University of Colorado at Colorado Springs

Role and Mission Outline – Four Year Institutions

for the

University of Colorado System Report

Governor's Blue Ribbon Panel on Higher Education for the 21st Century

November 5, 2001

ROLE AND MISSION OUTLINE ? FOUR YEAR INSTITUTIONS

1. HISTORY AND VISION FOR THE INSTITUTION

Today, CU-Colorado Springs is the most comprehensive institution in the southern Colorado region, the most technologically sophisticated in southern Colorado, and the fastest growing higher education institution in the State. In the last seven years, CU-Colorado Springs has led all four-year state institutions in enrollment increases, having grown in student FTE by 30 percent over this period. The campus vision statement sums up the success of CU-Colorado Springs: "We will provide undergraduate education unexcelled in the state and selected excellent graduate programs." The growth momentum, the quality of instruction and research, the regional alignment with needs, and the campus capacity clearly demonstrate the need for a new role and mission statement for CU-Colorado Springs – one that serves both southern Colorado and the State of Colorado.

Establishment of CU-Colorado Springs. The University of Colorado's presence in Colorado Springs dates to 1925 when extension courses from the Boulder campus began, a tradition that continued for the next forty years at various downtown locations in the community.

By the early 1960s, the University of Colorado extension campus at Colorado Springs consisted of 63 instructors, 190 courses, and more than 1200 students. This core group, as well as community leaders, led the effort for removal of requirements that extension students spend at least two years in residence on the Boulder campus. They argued that the people of southern Colorado should be able to earn a University of Colorado degree in Colorado Springs. Their efforts were boosted by support from local business leaders, including Pueblo-native David Packard, who told state and community leaders that a Hewlett-Packard manufacturing facility in Colorado Springs would be possible only if additional educational offerings, including a College of Engineering, were available in the community for the plant's employees and their dependents.

In 1964, the Colorado Springs Center of the University of Colorado received a tremendous boost when George T. Dwire offered the university the bankrupt Cragmor Sanatorium and its surrounding 80 acres northeast of the community for the sum of $1 per year. The Center had a permanent home, situated on a craggy hill with a panoramic view of the southern Front Range mountains, for its growing following of scholars. The University of Colorado at Colorado Springs was opened to classes in September 1965.

Campus and Regional Growth. Much changed in the Colorado Springs region in the ensuing 35 years, and that change has been matched in the growth and quality of enhancements at CU-Colorado Springs. The region is now home to many of the

nation's most prominent high-technology companies. Among the top 25 employers in El Paso County are such high-technology leaders as MCI WorldCom, Agilent Technologies, Quantum Corporation, Electronic Data Systems, Compaq, SCI Systems, Lockheed-Martin, Oracle Corporation, ITT Industries, and Matrix Logistics. In the past year, Intel has expanded their presence in Colorado Springs, with two facilities currently in operation.

Since 1965, the Colorado Springs area has also fulfilled an increasing role in our nation's defense. Military installations in the area comprise some 82,000 armed forces personnel, dependents, and civilian employees which contributed nearly $2.3 billion annually to the region's economy (*El Paso County Military Profiles*, Pikes Peak Council of Governments, 2000). Today, Colorado Springs is home to Fort Carson Army Base, Schriever Air Force Base, Peterson Air Force Base/Cheyenne Mountain Air Station, and the United States Air Force Academy.

These economic and demographic developments have transformed El Paso County from a smal1 city-based area of less than 190,000 inhabitants to a major metropolitan area of 516,929 residents (U.S. Census 2000).

CU-Colorado Springs has kept pace with this fast changing region, having quadrupled the number of students enrolling at this campus since 1965. As a result, CU-Colorado Springs has grown to be the largest comprehensive public university in southern Colorado, offering 24 bachelor's degrees, 16 master's degrees and 2 doctoral degrees to meet the educational needs of the citizens of southern Colorado.

Recent Enrollment Change Patterns Among Colorado Public Four-Year Institutions

Institution	Student FTE FY 93-94	Student FTE FY 00-01	Numeric Change	Percent Change
CU-Colorado Springs	**3,916**	**5,072**	**1,156**	**30%**
Mesa State College	3,734	4,313	579	16%
CU-Denver	7,080	7,571	491	7%
Univ. of Northern Colorado	9,840	10,309	469	5%
CU-Boulder	22,272	23,213	941	4%
Colorado State U. – E & G	19,173	19,964	791	4%
Colorado School of Mines	3,006	3,114	108	4%
Colorado State Univ. – PVM	734	745	11	1%
Metro State College of Denver	12,307	12,280	-27	0%
Fort Lewis College	4,031	4,019	-12	0%
Adams State College	2,164	2,143	-21	-1%
Western State College	2,157	2,072	-85	-4%
Univ. of Southern Colorado	4,040	3,619	-421	-10%
Total Colo Four-Yr Institutions	94,454	98,434	3,980	4%

Source: Colorado Commission on Higher Education, Final Student FTE Report, July 2001

Milestone events in the campus' growth include the construction of 600 units of residential housing (1997), Columbine Hall (the state-of-the-art classroom building, 1997), expanded library, computing and telecommunications facilities in the El

Pomar Center (2001), and a record CU-Colorado Springs enrollment of 6,835 students (2001).

CU-Colorado Springs Increase in Student Enrollment Since 1965

Fall Semester	1965	2001	Percent Change
Undergraduate	888	5,063	470%
Graduate	394	1,591	304%
Total	1,282	6,835	433%

Although most campus buildings still occupy the original Cragmor Sanatorium land parcel, the university owns more than 508 acres contiguous to the campus of which 260 are developable. We have completed extensive planning efforts for the expansion of the campus to 10,000 students. The capacity exists to eventually serve more than 25,000 students.

The development of CU-Colorado Springs is a story of both rapid growth and exceptional quality. *U.S. News and World Report* (2001 Edition) ranks CU-Colorado Springs a "Best in the West," ninth among Western region public universities. *U.S. News* further ranks CU-Colorado Springs in the top 10 percent among public regional institutions nationwide in academic reputation, which speaks to the regard held for this institution within American higher education. The *U.S. News* gives greatest weight in its rankings to reputation "because a degree from a distinguished college so clearly helps graduates get good jobs or gain admission to top graduate programs."

Proposed Mission for CU-Colorado Springs. CU-Colorado Springs is an institution of higher education unique in Colorado. CU-Colorado Springs is distinguished nationwide for its academic reputation, its high quality faculty, and its demonstrated success in applied research. This reputation rests upon being a student-centered, community-aligned, research-oriented presence in Colorado. At this dawn of the 21st century, CU-Colorado Springs has new opportunities to serve.

History of the Mission

In January 1971, the Regents of the University of Colorado passed a resolution defining the mission for the University of Colorado at Colorado Springs, as stated:

> …to develop and offer innovative educational programs responsive to the needs of and sensitive to the desires of … Colorado Springs, including appropriate undergraduate and graduate programs consistent with the long-range educational program of the State of Colorado and complementary to the programs of other educational institutions in each area. (Minutes, Regents of the University of Colorado, January 23, 1971, pages 5 –6)

The following March, the Colorado Commission on Higher Education adopted a role statement for the campus:

> That the institution located at Cragmor [CU-Colorado Springs] be established as a first-class undergraduate institution with such selected master's degree programs as the Colorado Commission on Higher Education may approve from time to time; and established with adequate baccalaureate programs emphasizing the arts and sciences and selected fields such as business administration, public administration, and education; and that the programs should generate and serve substantial demands for selected master's level majors available to adults on a part-time as well as full-time basis. (Minutes, Colorado Commission on Higher Education, March 23, 1971, page 574)

Later in 1971, voters passed Amendment 4 which guaranteed full university status for the Colorado Springs campus.

Current Mission

In 1989, just before the recent acceleration of campus growth and prestige, the Colorado Legislature authorized by statute the mission of the University of Colorado at Colorado Springs to read:

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

Proposed Mission

The success and quality of CU-Colorado Springs, together with its ability to align itself with the needs of the region, warrants a change in the role and mission of our campus so that more Colorado students can take advantage of this unique institution.

We recommend that the mission of CU-Colorado Springs be changed to:

> The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with selective admission standards SERVING SOUTHERN COLORADO AND THE STATE OF COLORADO. The Colorado Springs campus shall provide selected professional programs and such graduate and research programs as will serve the needs of SOUTHERN COLORADO, AND UNIQUE PROGRAMS THAT SERVE STUDENTS STATEWIDE.

This report presents a compelling argument in support of this change in our mission.

2. STRENGTHS/BARRIERS AND OPPORTUNITIES

For several years the University of Colorado at Colorado Springs has provided a personalized and rigorous undergraduate experience while systematically building strengths that match the needs and aspirations of southern Colorado. As a result, the institution is uniquely suited to meet the region's growing needs for access to higher education, professionals for the region's infrastructure, and leaders and knowledge that support the region's goals.

Strengths

Campus strengths follow directly from earlier investments. The multiple strengths of CU-Colorado Springs are closely aligned with President Elizabeth Hoffman's Vision 2010 directions for the CU system. Accordingly, CU-Colorado Springs will use these strengths to create a university without walls, to enhance a culture of excellence, to increase resources from various revenue streams, to increase campus diversity to match the rich cultural make-up of southern Colorado, and to develop and maintain an integrated infrastructure at all campus levels. Each of the Vision 2010 directions clearly connects to the CU-Colorado Springs mission of being directly aligned with the vital interests of the southern Colorado region.

CU-Colorado Springs instructional-, research- and community-focused programs are aligned with the economic growth of the region and the priorities of the Greater Colorado Springs Economic Development Corporation (EDC). Five target industry clusters have been identified by the Colorado Springs Economic Development Corporation for sustained economic growth in the region: information technology, complex electronics manufacturing, sports, tourism, and national non-profit organizations. CU-Colorado Springs currently works closely in each of these five specified industry clusters. Our strategic initiatives will enhance and enrich our partnerships and programs that have been prioritized by the region itself.

Over 220 business, industry, government, and organizational representatives from throughout southern Colorado serve on campus and college level advisory boards. These advisory boards are sources for strong community engagement and support. Through the efforts of the advisory boards and their respective memberships, employers and important regional interests help align CU-Colorado Springs programs with community needs, provide input into the curriculum, give feedback on the quality of graduates, and involve faculty in projects of critical importance to the region.

CU-Colorado Springs attracts high quality students with diverse backgrounds. Currently, about one-third of incoming Colorado resident freshmen are from outside the Colorado Springs area. Indeed our student population represents 55 of the 64 Colorado counties. Some move as far as 400 miles to take advantage of the attractive features this campus offers. As such, CU-Colorado Springs attracts students whose abilities contribute to an academic atmosphere that challenges scholars to realize there are no boundaries to their attainment.

The students of CU-Colorado Springs share a culture of excellence, but they are very diverse in backgrounds and personal experiences. About 18 percent of students are members of an underrepresented ethnic group, with Hispanic students representing the largest group. One-half of new freshmen and 12 percent of all undergraduates live on campus during the academic year, thus enjoying a more traditional and residential based college experience. Another 29 percent of the students enroll on a part-time basis and typically juggle the demands of full-time employment and family responsibilities while working toward college graduation. Students range in age from 15 years to 69 years. In Fall 2001, over 300 CU-Colorado Springs students were active in the United States armed forces, another handful were members of the Canadian armed forces, and 33 were Olympic athletes. In testimony to the quality of students enrolled at this supportive, academically rigorous setting, the six-year graduation rate for undergraduates has increased seven percentage points in the last five years.

CU-Colorado Springs' graduate mission focuses on the professional development needs of the region, and programs are increasingly accessible to students across southern Colorado. Not only are the CU-Colorado Springs' programs aligned with the needs of the region, but most of our professional graduate degrees either are already available through distance education or are under development for distance delivery. This capacity will enable CU-Colorado Springs to provide exceptionally high quality higher education to the people of southern Colorado. The Master of Business Administration (MBA) and the Master of Public Administration (MPA), for example, are each available as an entirely on-campus program, as an entirely on-line distance program, or as a combination of the two programs. Some courses in nursing, education and engineering are currently available through distance education, and the campus is investing in expanding those on-line opportunities. The newly completed El Pomar Center's teleconferencing capabilities create opportunities to partner with sites throughout southern Colorado to deliver a wide variety of graduate coursework. In addition, as part of the University of Colorado, we are able to function as a point of delivery for degrees offered by other CU campuses. For example, several Ph.D. students in Educational Leadership have completed the bulk of their coursework on this campus, under the supervision of the faculties of both the Colorado Springs and Denver campuses.

The quality of instruction and faculty-student relationships makes CU-Colorado Springs a great value for students. Outstanding instruction, small classes, an excellent technology infrastructure, high facility utilization, and reasonable tuition combine to provide exceptional value to both students and the general public. Several related indicators include:

- The current student-to-faculty ratio is 17 to 1.
- Over 80 percent of students report that one or more faculty members took an interest in their educational and career goals outside formal advisement sessions.
- Freshmen through graduate students have sustained contact with Ph.D. qualified faculty.
- 89 percent of all courses employ instructional technology.

- Students report that reasonable costs are among the top 4 advantages to attending CU-Colorado Springs. Higher rated advantages are location, faculty, and small classes.

The campus is known for its high impact on the region and is highly valued by the communities we serve. Our presence is seen in the many CU-Colorado Springs graduates who continue to live and work in southern Colorado and in our research investments that target to regional needs. Several related indicators include:

- Placement rates range from 94 to 98 percent for CU-Colorado Springs graduates (See response to Blue Ribbon Item 7, page 31).
- 86 percent of CU-Colorado Springs graduates stay and work in Colorado after graduation. These graduates contribute to a knowledgeable and well-trained Colorado workforce and to a sound economic future for Colorado.
- 46 percent of alumni from baccalaureate programs report earning at least $30,000 their first year after graduation, while 54 percent of master's and doctoral alumni report earning $40,000 or more their first year after graduation.

Barriers

The most significant barriers facing CU-Colorado Springs are resource-related. We have less funding available for scholarships than other state institutions. As the table below reveals, only one other Colorado public four-year institution has fewer scholarship resources than CU-Colorado Springs.

Colorado Public Four-Year Schools Scholarship Expenditures per Student FTE Fiscal Year 1998

Institution Name	Scholarship Dollars per Student FTE
Colorado School of Mines	$2,270
University of Southern Colorado	$1,767
Adams State College	$1,682
Mesa State College	$1,352
University of Colorado at Boulder	$1,211
Colorado State University	$1,186
University of Colorado - Health Sciences Center	$1,037
University of Northern Colorado	$1,019
Metropolitan State College of Denver	$941
Western State College	$894
University of Colorado at Denver	$855
University of Colorado at Colorado Springs	**$851**
Fort Lewis College	$826
Average	**$1,222**

Sources:
1. IPEDS National Center Education Statistics, IPEDS Finance Survey FY98 except for Western State. FY96 data used for Western State plus inflation adjustment.
2. The Colorado Commission on Higher Education Final FTE Student Enrollment Report of FY 2000. FY 1998 student FTE figures used.

CU-Colorado Springs also has a smaller alumni base than other institutions in the state. There are only 19,000 graduates in the campus' 35-year history, and the majority of these alumni have graduated only within the last 8 years. Consequently, the campus can rely on alumni gifts only to a limited degree.

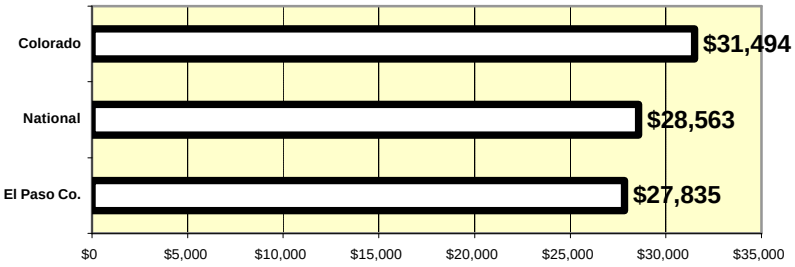
There exists a lack of stability in the overall southern Colorado region from a population that is mobile, an economy that has only a few concentrated areas, and a large segment of residents with low income. The southern Colorado region has many areas with high population turnover, due in part to the nearly 70,000 active military personnel and dependents in El Paso County (*Military Profile*, Pikes Peak Council of Governments, 2000). A continuous in- and out- migration of population in the area occurs since military assignments rarely exceed four years.

The southern Colorado area also lacks economic diversity. Agricultural and mining sectors outside the urban areas are declining in their relative economic contribution. Pueblo County is dependent on steel production that has a recent history of instability and ownership turnover. The San Luis Valley area is one of the most economically deprived areas of the state.

El Paso County continues to rely on defense related industries for 47 percent of its economic base. There are fewer corporate headquarters and community foundations in southern Colorado compared to other parts of the state.

Overall southern Colorado has a lower per capita income than the state and national averages. A significant segment of our wage earners are at lower income ranges. The per capita income in El Paso County is 10 percent less than the per capita income for the State of Colorado.

Per Capita Income, 1999



Source: Colorado Bureau of Economic Analysis and Pikes Peak Council of Governments, 2001.

Enrollment growth at CU-Colorado Springs has created a need for new capital construction. Specifically, the College of Engineering and Applied Science requires an addition to the current building with estimated construction costs of $10.4 million. The Beth El College of Nursing and Health Sciences and Natural and Physical Sciences complex has an estimated construction cost of $24 million. Both buildings received approval for funding but construction may be delayed due to possible state revenue shortfalls. It is crucial that both buildings remain a high priority.

The requirement of having campuses provide operating funds for new buildings has strained budgets. In Fiscal Year 1998, Columbine Hall was opened with an operating budget of $337,124. This figure amounted to 17 percent of all newly appropriated expenditure dollars on the campus. This amount was so large that the President's Office had to support one-half of the funds in the first year of the building's operation.

In Fiscal Year 2001, the El Pomar Center opened with an operating budget of $629,079. This figure amounted to 29 percent of all newly appropriated expenditure dollars on the campus.

When completed, the proposed College of Engineering building expansion will have a projected operating budget of $200,831. This amounts to 7.3 percent of all newly appropriated expenditure dollars on the campus. This budget requirement will be met by restricting badly needed growth in other parts of the campus operating budget.

The proposed Beth El College of Nursing and Health Sciences complex will have a projected operating budget of $458,518.

Several other state policies inhibit the responsiveness and efficiency of CU-Colorado Springs. The extended time required for approval of new degree programs impedes our ability to respond in a meaningful way to the educational priorities expressed by employers in the region. There are also barriers to efficiency that are created by state contracting processes. These barriers include, but are not limited to: 1) Personal Services Contracts that must be approved by the personnel director within General Support Services or her/his designee, 2) vendor remedies for protests on Requests for Proposal, 3) a documented quote/bid threshold that at $5,000 is very low in today's market, and 4) prior approval requirements for certain contracts with vendors in the metropolitan Denver area.

Opportunities

CU-Colorado Springs is located in one of the most populous regions in one of the fastest growing states in the nation. The Colorado Department of Local Affairs recognizes El Paso County as the fastest growing county in Colorado in terms of numeric change, increasing by over 190,000 residents since 1980.

CU-Colorado Springs has grown in student FTE by 30 percent since 1994 and is designated as CU's growth campus. Colorado public four-year institutions averaged only a 4 percent increase during this period.

The CU-Colorado Springs campus is exceptionally well-positioned to integrate technology into the curriculum and to deliver distance education to rural regions of southern Colorado. The new El Pomar Center, which combines library resources with information technology, contains some of the state's most advanced

telecommunications capacities, including state-of-the-art videoconferencing classrooms and studios.

Finally, our track record for diversity demonstrates that we understand how to provide higher education access to all of our southern Colorado residents.

CU-Colorado Springs has available land and community support to accommodate substantial growth in the future. The campus comprises a total of 508 acres of which there are 260 acres of land that can be developed. The campus has developed 80 acres. A fully developed campus could support up to 25,000 students; depending on the configuration of the buildings and the adjacent areas (Facilities Master Plan, November 2000).

The campus has an opportunity to develop national markets for graduate and research programs that we initially developed to serve the region's needs. An example of this is our nationally-recognized distance MBA program. The proposed doctorate in geropsychology will also attract students from across the country. We are rapidly developing expanded capacities to offer continuing education and certificate instructional programs and to attract additional external research funding and private gifts. Additional graduate programs in nursing and education have gone on-line in the fall of 2001. Other courses in engineering also are currently available through distance education and the campus is expanding these distance education opportunities.

Creative collaboration among faculty and staff at the four CU campuses has been a trademark of the University of Colorado. The recent $250 million gift by Bill and Claudia Coleman will further intercampus research that will make tangible improvements in human life. CU-Colorado Springs experts in the areas of engineering, human aging, nursing, and special education will make important contributions to the University of Colorado Coleman Institute for Cognitive Disabilities.

The campus also is presented with extraordinary opportunities to collaborate with K-12 education in the region. This collaboration should lead to many benefits for the community and the campus, including outreach to under-represented population groups who face low high school graduation rates, which significantly limits social and economic opportunity.

3. ADMISSION STANDARDS AND ACCESS

Current admission policy and practices are aligned to support the expansion of the CU-Colorado Springs role and mission to serve southern Colorado and the state in selected programs. Since our current admission policies and practices align closely with our market and our goals, we anticipate no significant changes other than increasing services to support ongoing growth of the campus body.

CU-Colorado Springs intends to maintain selective admission standards. Our admission policy assures admission of freshmen students who are in the top 40 percent of their graduating class, who score a 24 composite ACT or SAT combined equivalent 1080 (verbal plus math), and who meet the Regents' Minimum Academic Preparation Standard (MAPS) in high school. We have a required index score of 92. Of the freshmen enrolled in 2001, 89 percent meet the entering index requirement, and 51 percent have an index score above 102.

Admitted and Enrolled Freshmen by Index Score

Fall Freshmen Enrolled

	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
102 >	290	368	366	420	404	46%	50%	47%	53%	51%
92 – 102	223	272	292	262	301	36%	37%	38%	33%	38%
90 – 91	25	24	29	25	33	4%	3%	4%	3%	4%
85 – 89	51	51	66	66	37	8%	7%	9%	8%	5%
80 – 84	13	12	13	10	6	2%	2%	2%	1%	1%
< 80	9	3	3	3	0	1%	0%	0%	0%	0%
No Index	17	9	6	13	8	3%	1%	1%	2%	1%
Total	628	739	775	799	789	100%	100%	100%	100%	100%
Average	103	104	104	104	105					

Fall Freshmen Admitted

	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
102 >	546	761	825	911	876	48%	51%	53%	54%	52%
92 – 102	425	554	540	573	632	38%	37%	35%	34%	38%
90 – 91	32	44	51	45	66	3%	3%	3%	3%	4%
85 – 89	77	96	102	110	81	7%	6%	7%	7%	5%
80 – 84	19	20	16	20	8	2%	1%	1%	1%	0%
< 80	10	6	5	5	1	1%	0%	0%	0%	0%
No Index	21	10	15	18	16	2%	1%	1%	1%	1%
Total	1130	1491	1554	1682	1680	100%	100%	100%	100%	100%
Average	103	104	105	105	105					

CCHE admission standards allow CU-Colorado Springs to admit up to 20 percent of freshman applicants who fail to meet the required index score of 92. In spite of this generous allowance, in 2001 we admitted only approximately 10 percent of all new freshmen applicants in this window. Only 13 percent of new freshmen who enroll here begin as students admitted through use of the CCHE permitted window.

We do not direct students who fail to meet admission requirements to our Extended Studies programs to gain eligibility for admission. Rather, students refused admission at CU-Colorado Springs are advised to pursue admission at the community colleges or one of the state colleges with lower admission requirements. Upon completion of sufficient transferable course work with satisfactory grades, the student may reapply to CU-Colorado Springs for admission.

To help insure new student success and retention, the Student Success Initiative at CU-Colorado Springs has implemented several successful strategies. Efficient delivery of services has been achieved through the alignment of units in four key areas: enrollment management, student academic services, campus life, and administration.

The Enrollment Management team includes the Offices of Financial Aid/Student Employment, Admissions and Records, and Student Recruitment and Outreach. By combining efforts, these units have improved the processing of applications, provided a coordinated recruitment and admission initiative, and added user-oriented, web-based information that allows potential students to apply for admission and receive campus information over the web.

The Academic Services group supports students throughout their university careers. New freshmen and transfer students are required to attend orientation prior to class registration. Here they receive information and academic advising services that prepare them for the academic challenges ahead. Orientations are organized through the Student Success Center—a confluence of services that also provides centralized undergraduate academic advising (for all schools and colleges), disability services, testing, University Connection, the CU Opportunity Program, and career services. This grouping of services facilitates support and communication among these units and leads to more efficient identification and resolution of common problems, thereby supporting student success and retention.

The campus retention efforts are also greatly enhanced by the Project Excel Program, which was selected as an example of the "best practices at public four-year colleges and universities" by the American Association of State Colleges and Universities (AASCU). Project Excel consists of five centers: The Language Technology Center, the Mathematics Learning Center, the Oral Communication Center, the Science Learning Center, and the Writing Center. Each Excel Center offers students a unique program of academic support based upon the principles of collaborative learning, individualized assistance, and the intelligent use of technology. Staffed with a

Director and undergraduate or graduate assistants who serve as peer coaches, these centers support students across the curriculum and provide supplemental learning opportunities in many disciplines. Cohort data collected from 1994-1997 by the Office of Institutional Research indicate that students who used the centers had both a higher rate of retention and a higher grade point average than those who did not. Data from the 2000-2001 academic year show that students who used the centers, on average, received higher grades in their classes than those who did not use the centers**.**

A campus life team has been formed to enhance the educational experience for students by supplementing the classroom experience. The combined efforts of Student Life, the University Counseling Center, Campus Life and Conferencing, and Student Auxiliary Services (Housing, the University Center, and the Family Development Center) deliver diverse educational, recreational, emotional, cultural, spiritual, and social learning opportunities for CU-Colorado Springs students. The coordinated efforts and resulting economies of scale are geared to enhance total student development.

It is our vision to continue to attract the high-caliber students that we currently enjoy, to maintain the existing admission standards, and to support student success and achievement through graduation. As noted previously, the six-year graduation rate for entering freshmen has risen 7 percent in the past five years indicating more students are obtaining degrees in a more timely manner. A high proportion of ethnic minority freshmen continue studies into the sophomore year, improving their likelihood of graduating. Indeed, retention rates for ethnic minority students exceed the rates for non-minority students. These results are largely due to our high admission standards, student-centered programs, and a supportive campus climate.

What changes are anticipated to increase admission, attendance, retention and graduation?

The CU-Colorado Springs' Campus Goals Statement reflects the planning and changes needed to meet student and market demands. To respond to the needs of the southern Colorado region, CU-Colorado Springs will need to serve a headcount of 10,000 students by 2016. To support this growth and sustain academic quality, we anticipate changes in several aspects of the campus.

Goal 1. Grow responsibly in order to meet the needs of students, the community and the state.

Enrollment projections for CU-Colorado Springs have been highly accurate in predicting student demand. Current projections call for a 20 percent increase in student full-time equivalent (SFTE), or 1,036 SFTE, in just the next eight years. The campus is positioned to accommodate projected growth to a headcount of 10,000 students by Fall 2016.

To accommodate growing student demand, CU-Colorado Springs will need increases in faculty, staff, facilities, and operating budgets. To keep the current student-to-faculty and student-to-staff ratios there will need to be an increase of 58 full-time faculty and professional positions, 38 full-time classified positions, and approximately 36 part-time faculty positions. There will also need to be increases in operating and travel funds to match the increases in staffing caused by the student growth.

Goal 2. Provide a comprehensive, personalized educational experience that prepares students to excel personally, professionally, and as citizens.

This goal encompasses both programmatic and facilities needs. The goal will support community and faculty driven changes to academic programs, including expanding student and faculty exchanges with other institutions, implementing a core curriculum for undergraduate students, and creating a Ph.D. in geropsychology (interdisciplinary and applied studies in the area of human aging) and a master's of arts in applied geography (to assist regional needs in the areas of community and urban planning).

The CU-Colorado Springs Master Plan indicates a need for 1,400,000 assigned square footage (asf) of building area when a student headcount of 10,000 is reached. (At present student growth rates, the anticipated year when there will be 10,000 students is 2016.) The current density of buildings on the Cragmor Parcel, excluding secondary buildings such as cottages, metal buildings, trailers, garages, etc., is 584,000 asf. This square footage represents 40% of the Master Plan requirement.

On the Cragmor Parcel, the New Engineering Building will add 37,000 asf and the proposed Beth-El / Science Building will add 95,000 asf. (Two proposed parking structures and related buildings would not significantly add to the required building

area.) With the addition of these new facilities, the campus total area will be 716,000 asf.

Per the Master Plan, an additional 230,000 asf is planned for a Performing Arts Center, an Athletics Center, and a Recreation Center, all near Four Diamonds Sports Complex along Nevada Avenue.

A 600-bed Housing Complex located off of Stanton Road, on present Parking Lots 9 & 10, will add another 216,000 asf. Campus area would then be 1,162,000 asf.

Renovation of the existing Science Building will provide additional general classroom use after the new science building is constructed. Developing a campus infrastructure that connects the Cragmor Campus with the North Nevada parcel, enhances campus safety, and deals with serious parking challenges. These projects have a major impact on every program within the University and to every patron that visits the campus.

The remaining 288,000 asf to reach the required space of 1,400,000 asf will be provided by yet unidentified buildings.

Goal 3. Enhance research, scholarship, and creative works on the campus and in the community.

This goal will position CU-Colorado Springs to compete successfully for funding from sponsored program agencies, foundations, and organizations. To date, the Vice Chancellor for Academic Affairs has filled the campus level position of Senior Faculty Associate for Research and combined these responsibilities with those of the Graduate Dean. Additionally, a campuswide faculty research committee has been formed and is in the process of planning future research endeavors.

This goal is expected to generate $21 million in cumulative sponsored program activity by 2010.

Goal 4. Use technology to improve teaching, learning, research, and management.

This goal will provide the physical infrastructure to support academic and administrative information technology needs. Related efforts will increase the number of classrooms with instructional technology capabilities and more effectively integrate technology into the curriculum to improve teaching and learning on and off campus.

Student ability to interface with the institution via the Internet will be improved. Increased on-line student account services for class registration and payment of bills associated with attending CU-Colorado Springs are among scheduled efforts.

Goal 5. Expand and strengthen community partnerships.

This goal will support current community partnerships and expand the undertaking of new ventures with business, industry, government, educational, and organizational partners in southern Colorado. Current institutional partnership programs such as the Center on Aging, the Colorado Institute for Technology Transfer and Implementation, and the Center for Community Development and Design, will be enriched and will serve as a springboard for new partnerships throughout southern Colorado.

One goal of strengthening community partnerships is to increase the number of scholarships available to deserving students. Significantly increased financial support is critically needed for students. One-third of the campus' self-supporting undergraduate students earn less than $8,700 annually. The majority earn less than $15,000 a year. Too often, they postpone or abandon their educational plans due to lack of ability to pay for college. Additional contributions are being sought through private fund raising for scholarships. A greater share of state financial aid is needed to support students in this region of the state.

To date, the campus has raised approximately $750,000 in scholarships from private funds. The initiative calls for $1.5 million to be raised by 2004.

Goal 6. Model the values of diversity in the campus climate and educational programs.

To improve the recruitment and retention of underrepresented students, faculty and staff, our goal is to increase the proportion of underrepresented students from a current level of 18 percent to 21 percent by 2004, and to increase the proportion of underrepresented faculty from our current level of 12 percent.

Goal 7. Enhance the University's human, physical, and fiscal infrastructure.

This goal will allow the campus to undertake needed improvements in physical facilities, to undertake organizational changes recommended by KPMG, and to review and make necessary changes to the staffing infrastructure.

Additional detail on associated costs for these initiatives can be found in Item 9 b. and g. of this report.

4. STUDENT PROFILE

The students of CU-Colorado Springs reflect the university community's vision and core values. Our vision is:

We will provide a public undergraduate education unexcelled in the state and selected excellent graduate programs.

Our core values include the following*:*

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

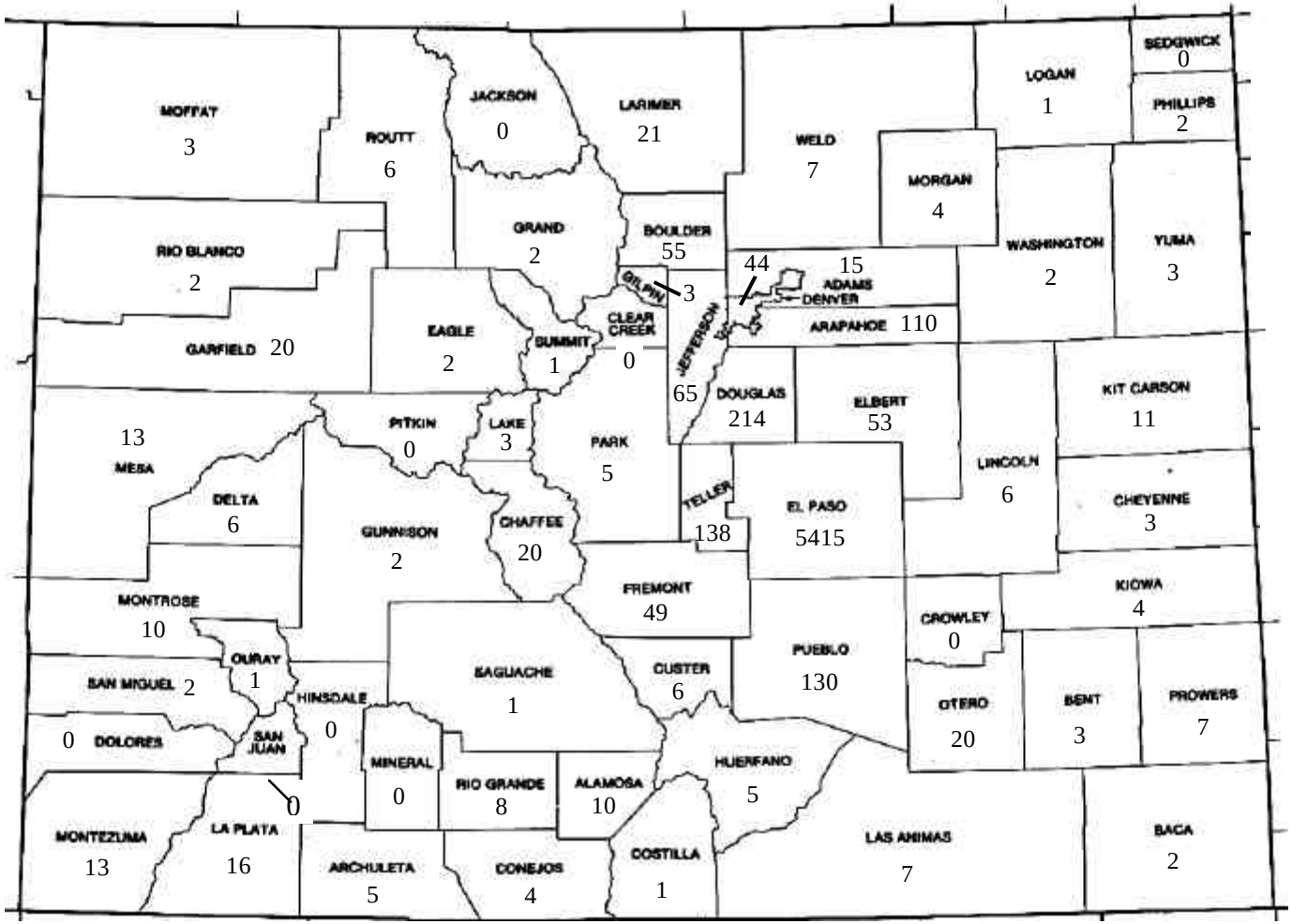
STUDENT SUCCESS: We will help traditional and non-traditional students succeed in their academic endeavors by assuring a stimulating, supportive, safe and naturally beautiful setting. Campus residence halls will enrich students' experiences by providing a living-learning environment. We will encourage students to recognize their responsibility to participate fully in their own educational success and to contribute to the quality of campus life.

ACCOUNTABILITY AND PUBLIC COMMUNICATION: We will make known our vision, values and goals and provide a demonstrated return on investment to the citizens of Colorado. We will link the university more closely to the community we serve. We will reflect a positive, unified and consistent image and communicate the value of the university to the citizens and elected leaders of our state, alumni, and potential students everywhere.

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

Diversity in all its forms is the profile of CU-Colorado Springs students. Incoming freshman characteristics demonstrate academic success in high school. Eighty-nine percent of incoming freshmen exceed the set index score for admission.

Colorado Counties Represented in Fall 2001 Enrollment
University of Colorado at Colorado Springs



Selected Student Body Characteristics Compared for Fall Semesters *All figures are for Fall Semesters*

AGE DISTRIBUTION:	**2000**	**1999**	**1998**	**1997**	**1996**	**1995**
17 yrs or younger	33	49	65	55	44	27
18 through 20 yrs.	1,776	1,776	1,571	1,383	1,066	1,038
21 through 24 yrs.	1,664	1,633	1,537	1,503	1,407	1,327
25 through 29 yrs.	957	1,134	1,225	1,261	1,207	1,159
30 through 49 yrs.	1,676	1,858	1,973	2,070	1,970	2,125
50 yrs. and older	191	199	191	195	172	164
Average Age	27	27	28	28	28	29
GENDER:						
Male	2,708	2,777	2,799	2,732	2,610	2,678
Female	3,909	3,872	3,763	3,735	3,256	3,228
Number of Ethnic Minorities	1,181	1,203	1,107	1,055	949	859
BY CLASS (Degree only):	**2000**	**1999**	**1998**	**1997**	**1996**	**1995**
Freshman	1,399	1,391	1,288	1,177	974	940
Sophomores	1,041	980	952	903	830	823
Juniors	1,017	1,006	927	993	852	874
Seniors & 5th yr.	1,360	1,320	1,266	1,304	1,180	1,142
Graduate	1,138	1,129	1,125	1,149	1,110	1,145
COLLEGE/SCHOOL:						
UNDERGRADUATE						
Business	668	620	603	597	579	549
Education	39	25	33	37	36	35
Engineering	636	651	578	559	482	461
Letters, Arts & Sciences	3,146	3,078	2,932	2,944	2,774	2,763
Nursing	366	345	318	276		
Other	1	3	2	0	1	6
UNDERGRAD. SUBTOTAL	4,856	4,722	4,466	4,413	3,872	3,814
Non-Degree	207	240	314	301	287	307
UNDERGRAD. TOTAL	5,063	4,962	4,780	4,714	4,159	4,121
GRADUATE						
Graduate School	705	715	738	746	739	739
Business	295	293	307	317	322	346
Nursing	86	67	74	107		
Public Affairs	64	72	51	33	48	59
Other	0	0	0	0	1	1
Student Characteristics, continued	**2000**	**1999**	**1998**	**1997**	**1996**	**1995**
Non-Degree	404	540	612	550	597	640
GRADUATE TOTAL	1,554	1,687	1,782	1,753	1,707	1,785
DEGREE TOTAL	6,006	5,869	5,636	5,616	4,982	4,959
NON-DEGREE TOTAL	611	780	926	851	884	947
TOTAL NUMBER OF STUDENTS	6,617	6,649	6,562	6,467	5,866	5,906

An emerging enrollment pattern is evidenced with more younger students attending CU-Colorado Springs than in the past. The average student age has decreased by two years since 1995. The number of freshmen has increased by 49 percent over this period.

A second enrollment pattern is represented by significant increases in the number of students from underrepresented ethnic groups. Over the past five years, this segment of students has increased by 37 percent.

FUTURE STUDENT BODY PROFILE

CU-Colorado Springs seeks to become a university without walls, where students, faculty and staff come from a variety of backgrounds and experiences. In specific terms, this means adding more diverse students, more distance learners, and more students from the central and western sections of southern Colorado.

Our vision is to increase the diversity of the admitted student population while removing past barriers to their fully achieving academic excellence, giving particular attention to the Latino/Chicano populations of southern Colorado. It is a primary aim for the institution to place at-risk students who are economically or educationally disadvantaged in a position to succeed, while continuing to provide the benefits of higher education to all the residents of the State of Colorado.

We anticipate an increase in traditional age students, based in part on enhanced enrollment management services that include active recruitment, strong financial aid and scholarships, and admission policies that strive for open, direct and rapid responses to applications. In addition, we plan to retain these students through a Student Enrichment program that helps all students to overcome institutional and cultural barriers to their success at CU-Colorado Springs.

CU-Colorado Springs will serve an increasing number of graduate students in our region and throughout the state and nation.

The ages of our students will continue to range from approximately 15 to 69 years.

Highlight how your current student profile might differ from your vision?

Our current student body reflects our vision for excellence and service to the region and the state, yet we seek to improve in several areas.

Providing expanded financial opportunities for all students admitted to CU-Colorado Springs is among our primary goals. We seek to improve levels of financial assistance for those who were admitted but were not able to attend CU-Colorado Springs due to lack of funds.

Student Financial Aid – 2000/2001

Colorado	# Awards	Total $$	Federal	# Awards	Total $$
Programs	1,093	$2,485,536	**Programs**	2,463	$15,929,847
% Need	76%		% Grants	18%	
% Merit	24%		% Loans	79%	
% Work Study	26%		% Work Study	3%	
% Graduate	4%		% Other	0%	

Describe current and anticipated recruitment strategies and resources.

We plan to concentrate our recruitment efforts on local and regional market initiatives, while including selected out-of-state efforts.

A number of other public, private and proprietary post-secondary institutions continue to launch comprehensive marketing and advertising initiatives in CU-Colorado Springs' neighborhoods. We need more advertising and outreach in our regional market about the value of a CU-Colorado Springs education in order to retain our current market share.

At the current time, freshman admission is primarily from southeastern Colorado. We wish to expand recruitment efforts in other areas of southern Colorado.

Our out-of-state recruitment efforts have been limited to attendance at regional and national college fairs in 10 to 20 demographically desirable areas. In a survey of non-resident, admitted applicants during campus tours, we determined that less than 5 percent of our students had heard about CU-Colorado Springs at a college fair. As a result, we plan to carefully consider any out-of-state recruitment. We will participate in national on-line college fairs and will implement a five-point-of-contact system for non-resident inquiries, including direct mail, phone contacts, and distribution of the newly updated campus video.

Our interactive web site is quickly becoming our most effective marketing tool. While we will continue to use printed materials to communicate with prospective students, we will use these to direct students to the web. Last year, the Office of Student Recruitment and Outreach created a prospective student web site with the first-ever virtual tour of campus and an on-line campus visitation reservation system. This year, we will explore the possibilities of an interactive campus map, video downloads, and a user-friendly graduate student web site. We are also studying colleges that are successfully using broadcast messaging, predictive modeling of student success, and financial aid calculators.

The campus visit is the most important part of the recruitment process, with the vast majority of public-bound prospective students visiting a campus before they make their enrollment decision. Our efforts are geared to getting prospective students and parents to visit campus, and over 950 parents and prospective students formally toured the CU-Colorado Springs campus in 2000-2001. Campus visitation information is advertised on

the web, in publications, during high school visits and college fairs, and by direct mail invitation.

Additionally, several educational pipeline programs are utilized by the Student Success Initiative to recruit, retain, and graduate a diverse student body. Our Student Enrichment Services include the Pre-Collegiate Development Program, STAR (Stay Ahead and Ready), International Student Services, and the Chancellor's Leadership Class. Both STAR and the Pre-Collegiate Development Program have been instrumental in providing outreach and recruitment services to middle and high school students and facilitating the admissions process. International Student Services coordinates with Admissions and Records for immigration processing and works with a number of programs to help integrate international students into campus life. The Chancellor's Leadership Class provides leadership development to students enrolled in an array of undergraduate programs. By working through these pipeline programs, we continue to develop and improve upon our community network, both on and off campus.

5. REGION

Academic programs that relate to the region

The needs of the region literally created CU-Colorado Springs. Since the institution's earliest days, the region has provided the basis for the programs and curriculum offered. All academic programs currently offered are vitally tied to the residents and interests of southern Colorado. The benefits of these programs in producing a knowledgeable and skilled workforce are apparent throughout Colorado.

Bachelor's Degree Programs	1999	2000	2001	3-YR Total
Anthropology	21	23	17	61
Biology	54	49	52	155
Business Administration	124	149	138	411
Chemistry	12	8	8	28
Communication	102	102	85	289
Computer Science	21	21	27	69
Distributed Studies	13	13	13	39
Economics	5	5	10	20
Electrical Engineering	28	38	27	93
English	28	19	28	75
Fine Arts	19	15	21	55
Geography and Environmental Studies	36	34	35	105
Health Science	-	2	5	7
History	21	20	28	69
*Mathematics	11	16	16	43
Mechanical Engineering	-	-	3	3
Nursing	82	60	61	203
Philosophy	9	7	5	21
Physics and Energy Science	6	4	5	15
Political Science	23	14	19	56
Psychology	108	108	115	331
Sociology	25	50	49	124
Spanish	6	8	5	19
Total Bachelor's	**754**	**765**	**772**	**2,291**

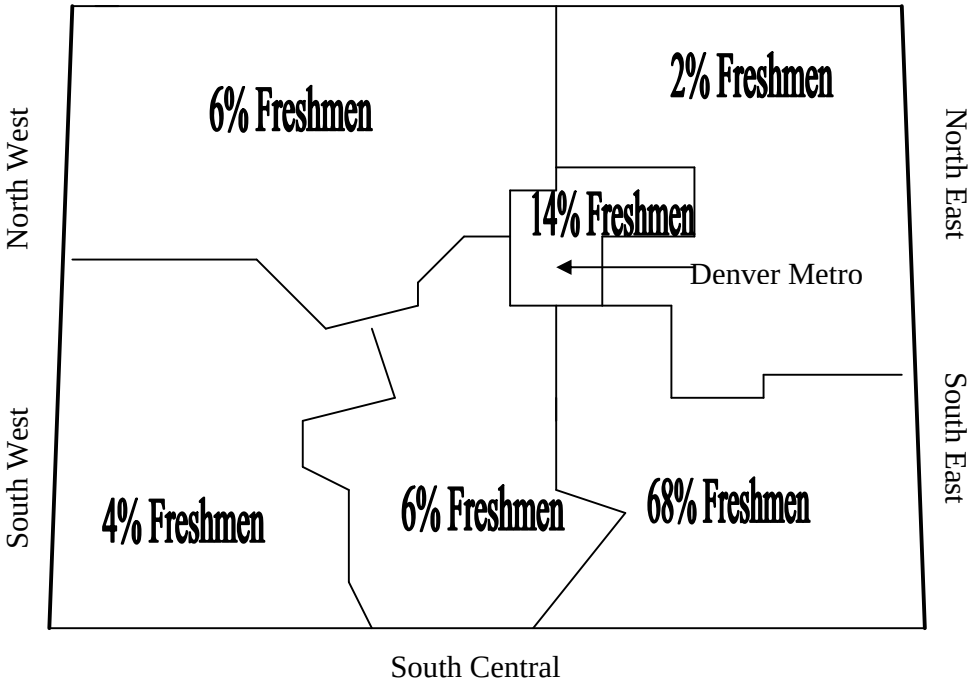
Master's Degree Programs	1999	2000	2001	3-YR Total
**American Studies	-	1	0	1
Applied Mathematics	2	1	2	5
Basic Science	15	8	10	33
Communication	7	7	6	20
Computer Science	15	9	15	39
Counseling and Human Services	27	46	32	105
Curriculum and Instruction	80	83	82	245
Electrical Engineering	17	8	9	34
Engineering	34	22	24	80
History	4	5	5	14
Mechanical Engineering	-	-	1	1
Nursing	18	21	18	57
**Physics	2	1	2	5
Psychology	5	14	14	33
Public Administration	14	17	17	48
Sociology	10	3	3	16
Special Education	36	28	16	80
Business Administration	134	127	159	420
Total Master's	**420**	**401**	**415**	**1,236**

Doctoral Degree Programs	1999	2000	2001	3-YR Total
Computer Science	-	1	0	1
Electrical Engineering	2	4	3	9
Total Doctorates	**2**	**5**	**3**	**10**

* Includes Mathematics and Applied Mathematics
** Discontinued programs

During the past ten years, CU-Colorado Springs has expanded services and programs for traditional age students as well as graduate students. Our presence provides the only option in the region for high school graduates and other traditional age students to attend the State's flagship university system with selective admission standards and a comprehensive array of undergraduate programs taught by faculty who are also active researchers.

CU-Colorado Springs Freshmen from Colorado



Home State of Non-Residents	Number of Students
TX	8
NM	5
NY, MO, IL	*4
WY, MN, PA, MA	*3
OH, NH, GA, HI, WA, IA, SD, NE, OR, AZ, AR,	*2
MI, OK, CA, NJ, LA, ME	*1

* Number of students per state

Changes envisioned for the future – with regard to the student body and region.

Based upon the growth of the CU-Colorado Springs campus since 1996, an array of student services have been reorganized in order to improve campus life and out-of-classroom student learning experiences. This reorganization is also designed to create a campus presence that enhances the diverse educational, recreational, emotional, cultural, spiritual and social learning opportunities available on this campus.

Additionally, in order for the campus to remain attractive to a diverse student body, the campus infrastructure and facilities will need to be expanded to support a variety of educational, cultural, social, and recreational programs.

If the region is different outline changes necessary to achieve results including resources required and the sources of any additional resources.

Please refer to Question 3, Admissions and Access, page 13 –15, for resources needed.

6. PROGRAMS OF HIGHEST AND LOWEST PRIORITY AND CENTERS OF EXCELLENCE

At CU-Colorado Springs, a focus on high quality teaching and investment in areas that match community needs and aspirations have resulted in several distinctive programs and capabilities. We highlight in this section those that are the most central to serving our region by providing access to higher education, by supporting the region's professional needs, and by offering critical leadership for the region's development.

At the undergraduate level, our mission to provide access to higher education is supported through the core disciplines in the liberal arts and sciences and through professional programs in nursing, business, and engineering. Those in the greatest demand are psychology, communication, biology, sociology, and geography in the liberal arts and sciences. Among the professional programs, the highest demand is in nursing, information systems (within the College of Business), and electrical engineering and computer science. These programs are distinguished by high numbers of graduates, majors, and student credit hours generated over the last three years. This level of demand indicates that these programs are, in fact, serving student needs. Additionally, external program reviews (required by the University of Colorado System) routinely have established these programs as high in quality.

At the graduate level, our mission of supporting the region's professional needs and providing leadership for its continued development are served exceptionally well by high enrollment programs in business, education, engineering, and nursing. Each of these programs directly serves critical needs in the region in terms of professional education. All of these programs are in some stage of development in providing access to residents of the region who cannot come regularly to campus. The College of Business' distance MBA, for example, is nationally recognized, and enrolls a significant number of Colorado residents from outside El Paso County. In addition, each of these programs has significant research and community outreach activities associated with them that serve the region's needs beyond providing well-trained professionals. Another element of our service to the region's professional needs is the Graduate School of Public Affairs (GSPA), which has a presence on both the Colorado Springs and Denver campuses, offering the Master's in Public Administration to working professionals in Colorado Springs. GSPA has a truly statewide mission, which it fulfills in part by offering the Masters of Public Administration in a distance education format.

We have also defined centers of excellence relevant to the aspirations and needs of the region, with a particular focus on priority areas for economic development. One such area is the combination of advanced electronics and aerospace, where the combination of masters and doctoral programs and associated research centers and laboratories across colleges create a unique capacity for collaboration between the campus and the surrounding industrial and military installations.

A second broad center of excellence is within the area of retirement and aging. This encompasses a research and outreach center, several grant projects, an interdisciplinary undergraduate minor, a strong master's program in psychology, and a pending doctoral degree proposal in geropsychology. The emergence of the Coleman Institute provides further opportunities for development in this area, and collaboration across campuses, particularly with regard to research.

A third area of excellence, recognized just last year by the CCHE, is in applied geography. Since the Front Range is one of the centers of commercial geographic information systems activity in the United States, this is a particularly appropriate area for us to support. The geography department's strong undergraduate program, existing graduate study opportunities, and success in applied research have made the department one of our current areas of excellence. The focused master's degree in applied geography, currently pending approval, will allow us to build on this solid foundation.

Emerging programs with potential for similarly important contributions to these missions are undergraduate teacher education and the broad area of leisure and recreation, especially as they relate to wellness. The undergraduate teacher education program, which was strongly endorsed by the Colorado Department of Education and the CCHE, began accepting students in selected liberal arts and sciences majors this fall. An interdisciplinary sports and leisure area of concentration, a focus on sports physiology in biology, and wellness programs within the Beth El College of Nursing and Health Sciences provide a sound basis on which to build. In addition, the College of Business is moving forward on a proposal to receive Professional Golf Association certification as a Professional Golf Management program site. Thus we are well positioned to serve the needs of the southern Colorado region, which is home to numerous sports-related non-profit organizations, including the U.S. Olympic Training Center.

Programs added on our campus during the last five years reflect our systematic focus on the region's needs: mechanical and aerospace engineering; computer engineering; undergraduate teacher education; and nursing and health care services.

We have three undergraduate programs that enroll relatively few majors—physics, Spanish and economics. However, each of these programs support the university's general studies program. These programs and other more highly enrolled majors have been evaluated by external reviewers (University of Colorado Program Review process) as central to the campus mission and high in quality. Additionally, faculty in the physics program maintain the campus' highest level of external grant funding and lead the campus in teaching award winners. The three lowest enrolled graduate programs are: the master's of arts degree in American studies and the master's of science degree in physics, which are currently being phased-out, and the master's of science degree in applied mathematics.

7. EMPLOYMENT OPPORTUNITIES FOR GRADUATES

The knowledge and skills of CU-Colorado Springs graduates continue to fill the state's needs for an educated and skilled workforce. In fact, 86 percent of graduates stay in Colorado after graduation.

The data presented below indicate CU-Colorado Springs graduates are employed in nearly all sectors of the workforce. Placement rates for graduates are between 94 and 98 percent depending on the sector of the economy in which they seek employment. Between 7 and 17 percent of baccalaureate alumni are enrolled in advanced degree programs one year to 18 months after their graduation.

Although jobs available in each sector of the economy ranged from 26 to 1,094 positions per graduate, the areas with the fewest jobs available per graduate are known to have labor shortages both nationally and locally, such as nursing, communications and education.

Additionally, there are some unmet needs in the labor market for professionals to work with retirees and in disciplines related to aging, personnel in specialized areas of the high tech industry, and professionals in disciplines related to community and urban planning.

Industry or Sector of Economy	**Placement Rates**	**Continuing Education (Pursuing Advanced Degrees)**	**Avg. Number of Openings per year Expected in Colorado 1998 to 2008**	**Jobs available per Graduate**
Construction	96.3%	14.6%	8,666	748
Transportation, Communications, & Public Utilities	93.9%	16.9%	5,913	1094
Manufacturing	97.6%	7.9%	5,051	117
Trades: Wholesale and Retail	96.4%	11.7%	3,564	78
Finance, Insurance, & Real Estate	97.8%	7.8%	5,195	63
Services	96.4%	10.5%	30,511	260
Government	96.1%	12.6%	2,870	63
Hospitals	97.9%	7.2%	1,780	26
Education	96.2%	11.7%	4,496	51
Professional	97.9%	7.2%	22,932	133

Note: CU-Colorado Springs alumni did not report being employed in the Agriculture or Mining Industries/Sectors thus Total Number of jobs available does not include Agriculture or Mining Industry.
Sources: University of Colorado at Colorado Springs Baccalaureate Alumni Survey 2000 Results; Colorado Department of Labor, Occupational Employment Outlook 1998-2008.

8. MARKET NICHE

a) Description of the current market

CU-Colorado Springs is a moderate size institution that provides educational opportunities for families in our region as well as a choice for those families in the metropolitan and rural communities within our geographical service area. Through the creation of a comprehensive student success program, including a residential housing program, we have been able to broaden our appeal and provide the CU experience at a smaller, residential campus.

Through the expansion of the last five years, our market demand is reflected by an increase in applications from throughout the state of Colorado and beyond. Applications for admission to the campus have increased over 11 percent since Fall 1998 and now exceed 5,000 for the fall 2001 term alone. This is due, in part, to the growth in the region and the addition of new campus facilities.

In 1990, CU-Colorado Springs, following the recommendations of a Student Services Program Review Committee, initiated a campus program that was focused on enhancing the total educational experience through the improvement of service delivery to students, consolidating all student services within one service division. By organizing student services units under a single university officer, the Vice Chancellor for Student Success, we have facilitated a more coordinated service delivery to students that provides a "coherent sense of purpose" for our programs. The success in developing a comprehensive student services program has resulted in an expansion of our market as greater coordination and communication among units and more efficient delivery of services to students has enhanced our appeal and recognition beyond the Pikes Peak Region.

CU-Colorado Springs, while located in the Pikes Peak Region, has a market appeal to graduating seniors from several distinct regions within commuting distance to our campus. The regions include our entire home-county, El Paso, plus Teller County to the West, and Douglas, Arapahoe and Jefferson counties to the North.

How was the market identified?

Our market is self-identified by the areas and regions from which we receive significant students.

Internal processes in place to continuously evaluate the market?

Market needs and conditions are monitored through the Vice Chancellor for Student Success and resources from Student Recruitment and Outreach, Institutional Research, Admission and Records, and Financial Aid. Many of our plans and reactions derive from this process. In the process, our foremost considerations include serving our current regional area, maintaining selective admissions policies, and achieving greater

student access to higher education opportunities, especially in the areas of graduate and professional education.

b) A description of the student profile identified in the market.

See map of CU-Colorado Springs freshmen from Colorado, page 20.

c) A description of the plan currently in place to market the institution.

This information is detailed in the section on recruitment strategies in the Student Profile section, pages 19 through 22.

d) A description of the anticipated student market.

The current student market will remain the market of the future. CU-Colorado Springs seeks to selectively increase our unique programs in order to enhance the educational opportunities available for our service area. Our market is driven by demand in our region, our willingness to serve southern Colorado and the desire of many to have a CU experience at a moderate size campus.

e) A description of the plan to position the institution for the anticipated market, the resources needed to respond to the anticipated market, and the source of the resources.

CU-Colorado Springs plans to continue to serve our current market niche. This information is detailed in the section on recruitment strategies in Section 4, Student Profile, pages 19 through 22.

f) A description of programs and academic efforts delivered to identified market areas.

The University offers 24 undergraduate degree programs, 16 master's degrees and 2 Ph.D.'s. Listing of programs of study is detailed in the Additional Information section.

g) How does the institution interface with the communities to determine the regional needs of higher education to help fulfill the region's goals in growth and standards of living.

CU-Colorado Springs provides regular non-recruitment outreach to community leaders, organizations, and economic development council leaders. The university has developed innovative programs to provide information and to gather information from southern Colorado and the State. Examples of these efforts include participation in the Southern Colorado Development Forum, Center for Community Design and Development, and the Chancellor's Southern Colorado High School Counselor Advisory Group. As previously described, the campus makes extensive use of community-based advisory boards.

9. COST ANALYSIS/COMPARISONS

Question 9A Expenditures
Source: FY 2000 CU TLE Report

Category	Unrestricted		Restricted Fund	Total FY 2000
	State Appropriated	Auxiliary and Self-Funded Activities		
Educational and General:				
Instruction	$20,215,068	$1,269,845	$1,898,503	$23,383,416
Research	$84,736	$1,251	$1,566,044	$1,652,031
Public Service	($28,785)	$85,094	$153,246	$209,555
Academic Support	$4,470,480	$14,513	$315,598	$4,800,591
Student Service	$3,222,221	$254,744	$418,506	$3,895,471
Institutional Support	$4,964,748	($10,751)	$56,570	$5,010,567
Operation & Maint of Plant	$3,106,506	$0	$0	$3,106,506
Scholarships & Fellowships	$661,430	$0	$4,813,191	$5,474,621
Auxiliary Operating Expenditures	$0	$8,649,884	$0	$8,649,884
Hospital and Clinics	$0	$0	$0	$0
TOTAL EXPENDITURES	$36,696,404	$10,264,580	$9,221,658	$56,182,642

Question 9B
Anticipated Expenditures for Changing Student Market
Source: CU-COLORADO SPRINGS Budget Office

Campus Strategies [1]	FY 00-01	FY 01-02	FY 02-03	FY 03-04
1. Grow responsibly in order to meet the needs of students, the community and the state.	$4,778,726	$5,141,434	$6,450,474	$8,985,534
2. Provide a comprehensive, personalized educational experience that prepares students to excel personally, professionally, and as citizens	$34,409,106	$36,356,226	$38,318,645	$39,824,879
3. Enhance research, scholarship, and creative works on the campus and in the community.	$11,430,907	$11,912,510	$12,400,140	$13,067,302
4. Use technology to improve teaching, learning, research, and management.	$1,596,372	$1,717,537	$2,519,237	$2,881,806
5. Expand and strengthen community partnerships.	$1,218,673	$1,311,171	$1,404,077	$1,470,470
6. Model the values of diversity in the campus climate and educational programs.	$333,198	$355,858	$378,645	$395,340
7. Enhance the University's human, physical, and fiscal infrastructure.	$9,553,930	$10,202,063	$10,853,829	$11,331,634
Total	$63,320,912	$66,996,799	$72,325,047	$77,956,965

Notes: (1) These strategies include new initiatives that relate to the proposed change in role and mission.

Question 9C
Faculty Information
Source: Noted Below

Cost of Instruction--Campuswide

Campus	Full Time	Part Time	Total
CU-COLORADO SPRINGS	$15,574,509	$1,411,083	$16,985,592

Source: Format 1100 --Costs = Total Compensation--Budget Data Book

University of Colorado at Colorado Springs,
AY 2000-01 Instructional Activity and Faculty Salaries by College

College	Total Instructional FTE	Sections	Student Credit Hours	Avg Salary
Business	30	221	17,337	$76,562
Education	23	245	7,761	$52,316
Engineering	45	408	20,415	$68,794
LAS	158	1,513	84,531	$47,171
Nursing	20	235	7,512	$47,682
Public Affairs	4	36	1,032	$54,427

Question 9D
Cost of Administration
Source: FY 2000 Financial Report

Total Current Funds

Campus	Institutional Support	Total Expenditures	Percent
CU-COLORADO SPRINGS	$5,010,567	$56,182,642	8.9%

The Institutional Support costs of the Auxiliaries are included in these figures, but are only recorded as a net amount.

Question 9E
Cost of Maintenance
Source: FY 2000 Financial Report

Total Current Funds

Campus	Operations & Maintenance	Total Expenditures	Percent
CU-COLORADO SPRINGS	$3,106,506	$56,182,642	5.5%

Question 9F
Cost of Construction and Operation of New Space
Source: FY 2003 CC-C Construction Budget Reports

Cost of Construction

Campus	Project	Construction Cost	GSF	Cost / GSF	Operating Cost	GSF	Cost / GSF
CU-COLORADO SPRINGS	Engineering	$10,435,213	59,946	$174	$200,831	59,946	$3
CU-COLORADO SPRINGS	Beth-El Nursing	$24,006,329	145,224	$165	$458,518	145,224	$3
Subtotal		$34,441,542	205,170	$168	$659,349	205,170	$3

Note: This table only represents projects that are adding new space to the campus.
In addition this new space is only to meet current campus space deficits as a result of existing enrollment.
The construction costs are only those costs associated with construction, not the Total Project Cost.

Question 9G
Resources Needed to Implement Changes
Source: CU-COLORADO SPRINGS Budget Office

The anticipated resources needed to implement the changes to respond to the market which should include the resources for additional faculty, facilities, technology, administration, and services.

Revenue Sources [1]	FY 00-01	FY 01-02	FY 02-03	FY 03-04
State of Colorado Appropriation	$23,376,281	$24,725,267	$27,266,568	$30,783,127
Student Tuition and Fees [2]	$19,279,848	$20,954,375	$23,308,158	$24,875,420
Investment and Interest Income	$71,202	$78,051	$83,749	$88,894
Federal Grants, Contracts and Advances	$4,466,834	$4,578,505	$4,692,968	$4,810,292
State and Local Grants and Contracts	$406,600	$416,765	$427,184	$437,864
Private/Other Gifts, Grants and Contracts	$2,710,160	$2,777,914	$2,847,362	$2,918,546
Sales and Services of Educational Departments	$497,369	$509,803	$522,548	$535,612
Auxiliary Operating Revenue	$11,834,652	$12,130,518	$12,433,781	$12,744,626
Other Revenues	$108,897	$113,253	$116,877	$120,149
Indirect Cost Reimbursement	$290,568	$302,189	$311,859	$320,592
Other Sources	$278,500	$410,158	$313,993	$321,843
Total	$63,320,911	$66,996,799	$72,325,047	$77,956,965

Notes:
(1) Includes sources of funds to support initiatives in proposed change in role and mission.
(2) Includes tuition enhancement.

Question 9H
Reallocation Strategies
Source: FY 2000 TLE Report

To achieve this vision and strategic plan, the University has developed a resource strategy that identifies the source of funds necessary to meet this plan until the year 2005. In addition, the entire University of Colorado has reallocated approximately $106 M over the last four years (FY 1999 to FY 2002) to help meet the resource needs of the strategic plan. Specifically, the Colorado Springs Campus has reallocated over $3 M during this same timeframe.

Campus	FY 1998	FY 1999	FY 2000	FY 2001
CU-COLORADO SPRINGS	$881,590	$761,246	$1,636,483	$278,500

FY 2002	FY 2003	FY 2004	FY 2005
$410,158	$313,993	$321,843	$329,889

University of Colorado at Colorado Springs
Cost Containment Examples

	Savings Amount
Public Safety	
Fastrack Shuttle Service	$249,600
Police Communications Center	$19,180
Mailing Services	
Bar Code Tracking System	$2,970
Admissions and Records	
Web Class Schedules	$6,000
University Counseling	
Student Workers instead of Staff	$21,000
Student Life	
Student Workers instead of Staff	$41,500

Question 9I
Strategies to Expand Resources
Source: CU-Colorado Springs Budget Office

The University of Colorado at Colorado Springs is currently in the second year of a proposed three year tuition enhancement program. The program changes the tuition rate structure to more closely match the costs incurred in the servicing of students on campus. The first year generated over $500,000 in additional revenue. The current second year is expected to generate increased tuition revenue by over $700,000. The amounts are additive. The proposed third year of the program will generate a similar dollar amount.

As noted, the campus enrollment growth should produce $10,345,729 in sources of new funds by FY 2010. The graduate and research initiative is projected to produce $17,868,000 in indirect cost recoveries, faculty and staff salary savings, and revenue from additional graduate students.

The research initiative is also projected to generate $21,150,000 cumulatively in direct contract and grant expenditures by 2010.

Finally, the distance education initiative is projected to generate $8,282,550 in additional revenue that will partially offset the cost of delivering these courses across southern Colorado.

Question 9J
Integration of Resources
Source: FY 2000 CU TLE Report

CAPITAL	FY00-01	FY01-02 (2)	FY02-03 (3)	FY03-04 (3)	FY04-05 (3)
State Capital Construction Funds	$13,336,144	$27,184,315	$9,585,582	$15,072,461	$11,616,009
Federal Funds	$0	$0	$0	$0	$0
Gifts, Grants and Contracts (Sponsored Programs)	$0	$0	$0	$0	$0
Indirect Cost Recoveries	$0	$0	$0	$0	$0
Private Gifts and Contributions	$3,100,000	$3,614,980	$5,696,993	$13,562,942	$13,500,000
Student Fees/Auxiliaries	$3,385,053	$3,817,542	$3,885,633	$3,973,400	$4,072,735
Corporate, Non-profit and Foundation Partnerships	$0	$0	$0	$0	$0
Plant Fund Reserves	$0	$0	$0	$0	$0
Other (Specify):					
Revenue Bond Proceeds	$6,400,000	$0	$0	$0	$0
TOTAL: CAPITAL INVESTMENTS FOR STRATEGIES	$26,221,197	$34,616,837	$19,168,208	$32,608,803	$29,188,744
PROGRAMMATIC (1)					
State of Colorado Appropriations	$23,376,281	$24,725,267	$27,266,568	$30,783,127	$34,814,827
Student and Tuition Fees	$19,279,848	$20,954,375	$23,308,158	$24,875,420	$26,348,180
Investment and Interest Income	$71,202	$78,051	$83,749	$88,894	$91,116
Federal Grants, Contracts and Advances	$4,466,834	$4,578,505	$4,692,968	$4,810,292	$4,930,549
State and Local Grants and Contracts	$406,600	$416,765	$427,184	$437,864	$448,810
Private/Other Gifts, Grants and Contracts	$2,710,160	$2,777,914	$2,847,362	$2,918,546	$2,991,510
Sales and Services of Educational Departments	$497,369	$509,803	$522,548	$535,612	$549,002
Auxiliary Operating Revenues	$11,834,652	$12,130,518	$12,433,781	$12,744,626	$13,063,241
Hospital and Clinics	$0	$0	$0	$0	$0
Other Revenues	$108,897	$113,253	$116,877	$120,149	$123,153
Indirect Cost Reimbursement	$290,568	$302,189	$311,859	$320,592	$328,607
Denver AHEC Library Funding	$0	$0	$0	$0	$0
Other Sources (2)	$278,500	$410,158	$313,993	$321,843	$329,889
TOTAL: PROGRAMMATIC INVESTMENTS FOR STRATEGIES	$63,320,912	$66,996,799	$72,325,047	$77,956,965	$84,018,884

(1) These amounts include initiatives in proposed change in role and mission.
(2) "Out-year" projections may have been revised from amounts estimated in previous reports.
(3) Revenue streams NOT discounted for net present value because budgeted on an annual basis.

Question 9K
Peer Comparisons
Source: FY 1996 to FY 1999 IPEDS Data Base

UNIVERSITY OF COLORADO
PEER ANALYSIS SUMMARY

CAMPUS	GF + TUITION / FTE	GF + TUITION / FTE of Mean	GF + TUITION / FTE
COLORADO SPRINGS CAMPUS			
UCCS—1996	$6,924	$8,583	81%
UCCS—1997	$7,307	$9,082	80%
UCCS—1998	$7,550	$9,402	80%
UCCS—1999	$7,735	$9,560	81%

PEER GROUP FOR UCCS	
University of New Orleans	Texas A & M--Kingsville
University of Colorado at CS	Florida Atlantic University
University of Tennessee--Chattanooga	University of Michigan Dearborn
University of Nebraska at Omaha	University of Missouri @ St. Louis
University of North Carolina at Char	Cleveland State University
Portland State University	Wichita State University
Oakland University	CUNY City College
University of Houston	

Note: The peer groups here are used for the University of Colorado internal budget allocation process. The peers were determined by NCHEMS.

Question 9L
Future Costs
Source: FY 2000 CU TLE Report

CAPITAL	FY00-01	FY 04-05
State Capital Construction Funds	$13,336,144	$11,616,009
Federal Funds	$0	$0
Gifts, Grants and Contracts (Sponsored Programs)	$0	$0
Indirect Cost Recoveries	$0	$0
Private Gifts and Contributions	$3,100,000	$13,500,000
Student Fees/Auxiliaries	$3,385,053	$4,072,735
Corporate, Non-profit and Foundation Partnerships	$0	$0
Plant Fund Reserves	$0	$0
Other (Specify):		
Revenue Bond Proceeds	$6,400,000	$0
-		
-		
TOTAL: CAPITAL INVESTMENTS FOR STRATEGIES	$26,221,197	$29,188,744

PROGRAMMATIC	FY 00-01	FY 2005
State of Colorado Appropriations	$23,376,281	$34,814,827
Student and Tuition Fees	$19,279,848	$26,348,180
Investment and Interest Income	$71,202	$91,116
Federal Grants, Contracts and Advances	$4,466,834	$4,930,549
State and Local Grants and Contracts	$406,600	$448,810
Private/Other Gifts, Grants and Contracts	$2,710,160	$2,991,510
Sales and Services of Educational Departments	$497,369	$549,002
Auxiliary Operating Revenues	$11,834,652	$13,063,241
Hospital and Clinics	$0	$0
Other Revenues	$108,897	$123,153
Indirect Cost Reimbursement	$290,568	$328,607
Denver AHEC Library Funding	$0	$0
Other Sources (2)	$278,500	$329,889
TOTAL: PROGRAMMATIC INVESTMENTS FOR STRATEGIES	$63,320,912	$84,018,884

(1) As reported in the CU Financial Statements.

(2) "Out-year" projections may have been revised from amounts estimated in previous reports.

(3) Revenue streams NOT discounted for net present value because budgeted on an annual basis.

(4) Estimate of Actual prior to year-end close.

(5) Includes carryforward from prior year. Balance assumed to be spent in following year.

10. ANY UNIQUE OR ADDITIONAL INFORMATION

Attached:

a) CU-Colorado Springs Programs of Study

b) Outline of CU-Colorado Springs Executive Team SWOT Planning Session

c) Summary of Impediments/Barriers To Efficiency In the State Contracting Process

CU-Colorado Springs

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAM OF STUDY

In addition to the degree programs listed below, course work in a number of other undergraduate areas of study is offered.

Business and Administration

B.S. – four years

Emphasis
Accounting*
Finance*
General Business
Information Systems
International Business
Marketing*
Organizational Management
Personnel – Human Resources Management

* May include an additional emphasis in Information Systems

Education

Professional Licensure:

Elementary Education
Alternative Licensing Program
Secondary Education:
English, Mathematics, Science,
Social Studies, Spanish

Special Education Licensing Program

Professional Licensure through the Teacher Education Program requires two semesters of study plus one summer session and may be included as part of a four-year degree

program in the College of Letters, Arts and Sciences, or may be pursued after a bachelor of arts has been earned in a liberal arts program. Professional Licensure through the Alternative Licensure Program requires three semesters of study plus one summer session and may be pursued after a bachelor of arts degree has been earned.

Engineering and Applied Science

B.S. – four years

Majors

Computer Engineering
Computer Science
Electrical Engineering
Mathematics BA or BS
Mechanical Engineering

Generally, two years of work toward the following degrees from the College of Engineering and Applied Science may be taken on this campus:

Architectural Engineering
Chemical Engineering
Civil Engineering
Engineering Physics

Letters, Arts and Sciences

B.A. – four years
B.S. – four years
B.A. with teaching certificate – four years

Majors

Anthropology
Biology
Chemistry (B.A. or B.S.)
Communication
Distributed Studies
Economics
English
Fine Arts
Geography and Environmental Studies
History

Philosophy
Physics (B.S.)
Political Science
Psychology
Sociology
Spanish

Pre-professional Program of Two to Four Years Which May Be Completed at CU-Colorado Springs:

Pre-Dental Hygiene
Pre-Dentistry
Pre-Education
Pre-Medical Technology
Pre-Medicine
Pre-Pharmacy
Pre-Physical Therapy

Beth-El College of Nursing and Health Science

Majors

Health Care Services
Nursing

GRADUATE PROGRAMS OF STUDY
(Programs Which Require a Bachelor's Degree)

Business and Administration

Business Administration – M.B.S.

Areas of Emphasis

Health Care Administration
International Business
Services Management
Technology Management

Functional Area of Emphasis

Accounting
Finance

Information Systems
Basic Technology Track
Infrastructure Integration Track
Leadership and Human Resource Management
Marketing
Operations and Technology Management

Education

Counseling and Human Services – M.A.

Options
Community Counseling
Leadership
School Counseling

Special Education – M.A.

Option
Gifted and Talented

Curriculum and Instruction – M.A.

Options
Gifted and Talented
Educational Computing
Educational Leadership
Principal and Administrator Licensure
Reading
Science Education

Engineering and Applied Science

Applied Mathematics – M.S.

Computer Science – M.S., Ph.D.

Engineering – Master of Engineering (M.E.)

Electrical Engineering – M.S.

Areas of Emphasis

Communication and Signal Processing
Computer Aided Design
Computer Engineering
Control Systems
Electromagnetics
Microelectronics

Signal Processing
Space Systems

Electrical Engineering – Ph.D.

Aerospace and Information Operations (pending)
Engineering Management
Information Engineering and Operations (pending)
Manufacturing
Remote Sensing
Software Engineering
Space Operations

Mechanical Engineering – M.S.

Areas of Emphasis

Aerospace Engineering
Dynamic Systems and Control
Manufacturing
Materials Science
Mechatronics/MEMS
Process Engineering

Graduate School of Public Affairs

Public Administration – M.P.A.

Areas of Emphasis

Certificate in Nonprofit Management
Certificate in Criminal Justice
Certificate in Public Management

Letters, Arts and Sciences

Basic Science – M.B.S.

Options

Anthropology
Biology
Biotechnology/Biochemistry
Chemistry
Exercise Science
Geography and Environmental Studies
Mathematics
Mathematics, Teaching
Physics
Science, Teaching

Communication – M.A.

History – M.A.

Psychology – M.A.

Sociology – M.A.

Beth-El Graduate School of Nursing

Nursing – M.S.

September 2001, the CU-Colorado Springs Executive Team collaborated on a Strengths, Weaknesses, Opportunities and Threats planning session. The items below were identified as a result of this planning session.

Strengths	Examples
University mission aligned with regional needs	• Strong community support and engagement • Minority student population (18 percent) • Advanced degrees applied to community needs (Engineering, Business, Aging, Education)
Selective admission standards and high-quality students	• Attractiveness to students (designated CU and state growth campus) • High-quality instruction • Superior technology infrastructure ("most wired") • Innovative teaching style • Student opportunities for research • Student/Faculty ratio • Accreditation
Value to students and community	• Lower-than-average tuition costs • High-quality graduates who remain in area • High percentage of students who work while attending school • High utilization of facilities (8 a.m. to 10 p.m.) • U.S. News and World Report ranking "Best in the West" • Low student/debt ratio
High impact through research	• Faculty research in targeted high-need areas (Computer Science, Geology, Aging, Nursing)

Barriers	Examples
Student financial aid	• Insufficient funds to meet need • Lower per-capita income in market area than state average • Small alumni base • State policies conflict with federal policies
Community traits	• Lack of corporate headquarters in community • High population turnover ("churn") • Undiversified economy • Lack of visibility in Denver
Resources	• Lack of operating funds for new buildings
State/University procedures	• State contracting procedures • Inability to meet fast-moving community needs • Inflexible faculty reward processes

Opportunities	Examples
Growth	• Colorado's growth campus 1994-2001 • CU growth campus • Community support • Entrepreneurial spirit • Room to grow (property) • Room to grow (applications)
Connection to community, K-12	• Undergraduate teacher education • Collaboration LAS, College of Education • External research funding • Private resource generation • CITTI, Business Incubator
Faculty	• Faculty base willing to address positive change • Solid core upon which to attract area's highest quality students
CU brand name	• CU brand presence in southern Colorado

IMPEDIMENTS/BARRIERS TO EFFICIENCY IN THE STATE CONTRACTING PROCESS – FOR BLUE RIBBON COMMITTEE

- **Personal Services Contracts' approval process required in C.R.S. 24-50-501 through 24-50-513, except for services and contracts exempted by the constitution**. This approval process requires approval by the Personnel Director within General Support Services or his/her designee. The State has eased this barrier by allowing state agencies to exempt certain regularly used classes of services. However, it is difficult to exempt all possible classes of services used by the University. Therefore, delays in personal services contracts are often encountered by departments because they are required to obtain such approval from General Support Services.

- **Request for Proposal process required in C.R.S. 24-103-203 and corresponding Vendor Remedies allowed in C.R.S. 24-109-101 through 24-109-103.** The Request for Proposal process is a fairly long process in and of itself. (Note: the 30-day process may be reduced at the discretion of the agency Purchasing Director.) If a vendor protests any aspect of the solicitation, an additional and minimal delay of two (2) weeks results. Although vendors should be allowed to protest when there is a valid reason to do so, vendors often protest for reasons that are not valid. This protest period, in addition to creating additional, non-value added work, causes delays in an already lengthy process.

- **Documented Quote/Bid Threshold of $5,000.** The requirement to solicit documented quotes for orders between $5,000 and $25,000 inhibits the ability of the University to respond quickly. Although the turnaround time is considerably shorter for documented quotes than the competitive bid process, the dollar threshold in today's market is far too low and the costs associated with obtaining such bids is often too high for the value received from the bid process. It also inhibits the University from responding quickly to small dollar furniture, equipment and supply acquisitions.

- **Prior Approval Requirements.** The University is required to obtain approval from certain divisions within General Support Services when they wish to contract with firms located in the Denver Metro area. For example, if we would like to contract with a graphic design firm located in Denver, we would have to obtain approval from the Division of Central Services within General Support Services. (In addition to a possible requirement to obtain Personal Services Contract approval from the Department of Personnel if a waiver does not exist for graphic design as indicated above.) This approval, although it may protect jobs for state classified workers in Denver, creates a delay in the contracting process and inhibits the ability of the University to respond quickly.

There are two additional impediments that are currently being addressed by the State Controller's office.

- **Fiscal Rule 2-2.** Currently the fiscal rules require a commitment voucher before a disbursement of funds greater than $3,000 can be made. Based on today's market, this amount is far too low. The State Controller's office is proposing that this be increased to $5,000. This increase will allow the University to respond more quickly and operate more efficiently and effectively.

- **Fiscal Rule 3-1.** The requirement for a formal contract for acquiring services is presently $25,000. Again, based on today's market, this amount is far too low. The State Controller's office is proposing that this be increased to $50,000. This increase will also allow the University to respond quickly and operate more efficiently and effectively as the drafting, routing, and approval process is time consuming, labor intensive, and the process lengthy for the value added for a small dollar contract.