair
Department of Chemistry and Biochemistry
University of Colorado Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918-3733

Dear Dr. Anderson:

The Committee on Professional Training reviewed your response to the area of noncompliance that was identified during the review of the department's periodic report. Based on the information provided, the Committee concluded that the chemistry program now meets all of the requirements in the ACS Guidelines and agreed to **continue approval.**

The Committee commended the administration's support for the renovations to the teaching and research labs and the replacement of the laboratory equipment. The Committee also applauded the department's plans to purchase a high-field NMR spectrometer as well as other instruments. The self-evaluation activities, especially the annual departmental retreat, were described as thorough, and the Committee commended the department for considering all faculty input on curriculum improvement and student skill assessment. The course materials were generally strong and rigorous, and the Committee specifically cited the robust examinations used in the biochemistry course. The faculty's proactive efforts to improve grant submissions are also noteworthy.

The Committee made the following suggestion for the continued development of the chemistry program.

In-depth courses. The Committee noted that the department does not offer in-depth, elective courses. Given the number of available faculty, the Committee encourages the department to capitalize on their expertise and consider creating new in-depth elective courses for student certification.

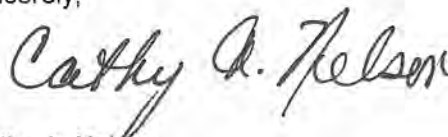The Committee made the following recommendation that *requires action* by the department.

- **Laboratory experience.** After reviewing the course materials for Inorganic Chemistry Lab (CHEM 4020), the Committee concluded that this course cannot be counted as in-depth. The experiments do not build on the content of the inorganic chemistry course and are introductory level with a focus on aqueous techniques. If you would like to continue counting CHEM 4020 toward the in-depth requirement, you must strengthen the lab experience and include methods dealing with air-sensitive compounds. A brief discussion of the changes implemented and an updated experiment list for CHEM 4020 must be included with the department's next periodic report. The enclosed supplement offers guidance on instruction in this area.

As specified in Section 5.12 on page 29 of the ACS Guidelines booklet, you must adequately address the above recommendations in the next periodic report package that you submit for review by CPT. The program's next periodic report will be due in **2018.**

Please do not hesitate to contact me if you have any questions about the information in this letter or the expectations for ACS-approved programs.

Sincerely,

Cathy A. Nelson
Secretary
Committee on Professional Training

CAN/dth/daa

Enclosure: Inorganic Chemistry Supplement

c: Dr. Pam Shockley-Zalabak, Chancellor

ACCREDITATION REVIEW TEAM REPORT - Business

University of Colorado at Colorado Springs
College of Business and Administration and Graduate School of
Business Administration
March 3, 2015

I. **Team Recommendation**

   A. *Accreditation Recommendation:*

- Extend accreditation for an additional five years with the next accreditation review scheduled for 2019-2020. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement.

   B. *Team Recommendation Review Schedule:* The Continuous Improvement Review Committee will meet March 23, 2015.

II. **Identification of Areas That Must Be Addressed:**

Summarize the team's analysis of the school's response and actions to address concerns that were stated during the last accreditation review:

- No specific concerns were reported during the last visit. Since the last visit the College has developed specialized programs, improved the online MBA, received a significant grant for the Daniels Fund Ethics Initiative and continue to strengthen their collaboration with the local community.

Prior to next review, specific recommendations relative to AACSB standards that should be addressed and reported in the accreditation application and at the time of the next review:

- Standard 1: The Mission Statement should be revised, succinct and focused (additional comments are provided below).
- Standard 9: The College does not appear to have written guidelines for determining Participating and Supporting faculty members (additional comments are provided below).
- Standard 10: The faculty publication outlets should be consistent with peers and aspirants. The faculty culture should continue to evolve to the new standards (additional comments are provided below).
- Standard 15: The AoL processes should focus on the curricula, rather than individual courses.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

- Colorado ranks 48th in per-student higher education funding, and College base funding has increased from $5M to more than $8M since 2010. College exchanged online MBA tuition for $800,000 in base funding, increasing stability of College budget.
- There is an evident commitment to quality and continuous improvement.
- The collaboration with the local business community provides numerous opportunities for academic and philanthropic activities.
- Academic programs are focused on quality and provide significant revenues to the college.
- Alumni relations and donations are robust.
- The Dean has effectively led the College for 10 years and counting with a strong team and the support of the University Administration, faculty, staff, alumni and the business community.

B. Changes impacting Eligibility Criteria:

- None observed

C. Strategic Management addressing the following:

- While strategic planning process is sound, includes relevant stakeholders, and led to a new strategic plan in 2013, the mission and vision statements have not be revisited for several years, and taking a fresh look at these items would provide a base for pursuing the next reaccreditation.
- The mission and strategic plan are in alignment with the university's mission and plan.
- They have used the strategic plan to guide their decisions and resource allocations. The actions taken and outcomes produced are well documented.

Assessment of the portfolio of intellectual contributions (ICs) as presented in Table 2-1 within the context of the mission

- The portfolio of intellectual contributions (ICs) presented in Table 2-1 fit with the objective laid out in the College mission statement to publish valuable business research and knowledge and to provide valued service to the communities its serves. Of the 689 ICs produced, 489 are other than peer reviewed journal articles, with 229 of these categorized as Practice and 59 categorized as Pedagogy.
- The expectations in terms of the outlets for PRJ's should be revisited relative to College's Mission and List of Peer and Aspirant Schools.
- The portfolio of intellectual contributions seems marginally adequate in terms of quality and impact.

Assessment of the school's IC outcomes in terms of fulfillment of the expectations that ICs emanate from a substantial cross-section of faculty in each discipline and that a significant proportion of the IC portfolio includes peer review journals or equivalent outcomes.

- Two hundred, or 29 percent, of the College ICs are peer reviewed journal articles, and this is a significant portion of the IC portfolio. The ICs are spread across all the Teams in the College and also represent a substantial cross-section of faculty in each Team/functional area.

Financial factors related to mission achievement, new develops, etc.

- The University receives low support from the State
- The College can benefit from more autonomy on the allocation of the differential fee.
- Fund raising has significantly increased.
- The College is managing its funds very well given all the curricular and co-curricular activities.

Significant, appropriate continuous improvement outcomes and assess alignment with the mission and plan.

- Since the last visit the College has developed specialized programs, improved the online MBA, increased sources of revenue and continue to strengthen their collaboration with the local community.
- The School shows a strong commitment to curricula innovation, development and continuous improvement. The process is faculty driven and managed.

D. Participants addressing the following:

- The College experienced a 31% increase in undergraduate degrees conferred in the current five-year period compared to the previous five-year period. The College worked to increase its impact on campus and has increased student credit hours from non-business majors through non-majors who are required to take business classes to fulfill program requirements, business minors, and pre-business students taking business courses prior to admission to the College.
- The College has higher retention rates than the University (84% vs. 71%) and higher 6-year graduation rates (57% vs. 46%). The College provides support to students through advising, career services, and career coaching, and these efforts have led to favorable retention and graduation rates.
- While student headcount has increased over the review period at the undergraduate level, MBA enrollments have decline approximately 24%. First generation students make up 21% of the College, while minority and female students make up 25% and 37%, respectively, at the undergraduate level and 15% and 43% at the graduate level. For the College, 88% of students are in-state students. MBA enrollments have been challenged nationwide, but the College has the opportunity to pursue more MBA, minority, female, and international students.

Student admissions policies, trends, support services, identifying any issues or strengths.

- Student admission policies and enrollment are clear and measure quality.
- Support services count with high-quality, adequate staff.
- Enrollment trends should consider faculty resources.

In regard to faculty sufficiency (Standard 9),

- Each Team/discipline exceeds the Participating standard of 60%: 71% for Accounting & Finance, 81% for Business Analysis, 74% for Management, and 77% for Marketing. For the College as a whole, the Participating ratio is 75%, and just meets the AACSB standard. Due to new faculty hires the share of SCH taught by participating faculty has improved to 78% in AY 14-15 and should improve further if the College successfully fills two current openings for which searches are underway.
- While the College does align with the standards, it has no margin for error in attracting and maintaining Participating faculty members. The College has 33 tenure/tenure track faculty members that are augmented by 13 non-tenure track faculty members and 44 lecturers. While the 46 tenure/tenure-track and non-tenure faculty members do participate in the life of the College in all dimensions, the lecturers who make up half of the faculty by headcount are *Supporting* faculty members in many cases. The lecturers each teach an average of 2 classes per year.

The school's alignment with deployment of participating faculty as detailed in Table 9-1

- Academic units and academic programs meet the standards.

The school's compensating actions to support quality. Factors to address may include impact on degree progress and access to faculty.

- Access to faculty and staff seems to be adequate and having a positive impact on degree progress.

The school's policies for determining participating and supporting status

- The College does not appear to have written guidelines for determining Participating and Supporting faculty members, and a review of faculty resumes shows there is a basis for the Participating/Supporting classification of faculty in Table 9-1. The resumes also indicate that the College's faculty participation supports educational quality and meets the spirit and intent of the student-faculty interaction principles in Standard 9. The challenge for the College going forward is make sure that more of its cadre of *Lecturers* participates in the life of college beyond teaching.

In regards to faculty qualifications (Standard 10)

- The College has a sufficient number of Academically Qualified (AQ) faculty members for the College (58%) and across each Team/discipline: 51% for Accounting & Finance, 53% for Business Analysis, 74% for Management, and 54% for Marketing. As noted above, the College faculty have produced 200 peer reviewed journal articles over the review period as well as 229 Practice and 59 Pedagogy ICs. The College overall has a sufficient number of Professionally Qualified (PQ) faculty members, with an AQ+PQ ratio of 94%. Management has an AQ+PQ ratio of 98%, Marketing has an AQ+PQ ratio of 100%, while the AQ+PQ ratio for Accounting & Finance is 92% and for Business Analysis it is 85%.
- The College's actions support quality education, and overall, the College meets the spirit and intent of Standard 10 in terms of both AQ and PQ faculty members. The faculty provides adequate support for students in terms of their degree progress and access to faculty, and the faculty provide a solid quality of instruction. As with most business schools, the College faces the challenge of having its most senior tenure/tenure track faculty members maintain their academic qualifications. In addition, the College needs to encourage some of its non-tenure faculty members and lecturers to maintain their professional qualifications.
- The College has adequate policies for establishing and maintaining academic and professional qualifications. On its own initiative, the College has strengthened its AQ requirements for the current review and has ratcheted them even further to comply with the 2013 Standards. The College's latest guidelines on Academic and Professional Qualifications, similarly are aimed to comply with the 2013 Standards. The College also has prepared documents for Faculty Qualifications Per 2013 AACSB Standards and Differential Workload Policy. These are designed to help faculty attain and maintain SA, PA, SP and IP status. This forward- looking approach reflects a recognition that College must strengthen some areas of faculty qualifications and the College is being proactive in taking steps to do so.

The school's deployment of qualified faculty as documented in Tables 10-1 and 10-2

- Existing faculty management policies in regards to their support for deployment of sufficient and qualified faculty in support of degree programs and other aspects of the school's mission meet the standards.
- Support services are delivered by high-quality, sufficient and effective staff.

The school's actions to support quality and meet the spirit and intent of Standard 10

- The College should revise the AQ (SA) and PQ (PA) definitions for the next visit for consistency with peer and aspirant schools.

The school's policies for establishing and maintaining academic and professional qualifications

- The College should continue to provide guidance and opportunities for faculty to maintain their academic qualifications.

Existing faculty management policies in regards to their support for deployment of sufficient and qualified faculty in support of degree programs and other aspects of the school's mission

Academic and Professional Engagement:
- Numerous, high-impact activities in the community are in place
- Highly attended career fairs
- Highly attended networking events
- The College, through the Daniels Fund Ethics Initiative, provides high-quality programs and education in ethics. The Fund supports the School's mission.

E. Assurance of Learning:

- The College has a well-developed assurance of learning process with dedicated oversight by an assistant dean. The assistant dean works with the Undergraduate and Graduate Curriculum Teams, department heads, and faculty to ensure that AoL goals are assessed and areas for improvement identified. The AoL timetable for collection of data, its assessment, and feedback to the appropriate teams and disciplines provides timely feedback on AoL outcomes so that appropriate changes to the curriculum can be made on an ongoing basis.
- The faculty own the AoL process and have developed the measures for assessing learning goals and embedded the assessments at appropriate places in the curriculum. The faculty developed an end of degree exam customized to the College's undergraduate and graduate programs and curriculum that is administered each semester in the capstone course. It is also worth noting that a portfolio approach is used to assess writing competency.
- The College has implemented a number of significant curriculum changes since the last accreditation visit as a result of the AoL process.
- The AoL outcomes have resulted in curricula revisions.
- The AoL program reflects,
    - Commitment to quality and continuous improvement,
    - Commitment to AoL,
    - Effective students evaluations of teaching quality are in place.
    - High quality teaching is evident.

Continuous improvement in regards to curricula development

- Revisions to the university-wide curriculum, known as Compass Curriculum, resulted in several significant changes to the undergraduate curriculum.
- The Accounting faculty launched a 4+1 BS/MBA program. This program allows top UCCS undergraduate accounting students to complete their BS and MBA degrees in five years with all of the required coursework necessary for CPA licensure.
- 2 significant management curriculum changes:
    - An undergraduate entrepreneurship minor, and
    - Focusing on negotiation and conflict management within the general management emphasis in both the undergraduate and MBA programs.
- Requirement of at least one approved global perspectives elective course as part of their MBA degree
    Describe some major factors that have impacted curricula development including

externalities as well as outcome assessment results.

- Curricular improvements over the past five years can be classified into two broad categories:
  - Additions or changes driven by market opportunities, stakeholder feedback, and team or discipline strategies, and
  - Refinements of existing curriculum driven by assurance of learning results.

Address the assurance of learning program for undergraduate, masters, and/or doctoral degree programs, their maturity, and impact on curricula management.

- Because a majority of the learning outcomes have been reached for all assessed programs, a review and reassessment of learning outcome expectations and goals is warranted.
- The AoL processes should focus on the curricula, rather than individual courses.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

- The College serves a large number of military students, and their dependents, who must continue their education elsewhere when transfers to other duty locations occur, and this negatively affects graduation rates. Through the University's Degree Audit Reporting Systems and advisors who are involved in the life of the College, the College has generated higher retention and graduation rates than the University. Expanding online offerings will help to retain and graduate more of these students. Advising focuses on helping students determine their degree plan and then successfully complete that plan.

- The College's strategic planning process involves faculty, staff, college leadership, and advisory board members and is placed within the guiding principles of the University of Colorado System and the strategic plan of the University. The strategic plan of the College is structured to implement mission-driven decision- making that has a clear message roadmap and goals that correspond to UCCS strategic goals.

- The College uses conservative financial planning. Base funding increased by 59 percent over the last five years, and the base budget is augmented by online and executive MBAs fees, international students fees, and fundraising efforts. Through prudent financial management, the College has generated $3.78M in reserves.

- The College of Business Dean also holds the position of Associate Vice Chancellor for Online Education and Initiatives for the University and has been instrumental in moving the University toward online programs. This forward-looking work will help the University provide competitive offerings over time and will help position the College to adapt to evolving student needs and enrollment trends.

- High quality speakers with high attendance – significant student involvement with the community.

- Lifetime entrepreneurship award luncheon is a signature event with the community and alumni that raises over $100,000 each year.

B.   Effective practices:

The College has strengthened its AQ policy to include one additional peer-reviewed activity in addition to two peer-reviewed articles. In addition, as it moves to the 2013 Standards, the SA policy will be strengthened further to require two peer-reviewed articles plus three additional scholarly activities. The College updated its Academic and Professional Qualification guidelines in 2009 and 2014, and now the guidelines also comply with the 2013 Standards. The qualifications of its faculty receive continual attention and is evolving with higher expectations for faculty research and publications. The College has also developed a Workload Policy to determine how faculty time is allocated to achieve and maintain Scholarly Academic and Practice Academic status. The possibility exists for faculty to deviate from the standard workload to achieve career or institutional goals.

V.   Opportunities for Continuous Improvement

A.   Relevant to the accreditation standards

- The College has a dedicated career services director to work with business graduates. In preparation for meeting the new standards the college should work to create a systematic process for collecting internship and placement data for college of business graduates.
- Continue to monitor faculty sufficiency concerning academic and professional qualifications in light of any new degree program or concentration offerings.
- The advisory board should be more directly involved in providing input that informs the curriculum.

B.   Consultative report on matters not related to the accreditation decision:

- Although the online and EMBA programs provide revenue for the college, it is imperative that the university continue to provide additional resources to support hiring qualified faculty in critical areas.
- The College should continue to work with central administration to identify opportunities for creating a more autonomous financial model for the College. One possible area is differential tuition which is currently collected from each business student but is not allocated back directly to the College for investment in students, faculty, and programs.
- The College is currently allocated two dedicated academic advisors for approximately 1,600 undergraduate students. Additional resources should be invested in this area to help ensure student retention and progress toward graduation.
- Opportunities should be explored to better integrate academic programming into professional advising and career services.

VI. Visit Summary

A. *Descriptive Information:* Brief description of the school including its size and institutional setting

The University of Colorado Colorado Springs is one of four autonomous campuses in the University of Colorado system. The College of Business, one of seven colleges in the University, has just over 300 graduate students and approximately 1,600 undergraduate students. Both the university and the college have experienced steady growth over the past five years, with the majority of students coming from southern Colorado.

The campus MBA is offered in the evening to meet the needs of the local working-student population. To better serve their transitory military population, students who work full time, and others who live and work outside the immediate area, the college was an early adopter of online education, with their online MBA now in the 19ᵗʰ year. In 2012 they launched a two-year undergraduate business degree completion program, allowing students who have completed their first two years at a community college to complete their undergraduate business degree online. With both campus and online delivery at the MBA and undergraduate levels, the college provides flexibility for students to complete their degrees.

B. *Degree Programs:* List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates
Bachelor of Science (BS) in Business	Accounting, Business Administration, Finance, Human Resource Management, Information Systems, International Business, Management, Marketing, PGA Golf Management (option), Service Management, Sport Management, General Business	270
Bachelor of Innovation™ (BI) in Business Administration	Accounting, Finance, Human Resource Management, Information Systems, International Business, Management, Marketing, Service Management	7
Master of Business Administration (MBA)	Accounting, Finance, General Business, Health Care Administration, Innovation Management, International Business, Management, Marketing, Operations Management, Project Management, Service Management	115
Executive MBA (EMBA)		32

C. *Comparison Groups*:
    University of Nebraska at Omaha
    University of West Georgia
    University of Michigan-Dearborn
    California State University, East Bay
    Northern Kentucky University
    Oakland University (Michigan)
    Rutgers University (Newark)
    Texas A&M Corpus Christi
    University of Massachusetts Dartmouth
    Bridgewater State College
    University of Wisconsin-Whitewater
    Wright State University
    Montclair State University
    Rowan University
    Salem State University
    University of Tennessee at Chattanooga
    University of North Florida
    West Chester University of Pennsylvania

Competitive group
    University of Colorado (Boulder)
    University of Colorado (Denver)
    Colorado State University (Ft Collins)
    Colorado State University (Pueblo)
    University of Northern Colorado
    University of Denver

Aspirant group
    Portland State University
    James Madison University
    Louisiana Tech University
    Miami University (of Ohio)
    University of Texas at El Paso
    University of North Carolina at Charlotte
    New Mexico State University
    University of Texas at San Antonio
    University of Wisconsin-Milwaukee
    Iowa State University

D. *Visit Team Members:* February 22-24, 2015
    Jorge Haddock (Chair)
    Robert Dooley
    Michael E. Solt

F. *Review Visit Schedule:* Attached are two visit schedules. The second one indicates the original planned schedule. However, due to a winter storm, campus was closed the Monday of the visit and the schedule was amended. The first visit schedule is the one followed. Almost all of the faculty and support staff came to campus in spite of the weather, road conditions, and a closed campus. The major changes made were:

    i. Members of the Dean's Executive Advisory Board and Alumni Board met with the team at the hotel rather than on campus
    ii. All meetings were adjusted to accommodate a condensed schedule
    iii. the undergraduate and graduate curriculum committees met together in a combined meeting
    iv. the visit team split up and held the Academic Program/Student Support meeting and the Outreach Programs meeting concurrently

F. *Materials Reviewed:*
1. Continuous Improvement Review Report
2. All faculty CVs

UCCS College of Business

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

College of Business and Administration and Graduate School of Business Administration

AACSB International Continuous Improvement Review

Team Visit Agenda - February 22 – 24, 2015 Amended February 23 due to closed campus

Hotel Accommodation: Garden of the Gods Club and Resort College of Business Team Work Area: Dwire Hall 308		
Sunday, February 22, 2015		
Time	**Event**	**Attendees/Notes**
4:00 PM	Team members meet	Jorge Haddock (chair), Robert Dooley, Michael Solt
6:15 PM (Venkat to pick up CIR team at 6:00 PM)	Dinner at Caspian Café 4375 Sinton Rd.	**Strategy Team:** V. Reddy, C. Claiborne, A. Czaplewski, T. Duening,G. Klein, B. Sonnier, W. Adoretti
Monday, February 23, 2015		
8:30 AM to 9:30 AM Garden of the Gods	Dean's Executive Advisory & Alumni Boards	
9:30 – 10:00	Travel to campus	
10:00 – 11:30 Dwire 308	Dean & Associate Dean	V. Reddy and C. Claiborne
11:30 – 12:00	Working Break	
12:00 PM – 12:45 Dwire 205	Lunch with UG & MBA Students	5 students
12:45 – 1:35 Dwire 204	Tenured Faculty	**Professors:** R. Duray, J. Ferguson, D. Gardner, J. Milliman, E. Olson, M. Shepherd, D. Warrick, T. Zwirlein **Associate Professors:** M. Beranek, M. French, T. Gonzalez-Padron, B. McAllister, G. Woodward
12:45 – 1:35 Dwire 205	Un-Tenured TT Faculty	**Assistant Professors:** J. Bradley-Geist, D. Bluhm, Y. Fan, M. Key, J. Ma, M. Metzger, K. Tomlin, J. Van Scotter, Y. Xu,
12:45 – 1:35 Dwire 311A	Non-Tenure Track Faculty	**NTT:** G. Augspurger, W. Ayen, A. Batten, D. Belger, F. Crowley,D. Leupp, T. Santella, C. Stiles, G. Stringer, S. Van Ness
1:35 -1:45 PM	Break	
1:45 – 2:30 PM Dwire 204	Graduate Team	C. Claiborne (chair), R. Duray, J. Ferguson, E. Olson, M. Shepherd, D. Warrick, T. Zwirlein, W. Adoretti, J. Janssen, W. Porter
	Undergraduate Team	C. Claiborne (chair), M. Beranek, D. Leupp, J. Milliman, G. Woodward, W. Adoretti, R. McCann
2:30 – 3:15	Academic Programs and Student Support Dwire 204	R. McCann (UG), J. Trvdy (UG), N. Polok (BI), J. Janssen (MBA), W. Porter (MBA), M. Sutherland (PGA), E. Olson (Sport), I. Ratz (Sport), James Kumm (Placement), T. Parks (Ed. Tech.)
	Outreach Programs Dwire 205	T. Gonzalez-Padron (Ethics), T. Bailey (SCEF), S. Rogers (OPED), S. Bruner (Alumni), E. Nissen (Marketing), M. Hagemann (Development)
3:15 PM – 4:00 PM Dwire 308	Strategy Team	V. Reddy, C. Claiborne, A. Czaplewski, T. Duening, G. Klein, B. Sonnier, W. Adoretti
Tuesday, February 24, 2015		
8:15 AM - 9:15 AM Dwire 308	Dean & Associate Dean	V. Reddy and C. Claiborne
9:15 AM - 10:00 AM Main Hall 402	Chancellor & Provost	P. Shockley-Zalabak and M. Coussons-Read

UCCS College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

College of Business and Administration and Graduate School of Business Administration
AACSB International Continuous Improvement Review
Team Visit Agenda - February 22 – 24, 2015

Hotel Accommodation: Garden of the Gods Club and Resort
College of Business Team Work Area: Dwire Hall 308

Sunday, February 22, 2015

Time	Event	Attendees/Notes
4:00 PM	Team members meet	Jorge Haddock (chair), Robert Dooley, Michael Solt,
6:00 PM	Dinner, location TBD	**Strategy Team:** V. Reddy, C. Claiborne, A. Czaplewski, T. Duening, G. Klein, B. Sonnier, W. Adoretti

Monday, February 23, 2015

Time	Event	Attendees/Notes
7:30 AM to 8:30 AM	Breakfast with Members of Dean's Executive Advisory Board & Alumni Board	8 members
8:45 AM – 9:45 AM	Dean & Associate Dean	V. Reddy and C. Claiborne
9:45 AM – 10:00 AM	Break	
10:00 AM - 10:45 AM	Undergraduate Team	C. Claiborne (chair), M. Beranek, S. Harris, D. Leupp, J. Milliman, S. Trumpfheller, G. Woodward, W. Adoretti, R. McCann
10:45 AM - 11:30 AM	Graduate Team	C. Claiborne (chair), R. Duray, J. Ferguson, E. Olson, M. Shepherd, D. Warrick, K. Zahller, T. Zwirlein, W. Adoretti, J. Janssen, W. Porter
11:30 AM - 12:30 PM	Lunch with UG & MBA Students	6-10 students
12:30 PM - 1:30 PM	Tenured Faculty	**Professors:** R. Duray, J. Ferguson, D. Gardner, J. Milliman, E. Olson, M. Shepherd, D. Warrick, T. Zwirlein **Associate Professors:** M. Beranek, M. French, T. Gonzalez-Padron, B. McAllister, G. Woodward
12:30 PM - 1:30 PM	Un-Tenured TT Faculty	**Assistant Professors:** J. Bradley-Geist, D. Bluhm, Y. Fan, S. Harris, M. Key, J. Ma, M. Metzger, K. Tomlin, J. Van Scotter, Y. Xu, K. Zahller
12:30 PM - 1:30 PM	Non-Tenure Track Faculty	**NTT:** G. Augspurger, W. Ayen, D. Belger, F. Crowley, D. Leupp, T. Santella, C. Stiles, G. Stringer, S. Van Ness
1:30 PM – 1:45 PM	Break	
2:00 PM- 2:45 PM	Academic Programs & Student Support	R. McCann (UG), J. Trvdy (UG), N. Polok (BI), J. Janssen (MBA), W. Porter (MBA), M. Sutherland (PGA), M. Bacheldor (PGA), E. Olson (Sport), I. Ratz (Sport), James Kumm (Placement), T. Parks (Ed. Tech.)
2:45 PM – 3:30 PM	Outreach Programs	T. Gonzalez-Padron (Ethics), T. Bailey (SCEF), S. Rogers (OPED), S. Bruner (Alumni), E. Nissen (Marketing), M. Hagemann (Development)
3:30 PM – 3:45 PM	Break	
3:45 PM - 4:15 PM	Dean & Associate Dean	V. Reddy and C. Claiborne

Tuesday, February 24, 2015

Time	Event	Attendees/Notes
8:15 AM - 9:15 AM	Dean & Associate Dean	V. Reddy and C. Claiborne
9:15 AM - 10:00 AM	Chancellor & Provost	P. Shockley-Zalabak and M. Coussons-Read

Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the
eat
right. Academy of Nutrition and Dietetics

120 South Riverside Plaza
Suite 2000
Chicago, Illinois 60606-6995
312.899.0040 ext. 5400
www.eatright.org/acend

November 4, 2013

Kimberly L. Schenck, MS, RD
Director, Didactic Program in Dietetics
University of Colorado at Colorado Springs
Beth-El College of Nursing
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Ms. Schenck:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) board regarding the Didactic Program in Dietetics at the University of Colorado at Colorado Springs. During its October 16-18, 2013 meeting, the ACEND board continued the accreditation status of your program based on your Program Assessment Report. Accreditation is continued for a Didactic Program in Dietetics at the baccalaureate level.

Ongoing monitoring of program outcomes and goal achievement is an essential component of continuous quality improvement. Your efforts toward quality dietetics education are encouraged. The next review and site visit is scheduled for **2018**. You will receive correspondence one year in advance of the next review inviting you to apply for full accreditation under the Accreditation Standards in effect at that time.

If major changes occur in your program, you must submit them in writing to ACEND for review prior to implementation. The ACEND board maintains the right to require an interim report, self-study report, and/or site visit as a result of any changes. Guidelines for reporting major changes are on the ACEND Program Director Portal which can be accessed at www.eatright.org/ACEND.

Thank you for your support of dietetics education and students. If you have any questions, please call ACEND staff at 800-877-1600 x5400.

Sincerely,

Anne Kendall

Anne Kendall, PhD, RD, LDN, Chair
Accreditation Council for Education in Nutrition and Dietetics

AK/jj

cc: Nancy . Smith, PhD, APN, BC, FAANP
Pamela Shockley-Zalabak, PhD
C. David Moon, PhD
Andrea Hutchins, PhD RD
Program Review Team

AMERICAN
PSYCHOLOGICAL
ASSOCIATION

November 13, 2013

Pamela Shockley-Zalabak
Chancellor
University of Colorado at Colorado Springs
Chancellor's Office, MH 402
Colorado Springs, CO 80918

Dear Chancellor Shockley-Zalabak,

At its meeting on October 17-20, 2013 the Commission on Accreditation conducted a review of the doctoral Ph.D. program in Clinical psychology at the University of Colorado at Colorado Springs. This review included consideration of the program's most recent self-study report, the preliminary review of July 16, 2012 and the program's response to the preliminary review on October 1, 2012, the report of the team that visited the program on October 18-19, 2012, and the program's response to the site visit report on December 26, 2012, the defer for information of May 3, 2013, and the program's response to the deferral on August 27, 2013.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2019**. During the interim, the program will be listed annually among accredited programs of professional psychology in the *American Psychologist* and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Drs. Victoria Follette, Kim Dixon, Emil Rodolfa, and Tammi Vacha-Haase recused and therefore did not participate in the discussion and vote on your program.

The Commission would like to provide the program with a summary of its review. This is provided below according to each of the accreditation domains. At the end of the letter, the program will be provided with an itemized list of any actions that the program needs to take prior to the next accreditation review.

Domain A: Eligibility
As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

The Clinical Ph.D. program is housed within the Department of Psychology at the University of Colorado at Colorado Springs. The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program's mission, goals and

objectives are consistent with the mission of the institution. The program is represented in the institution's budget and has a sufficient student body to allow meaningful interactions. The program demonstrates respect for diversity and endorses the institution's non-discrimination policy. Written policies are in place for admissions, residency, student evaluations, grievances, and due process.

The program is consistent with the provisions of this domain.

Domain B: Program Philosophy, Objectives and Curriculum Plan
The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

The program espouses a scientist-practitioner model of training and provides training that is sequential, cumulative, and graded in complexity. The curriculum, including coursework, clinical practicum, and research seem to be consistent with the program's goals. Coursework exposes students to the breadth of psychology, substantive area, research methods, ethical and professional standards, and diversity. The program's curriculum, including practicum experiences, seems to prepare students well for internship.

In response to the program's defer for information letter, the program provided a revised Table B.2. Upon review of the revised table, some of the minimal levels of achievement implemented by the program are unclear. For example, the program indicates that for Comprehensive Exam ratings "at least 75% of ratings…are $\geq$ 3" (DFI-R, Appendix A). However, it appears that when ratings are below the threshold, remediation plans are implemented and students must demonstrate satisfactory performance to progress/remain in the program. While the program states in its revised Table B.2 that some of the minimal levels of achievement are at 75%, given the program's remediation policy, it appears that the minimal level of achievement is actually 100%. By **September 1, 2014**, the program is asked to clarify its minimal levels of achievement required for all competencies.

Additionally, some competencies and their minimal levels of achievement seem to be for student activities (e.g. membership in professional organizations, journal article submission, conference presentation). The program is asked to note that competencies do not encompass unevaluated activities and it is not clear how the associated minimal levels of achievement (activity completion) reflect attainment of competencies. By **September 1, 2014**, the program is asked to clarify how its competencies are evaluated to demonstrate successful achievement of the program's goals and objectives.

The program was asked to clarify how course 6740: Clinical Practicum and 6880: Clinical Neuropsychology Lab are evaluated given the lack of syllabi for these courses. In response, a syllabus was provided for 6880, but there is not a formal syllabus for 6740. The program references the Graduate Student Handbook as providing information about practicum experiences to students (DFI-R, Item 3); however, it remains unclear how specific expectations

for this practicum are communicated to students. By **September 1, 2014,** the program is asked to discuss how it communicates required activities and achievement expected in order for students to achieve credit for this course. The program is asked to include a copy of any relevant syllabi in its response.

Domain C: Program Resources
The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.

The program has a sufficient number of faculty who are appropriately trained to the philosophy and mission of the program. The faculty appear to serve as excellent role models for students. Additionally, there are a sufficient number of students for meaningful peer interaction and socialization. Students seem well suited to the program's training model and participate effectively in training activities that prepare them for internship placement and relevant careers. The program has adequate resources for the conduct of the program.

The program is consistent with the provisions of this domain.

Domain D: Cultural and Individual Differences and Diversity
The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

The program has systematic, long term efforts in place to recruit and retain diverse faculty students. Additionally, the program demonstrates respect for diversity and a commitment to providing students with training in diversity issues. Commitment to diversity is a clear strength of this program.

The program is consistent with the provisions of this domain.

Domain E: Student-Faculty Relations
The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.

The program recognizes the rights of faculty and students to be treated with respect, courtesy and collegiality. The program has clear documentation of students' rights, requirements, and expectations, as well as methods of sharing feedback, making formal complaints, and addressing problematic issues. Processes are also in place to address student concerns about the program. There are good working relations within the program and a solution-focused approach to addressing concerns in apparent.

The program is consistent with the provisions of this domain.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

The program regularly engages in thoughtful self-assessment to evaluate program effectiveness with regard to its training goals and mission. Review of the program's materials indicate that the program has good outcomes, good attention to self-evaluation and program improvement, and is consistent with needs and standards for the community and profession.

Domain F.1(a): Outcome Data

The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion).

The program has provided data consistent with the program's goals and objectives for students as they progress through the program and for program alumni.

The data presented in Domain F of the self-study reflect outcomes related to both program effectiveness and student achievement. Specifically, the program has identified minimum levels of achievement for program graduates (e.g. 75% of alumni report the program as "moderately effective" or "extremely effective," 80% receive passing scores on EPPP, etc.). While such distal data are an important and required part of the program's ongoing self-evaluation of its outcomes, such data do not demonstrate student competence. In the next self-study, the program is asked to clearly differentiate between data that demonstrate that the minimum levels of achievement have been met (as students progress through and complete the program), and those data used to demonstrate program-specific goals. The program is also asked to discuss how it uses all of these data for program improvement.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

The program's materials, including its website and handbooks, are comprehensive and accurate providing prospective students and other interested publics with useful information. The program accurately provides the CoA contact information wherever its accreditation status is located.

The program is consistent with the provisions of this domain.

Domain H: Relationship with Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The program is responsive in its communication with the Commission and appears to inform the

CoA of any changes in a timely manner.

The program is consistent with the provisions of this domain.

The program is asked to address the following issues in a narrative response by **September 1, 2014** <u>for formal review by the Commission:</u>
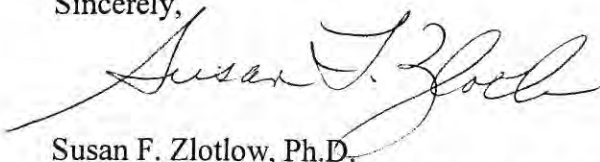
- Clarify the program's minimal levels of achievement for all competencies.

- Clarify how the program's competencies are evaluated to demonstrate successful achievements of the program's goals and objectives.

- Discuss how the program communicates required activities and achievement expected by students in order to achieve credit for course 6740: Clinical Practicum.

While these items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. The program's response to the items listed above should be identified as 'Narrative Response – Program Review' and mailed or faxed to the Office of Program Consultation and Accreditation by the designated due date.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The Commission on Accreditation would also like to remind you that all accredited programs must inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-19 (Notification of Changes to Accredited Programs) is attached for your information.

In closing, on behalf of the Commission on Accreditation, I extend congratulations to the faculty and students of the professional psychology program for their achievements. The Commission also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,

Susan F. Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation

cc: Daniel Segal, Ph.D., Director of Clinical Training
Edie Greene, Ph.D., Department Chair
Tom Christensen, Ph.D., Dean of LAS
Gary E. Jones, Chair of the Site Visit Team
Paul Kwon, Ph.D., Member of the Site Visit Team
Chandra Mehrotra, Ph.D., Member of the Site Visit Team

C-19. Notification of Changes to Accredited Programs
(Commission on Accreditation, February 2005; revised October 2006)

In accordance with Domain H.2 of the *Guidelines and Principles for Accreditation* (G&P) and Section 4.7(b) of the *Accreditation Operating Procedures* (AOP), all accredited programs (doctoral, internship and postdoctoral residencies) whether under a single administrative entity or in a consortium, must inform the accrediting body in a timely manner of changes that could alter the program's quality.

The Commission on Accreditation (CoA) must be informed in advance of major program changes such as changes in model, degree offered, policies/procedures, administrative structure, faculty resources, supervision resources, area of emphases, or tracks/rotations. In the case of doctoral programs, this includes changes in the areas of emphasis. For internship/postdoctoral programs, this includes new, additional, or eliminated rotation or training sites. For example, consortium programs must inform the CoA of any substantial changes in structure, design or training sites.

Programs must submit to the Office of Program Consultation and Accreditation a detailed written description of the proposed change(s) and the potential impact upon the relevant accreditation domains. The CoA will review the program change(s) and may request additional information or a new self-study. In the case of a substantive change (such as a change in consortium membership), the Commission may also determine that a site visit is needed to assess whether the revised program is consistent with the G&P. Upon completion of this review, the Commission will note the proposed change and include the information in the next scheduled review or inform the program of any needed immediate additional actions.

The only exception to the policy of informing the Commission *in advance* is the occurrence of an unavoidable event beyond the reasonable control and anticipation of the program (e.g., educational/training site unexpectedly withdrawing from a consortium because of financial crisis; resources affected by a natural disaster). In such circumstances, it is incumbent upon the program to immediately inform the CoA in writing of the change and to include in its notification a proposed plan for maintaining program consistency with the G&P. The CoA will then proceed as above.

Consultation on program changes is available from the Office of Program Consultation and Accreditation.

ABET

August 24, 2016

Pamela Shockley-Zalabak
Chancellor
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Dr. Shockley-Zalabak :

I am pleased to transmit to you the findings of the Computing Accreditation Commission (CAC) of ABET with respect to the evaluation conducted for University of Colorado at Colorado Springs during 2015-2016. Each of ABET's Commissions is fully authorized to take the actions described in the accompanying letter under the policies of the ABET Board of Directors.

We are pleased that your institution has elected to participate in this accreditation process. This process, which is conducted by approximately 2,000 ABET volunteers from the professional community, is designed to advance and assure the quality of professional education. We look forward to our continuing shared efforts toward this common goal.

Sincerely,

Lawrence G. Jones

Lawrence Jones
President

Enclosure: Commission letter and attachments

August 24, 2016

Ramaswami Dandapani
Dean, College of Engineering and Applied Science
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Dr. Dandapani :

The Computing Accreditation Commission (CAC) of ABET recently held its 2016 Summer Meeting to act
on the program evaluations conducted during 2015-2016. Each evaluation was summarized in a report
to the Commission and was considered by the full Commission before a vote was taken on the
accreditation action. The results of the evaluation for University of Colorado at Colorado Springs are
included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that
discusses the findings on which each action was based is also enclosed.

The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases.
The period of accreditation is not an indication of program quality. Any restriction of the period of
accreditation is based upon conditions indicating that compliance with the applicable accreditation
criteria must be strengthened. Continuation of accreditation beyond the time specified requires a
reevaluation of the program at the request of the institution as noted in the accreditation action. ABET
policy prohibits public disclosure of the period for which a program is accredited. For further guidance
concerning the public release of accreditation information, please refer to Section II.A. of the 2015-2016
Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited
programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the
ABET web site (www.abet.org).

It is the obligation of the officer responsible for ABET accredited programs at your institution to notify
ABET of any significant changes in program title, personnel, curriculum, or other factors which could
affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the
2015-2016 Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET requires that each accredited program publicly state the program's educational objectives and student outcomes as well as publicly post annual student enrollment and graduation data as stated in Section II.A.6. of the Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET will examine all newly accredited programs' websites within the next two weeks to ensure compliance.

Please note that appeals are allowed only in the case of Not to Accredit actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2015-2016 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

Lois Mansfield

Lois Mansfield, Chair
Computing Accreditation Commission

Enclosure: Summary of Accreditation Action
              Final Statement

cc: Pamela Shockley-Zalabak, Chancellor

       Nancy Kinnersley, Visit Team Chair

ABET

Computing Accreditation Commission

Summary of Accreditation Actions
for the
2015-2016 Accreditation Cycle

University of Colorado at Colorado Springs
Colorado Springs, CO

Computer Science (BS)

Accredit to September 30, 2018. A request to ABET by January 31, 2017 will be required to initiate a reaccreditation report evaluation. A report describing the actions taken to correct shortcomings identified in the attached final statement must be submitted to ABET by July 01, 2017. The reaccreditation evaluation will focus on these shortcomings. Please note that a visit is not required.

ABET

Computing Accreditation Commission

Final Statement of Accreditation
to

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

Colorado Springs, CO

2015-2016 Accreditation Cycle

FINAL STATEMENT FOR REVIEW AND COMMENT

This is a confidential statement from the Computing Accreditation Commission to the institution. It is intended for internal use only and is not for release except as allowed by policies of ABET.

I. INTRODUCTION

The University of Colorado at Colorado Springs (UCCS) is one of three campuses in the University of Colorado System. UCCS emphasizes a broad range of degree programs in the liberal arts and sciences and professional programs in business, engineering, nursing, education and public affairs. UCCS was created by an act of the Colorado Legislature in 1965 and is located on approximately 521 acres in northeast Colorado Springs.

The University of Colorado at Colorado Springs is a highly respected comprehensive regional research university and one of the fastest growing universities in Colorado and in the nation. UCCS offers 39 undergraduate degrees, 19 masters, and five doctoral degree programs. There are seven colleges and schools on campus: Business; Education; Engineering and Applied Science; Letters, Arts and Sciences; School of Public Affairs; the Graduate School; and the Beth-El College of Nursing and Health Sciences.

Enrollment at the time of the visit was approximately 11,300 on-campus undergraduate students and 1,553 graduate students.

The following program at the institution was reviewed during the 2015-16 cycle for possible accreditation under the CAC/ABET "Criteria for Accrediting Computing Programs" (*Criteria*) dated November 1, 2014:
- BS program in Computer Science evaluated under the General Criteria and the Computer Science Program Criteria. The BS program in Computer Science was previously evaluated in 2009. Because of that accreditation action, the institution was required to submit an Interim Report in 2011. Because of the evaluation of the interim report, accreditation was extended to 2015.

The program listed above was evaluated by the peer review team shown below.

- Program Evaluator: Anthony Ruocco, Roger Williams University
- Team Chair: Nancy Kinnersley, University of Kansas
- Editor One: Ronald Doyle, IBM
- Editor Two: James Aylor, University of Virginia

Please note that program accreditation decisions are made solely by the respective Commissions of ABET. Reference to the professional affiliations of the volunteer peer evaluators in no way constitutes or implies endorsement or recommendation of the programs by the listed professional affiliations.

II.   REPORT OF FINDINGS

The *Criteria* is composed of the General Criteria and Program Criteria. Each criterion provides the underlying principles that each program must meet. A program must meet both the General Criteria and all applicable Program Criteria to be accredited.

This section contains the report of the findings at the time of the visit. It also includes an evaluation of any information provided by the program during the due process response.

CAC considers the following comments to relate directly to its accreditation actions. Actions will depend on the program's range of compliance or non-compliance with the criteria. This can be determined from the following terminology:

- Deficiency: A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

- Weakness: A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.

- Concern: A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

- Observation: An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

Computer Science Program

The BS degree in Computer Science is offered through the Department of Computer Science located within the College of Engineering and Applied Science. There are twelve full-time computer science faculty members who teach in the BSCS program. In the Fall 2015 semester there are 256 undergraduate majors in the program. The department offers an MS degree in Computer Science and PhD in Engineering degrees with concentrations in both Computer Science and Security. It also offers Bachelor of Innovation degrees in computer science, computer security, Game Design and Development. The programs are properly differentiated within university publications, including proper identification of the accredited program.

Status of Shortcoming from the Previous Review

There were no shortcomings in the previous review.

Findings from the Current Review

Program Deficiency

1. <u>Criterion 4, Continuous Improvement</u>. The following factors contribute to this deficiency:

   a. This criterion requires that the program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. Computer science graduate students, computer engineering undergraduates, bachelor of innovation majors and computer science minors also take several courses in which assessment data is collected for the computer science program. In these courses, the data reported were based on total course enrollment and no separate data for computer science majors was available. In the absence of disaggregated data, the degree to which assessment results can be interpreted as measurements of attainment at the program level is not possible.

   b. The program has defined six student outcomes and mappings are given from the program's six outcomes to CAC characteristics (a)–(k). All assessment data was reported in terms of characteristics (a)–(k) rather than the program's defined student outcomes. However, in all course syllabi, course outcomes listed are a subset of the EAC's (a)–(k) outcomes, rather than either the program's six student outcomes or the CAC's characteristics (a)–(k). In addition, several assessment reports from individual courses map data gathered to the EAC's (a)–(k) while others map to the program's six students outcomes. The program's student outcomes are broad and often map to more than one of (a)–(k). Because of these inconsistencies, it is unclear that the program can determine the extent to which each of its student outcomes is being attained. The inability to accurately determine attainment of outcomes makes it very difficult to identify necessary changes and subsequently determine the effectiveness of those changes.

   c. The criterion requirement that "The results of these evaluations must be systematically utilized as input for the continuous improvement of the program" is not fully implemented. The program has eight "ABET courses" in which assessment data is gathered. These

4

assessments are discussed at meetings each semester and the data have been used to strengthen courses associated with the student outcomes being measured therein and to improve course delivery. However, there is no evidence of over-arching determination if the program itself is meeting the outcomes and what program-level changes may be appropriate. The lack of a systematic application of the assessment data for the overall program may result in missed opportunities for improvement at the program level.

Due-process response: In response to factor a, the department provided disaggregated assessment data for four courses taught during the Fall 2015 semester. For factor b, the program eliminated its six previously defined outcomes and adopted CAC characteristics (a) – (k) as its outcomes. In response to factor c, each semester, assessment results are discussed at a faculty meeting to determine if there should be changes made in courses that are prerequisites to those classes in which assessment data was gathered.   Also, feedback from the advisory board and senior exit surveys have led to program level improvements.

Due-process evaluation: Factor a is partially resolved. The program made changes to its assessment practices and its outcomes and presented data from one semester. To complete the assessment cycle, spring assessment data will be combined with that from the fall. The analysis will also incorporate data from advisory board meetings and senior exit interview responses.

The inconsistencies with respect to measurement of student outcome attainment have been eliminated, and all assessments are made using the program's new outcomes.   Factor b no longer contributes to a shortcoming.

The program has started using its assessment data to identify overall program improvements. Factor c is partially resolved and contributes to a weakness.

The deficiency is now cited as a weakness.

Post Due-process Response: The program provided additional assessment information from the spring semester covering course assessment using the revised student outcomes. Factor a has been resolved.   The program revised the system for assessment and analysis for program level improvement.   This system was approved by faculty and will be implemented beginning in Fall 2016.

Post Due-process Evaluation: The deficiency is now cited as a weakness. This weakness will be examined carefully at the next review. In preparation for that review, the CAC anticipates the preparation of documentation with respect to this/these shortcoming(s) that focuses on the following items:
- Analysis of assessment data for the previous two academic years
- Minutes from faculty and advisory board meetings detailing discussions of course and program improvement data
- Syllabi (not student syllabi) for all required courses

Program Weakness

1. <u>Criterion 5, Curriculum</u>. This criterion states, "For each course in the major required of all students, its content, expected performance criteria and place in the overall program of study must be published". Some course syllabi fail to include performance criteria resulting in a lack of strength of compliance with the criterion. Students need to be fully aware of the performance criteria so they can properly monitor their own progress and seek additional support as appropriate.

   <u>Due-process response</u>: For each required course in the program, syllabi provided to students in the course were included in the response.

   <u>Due-process evaluation</u>: The weakness has been resolved. All syllabi now contain expected performance criteria.

III.   SUMMARY

The following is a summary of this evaluation for the University of Colorado at Colorado Springs during the 2015-16 cycle:

<u>Computer Science Program</u>

<u>Program Weakness</u>

- <u>Criterion 4, Continuous Improvement</u>. The data gathered is used for assessment of course content and delivery. However, the program has just begun to use this data to perform assessment at the program level. More evidence is necessary to determine if program level assessment is taking place based on this data.

August 17, 2012

Ramaswami Dandapani
Dean, College of Engineering and Applied Science
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Dear Dr. Dandapani :

The Engineering Accreditation Commission (EAC) of ABET recently held its 2012 Summer Meeting to act on the program evaluations conducted during 2011-2012. Each evaluation was summarized in a report to the Commission and was considered by the full Commission before a vote was taken on the accreditation action. The results of the evaluation for University of Colorado at Colorado Springs are included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that discusses the findings on which each action was based is also enclosed.
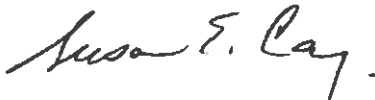
The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation criteria must be strengthened. Continuation of accreditation beyond the time specified requires a reevaluation of the program at the request of the institution as noted in the accreditation action. ABET policy prohibits public disclosure of the period for which a program is accredited. For further guidance concerning the public release of accreditation information, please refer to Section II.A. of the 2011-2012 Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the ABET web site (www.abet.org).

It is the obligation of the officer responsible for ABET accredited programs at your institution to notify ABET of any significant changes in program title, personnel, curriculum, or other factors which could affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the 2011-2012 Accreditation Policy and Procedure Manual (available at www.abet.org).

Assuring Quality - Stimulating Innovation

Please note that appeals are allowed only in the case of Not to Accredit actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2011-2012 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

Susan E. Conry, Chair
Engineering Accreditation Commission

Enclosure: Summary of Accreditation Action
              Final Statement

cc: Pamela Shockley-Zalabak, Chancellor
       Stephanie Mora, Executive Assistant to the Dean
       Daisie Boettner, Visit Team Chair

ABET

Engineering Accreditation Commission

Summary of Accreditation Actions
for the
2011-2012 Accreditation Cycle

University of Colorado at Colorado Springs
Colorado Springs, CO

Computer Engineering (BS)

Electrical Engineering (BS)

Mechanical Engineering (BS)

Accredit to September 30, 2018. A request to ABET by January 31, 2017 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 01, 2017. The reaccreditation evaluation will be a comprehensive general review.

ABET

Engineering Accreditation Commission

Final Statement of Accreditation
to

University of Colorado at Colorado Springs
Colorado Springs, Colorado

2011-12 Accreditation Cycle

ABET
ENGINEERING ACCREDITATION COMMISSION

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
Colorado Springs, CO

FINAL STATEMENT
Visit Dates: October 9-11, 2011
Accreditation Cycle Criteria: 2010-2011

Introduction & Discussion of Statement Construct

The Engineering Accreditation Commission (EAC) of ABET has evaluated the computer, electrical, and mechanical engineering programs of the University of Colorado at Colorado Springs.

This statement is the final summary of the EAC evaluation at the institutional and engineering-program levels. It includes information received during due process. This statement consists of two parts: the first addresses the institution and its overall engineering educational unit, and the second addresses the individual engineering programs. It is constructed in a format that allows the reader to discern both the original visit findings and subsequent progress made during due process.

A program's accreditation action is based upon the findings summarized in this statement. Actions depend on the program's range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- Deficiency: A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

- Weakness: A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.

- Concern: A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

- Observation: An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

The University of Colorado at Colorado Springs is a state-supported institution established in 1965. The university offers undergraduate and graduate degrees through six colleges and schools. The College of Engineering and Applied Science has three engineering departments, Computer Science, Electrical and Computer Engineering, and Mechanical and Aerospace Engineering. The college offers three programs currently accredited by the EAC of ABET: computer engineering, electrical engineering, and mechanical engineering. Other offerings include a program in computer science (accredited by the CAC of ABET) and a degree in innovation. The College of Engineering and Applied Science has 653 undergraduate students, 242 graduate students, and 30.5 full-time faculty members that include tenure-track faculty members and instructors supplemented by up to 12 adjunct faculty members.

The following units were reviewed and found to adequately support the engineering programs: mathematics, physics, chemistry, library, admissions, registrar, student success center, and information technology.

Institutional Strengths

1. The University of Colorado at Colorado Springs serves a growing and diverse student population of traditional and non-traditional students. The administration, faculty, and staff have developed and maintain a learning community environment dedicated to student development and education. Such an environment promotes quality of the educational experience for all students.

2. The Student Support for Success program run by five staff members in the College of Engineering and Applied Science provides a holistic approach to student support. Services include freshman welcome, retention activities, undergraduate research experiences, student

clubs, internships, help center, and engineering job fair. These easily accessible and well-coordinated support activities improve the potential for student success in the engineering programs.

Computer Engineering
Program

Introduction

The computer engineering program is housed in the Electrical and Computer Engineering Department. There are six computer engineering faculty members, three from the Electrical and Computer Engineering Department and three from the Computer Science Department. The computer engineering program was established in 1999. The program had 34 students at the time of the visit, and graduated five students in 2010-2011.

Program Concern

1. Criterion 7. Facilities This criterion requires that modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain student outcomes and to support program needs. Some measuring equipment such as some of the oscilloscopes and function generators in the circuits and electronics laboratory (room 229), which is used by several courses, does not function and is in need of maintenance and/or calibration. The laboratory technician was on medical leave and has returned temporarily on a part-time basis. The department has advertised to hire a replacement technician. At present the laboratories are adequate to support the program. However, if a full-time laboratory technician is not hired, future compliance with this criterion may be jeopardized.

   - Due-process response: The EAC acknowledges receipt of documentation that Agilent Technologies has donated 20 new oscilloscopes with signal generators to support the circuits and electronics laboratory in room ENG 229. The EAC also acknowledges receipt of documentation that a full-time laboratory technician has been hired to support the Department of Electrical and Computer Engineering (ECE) effective January 2, 2012. This laboratory technician is in charge of maintenance and upgrade of all ECE laboratories and ordering components for all student projects.

   - The concern is resolved.

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Electrical Engineering
Program

Introduction

The electrical engineering program is housed in the Electrical and Computer Engineering Department. The program had 96 students and seven full-time faculty members at the time of the visit. It graduated 12 students in 2010-2011.

Program Strength

1. The program has a strong relationship with local industry, which provides internships for students and research opportunities for faculty and graduate students. These activities enhance student exposure to both engineering practice and engineering research.

2. The program offers a technically rigorous education with required courses in electronics, communications, digital systems, and electromagnetics.

Program Concern

1. Criterion 7. Facilities This criterion requires that modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain student outcomes and to support program needs. Some measuring equipment such as some of the oscilloscopes and function generators in the circuits and electronics laboratory (room 229), which is used by several courses, does not function and is in need of maintenance and/or calibration. The laboratory technician was on medical leave and has returned temporarily on a part-time basis. The department has advertised to hire a replacement technician. At present the laboratories are adequate to support the program. However, if a full-time laboratory technician is not hired, future compliance with this criterion may be jeopardized.

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receipt of documentation that a full-time laboratory technician has been hired to support the Department of Electrical and Computer Engineering (ECE) effective January 2, 2012. This laboratory technician is in charge of maintenance and upgrade of all ECE laboratories and ordering components for all student projects.

- The concern is resolved.

Mechanical Engineering
Program

Introduction

The mechanical engineering program has an enrollment of 277 students. The program has 11 full-time faculty members that include three professors, four associate professors, two assistant professors, and two instructors. One of these faculty members serves as the Associate Vice Chancellor for Research and Innovation. All of the full-time faculty members have Ph.D. degrees. In addition, the program has at least 10 part-time faculty members and an adequate number of support staff to meet the needs of the program.

Program Strength

1. The faculty has a noteworthy desire to see students succeed. The high level of faculty interaction with students, the rigor of the program, and the challenging undergraduate research opportunities available to students provide a rich learning environment that promotes student success.

Program Weakness

1. Criterion 4. Continuous Improvement   Criterion 4 requires that the program regularly use appropriate, documented processes for assessing and evaluating the extent to which both the program educational objectives and the student outcomes are being attained. The results of these evaluations must be systematically used as input for the continuous improvement of the program. The program educational objectives are being assessed, but there is no evidence of a process for evaluation of the assessment data to determine the extent to which the objectives are being attained and provide input for continuous improvement of the program. The program also has a plan in place to assess its courses, has mapped the student outcomes to the courses, has assessment data related to those courses, regularly convenes faculty members to discuss their assessment of the courses, and makes changes based on their discussions. However, the data are evaluated by course instead of by student outcome, and there are no clearly defined acceptable levels of attainment for the student outcomes. Hence, the program cannot unambiguously determine the degree to which each student outcome has

been attained. Although the course assessment data are evaluated and used to improve the program, attainment of student outcomes is not assessed and hence cannot be used for program improvement. Thus, strength of compliance with the criterion is lacking.

- Due-process response: The EAC acknowledges receipt of documentation that indicates an Evaluation Committee has been formed to identify an individual or group to oversee the evaluation process for data collected on program educational objectives and student outcomes. The documentation describes future actions to be taken with respect to evaluation of program educational objectives: compile assessment data, assign quantitative metrics, evaluate extent to which program educational objectives are being met, and implement any required program adjustments as a result of evaluation. The institution provided no evidence in its documentation of any these actions taken to date. The documentation further describes changes in the program's semester assessment program to include an explicit review of the quantitative degree of achievement of each student outcome in addition to the current course-level assessment. To date, no results from the evaluation of student outcomes have been provided.

- Supplemental information: The EAC acknowledges receipt of additional documentation that the program has clearly defined a decoupled process for formal evaluation of assessment data for its program educational objectives and its student outcomes. As part of this process the program converted its evaluation metric from a red-yellow-green designation to a numerical value using a scale of 1-5 with results less than 3.0 designated as an indicator for corrective action. The program provided evidence of the degree to which program educational objectives were achieved based on evaluation of previously collected assessment data. These results were considered in the most recent improvements implemented by the program. Additionally, the process for evaluation of assessment data for program educational objectives and subsequent determination of any required program changes based on this evaluation has been further strengthened by the introduction of a formal annual faculty meeting dedicated to this purpose. The program consolidated student outcomes assessment data it collected from assessment of student work during previous semesters and applied the evaluation metrics to determine the