**GOAL 1**

Foster academic programs that serve diverse communities and develop intellectually curious and globally, culturally competent graduates.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measurable Outcomes</th>
<th>Responsible Area</th>
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<tr>
<td>1. Create new academic programs based on an assessment of needs and demands and provide resources and administrative support to ensure their success.</td>
<td>• Develop and implement new degree programs: 7 Baccalaureate, 4 Master’s, and 1 doctoral.</td>
<td>• AA</td>
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<td>2. Assess needs and demands for new and existing centers and institutes, ensure alignment with academic units, and provide resources and administrative support.</td>
<td>• Establish policy to resolve faculty and resource expectations and alignment between centers and institutes with academic units.</td>
<td>• AA</td>
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| 3. Systematically review existing programs and assessment processes to ensure currency, pedagogy, effectiveness, and alignment with the strategic plan | • Develop and implement a campus-wide general education curriculum  
• Develop policies that better integrate program review and accreditation with campus assessment requirements  
• Achieve the “culture of assessment” described as an expectation in the 2006 affirmation of accreditation | • AA             |
| 4. Academic units will be central participants in campus plans to foster more effective global, multicultural and sustainability education | • Increased diversity and global, cultural competence in the UCCS student body  
• Increased number of programs that demonstrate culturally responsive pedagogy and learning outcomes leading to global, cultural competencies  
• Increased numbers of international students on campus  
• Increased opportunities for all | • AA             |

**Key**

AA = Academic Affairs  
SS = Student Success  
AF = Administration and Finance  
AD = Advancement  
CH = Chancellor’s Office
|   | UCCS students to have educational experiences that support global, cultural competence  
|   | - Increased programs that meet sustainability education needs, and an increased understanding of sustainability among all UCCS students  
| 5. | Identify, define, and create signature academic experiences that inspire lifelong engagement for all UCCS students, linking students’ academic pursuits to community engagement and future employment opportunities  
|   | - Double the number of students involved in internships from that of 2012 level  
|   | - Increase amount and diversity of civic engagement activities for students and create a mechanism for recognition and transcription  
|   | - AA  
| 6. | Deliver high quality programs across multiple delivery platforms in a greater number of content areas.  
|   | - Increase number of classes offered in ways other than in the classroom (online, hybrid, field experiences, internships, partnerships with community colleges or other institutions)  
|   | - Increase the number of departments offering classes outside the traditional classroom  
|   | - Increase the number of degrees that can be completed using alternate delivery  
|   | - AA  
| 7. | Create structures to promote and support cross-disciplinary collaborations across campus.  
|   | - Clear processes will be in place to make funding, allocation of credit, and decision-making predictable for interdisciplinary programs  
|   | - Increase the number of cross-disciplinary programs, centers and collaborations  
|   | - AA |
Goal 1 Comments

- Interdisciplinary courses introduced with Freshman Seminar and bookended with core Humanities should be more readily available and value promoted.
- Yes, yes, yes! Especially the items that are campus-wide and strive to unite different colleges / centers under one umbrella. We need **MORE** cohesion – this is a good step!
- Goal 1 good
- Expand class hours to accommodate professional students, both grad and undergrad – maybe online options, specifically the sciences!!!
- Goal 1 sounds OK, but we need another academic goal as well. Added goal: UCCS seeks to provide high quality academic programs, producing graduates who are highly competent in their major, knowledgeable and well-informed in a broad spectrum of higher education topics and issues.
- Are the goals of 7 B.A., 4 M.A. and 1 Ph.D. additions purely arbitrary, or do you have specific disciplines in mind?
- In support of global / cultural competence, I’d like to see specific opportunities for overseas study.
- Let’s start reducing the number of courses in Gen Ed – that would be a good start.
- As we expand enrollment, programs, etc., hire additional staff accordingly to support these constituents!
- Our students need to be globally competent – they should speak a foreign language.
- Multiple delivery systems, yes. Extended Studies – more classes offered. UCCS students in hospital internships; have salespeople work with UCCS M.S. program to grow the programs in internships; salesmen-types are good at this sort of thing.
- Goal 1 – this is an essential goal that must be implemented at UCCS.
- Goal 1 – I like this goal, favorite action item is #5.
- Goal 1, item 5: I was a non-traditional student at UCCS and received my B.A. here a couple of years ago. I am currently enrolled in the M.A. program in Psychology and I never felt that UCCS reached out to me as a non-traditional student. Many programs / events are focused toward the traditional 18-22 year-old students. With a large percentage of non-traditionally enrolled students, more focus should be directed toward engaging this population.
- Continue to focus on enrollment matches at the Family Development Center.
- Goal #1 too narrow – should include mention of disciplinary competence.
- Great goals for the academic side – just think about the support that needs to occur for them to be successful. Support a more formal process for internships and offer support staff to implement.
- Support cross-discipline – outstanding! Moving toward a diversified studies or Liberal Arts degree would be excellent! Especially for an online degree – great ideas!
- Really like the concept of “signature” experiences. This must include consistent options for internships across department / program, clear study abroad process.
- Action 6 – change from Blackboard, both professors and students HATE it; have had issues with every online class taken when it comes to Blackboard.
- #6 – yes! Take a look at what CC does in some of their classes.
- Infrastructure needs to be addressed before adding new programs or increasing enrollment. Departments need more staff and faculty before adding programs.
- Goal 1 – excellent work! I am so glad to see that resources and support are a priority for existing and new academic initiatives. I hope this will be clear across colleges when implemented!
- New academic program – Montessori certification; but ensure College of Education can handle the processing of applications
- Don’t focus on adding more programs and students until we can turn apps around and correspond with students in a more timely fashion.
- In the General Education curriculum, I’d like to see focus on the Arts and Humanities more balanced with the focus of math, science and technology. Imagination, creativity, innovation and invention should be central to classes in rhetoric, communications, philosophy, etc.
- I think there needs to be a shift in focusing on education outside the classroom. There is no center for service learning and I know students are excited to be engaged in the greater community. Establish an office for volunteerism and service.
- I really like the notion of aligning center and institute activities with academic unit needs / activities. Create a research agenda for the centers that can serve the needs of the colleges with funding to accomplish that research.
- I think these strategies will help to make our students well-rounded. Extra field experiences a must in this comp. economy; more flexible in course delivery a great idea.
- We need an ECE program to go with our awesome FDC! Add Early Childhood Education!
- With the increasing in new academic programs – will the library need to be expanded to support this growth in programs and students?
- Academic programs are covered thoroughly, but what about social programs for international students to give them a better sense of community amongst them?
Also, it would give them a sense of a “home away from home,” which in turn could help retention and success.

- I’m really excited by opportunities for collaboration among students, students and faculty, and faculty in different fields, especially in a revamped Gen Ed curriculum. I’m concerned by assessment. I hope it involves multiple tools – including qualitative. A simple quantitative assessment that doesn’t encourage the expert’s reflection won’t adequately measure the success of these programs.
- I agree with #1, however our measurable outcomes is based on a number of new programs. I strongly feel we need to put resources towards the strong current programs and if we show through valid studies what “new” programs we would prosper from, then we add the programs.
- Expand pre-collegiate program to encourage “minority” students to attend – need more support. Develop new programs; important for growth – whole campus / staff growth needed.
- Develop or invite companies that provide tutoring lessons / classes for different certification in professional programs, i.e., CPAs, managerial certification programs, IT professional programs, etc.
- Since the state of Colorado is requiring Preschool teaching staff to have degrees in Early Childhood Development, UCCS should do as the Denver campus does and provide a Bachelor’s Degree program or at least allow us to take Denver online courses for that degree, using our waiver of 9 credits/year.
- I think the idea of increasing internships for students is a great one.

Miscellaneous

- Good ideas
- Develop learning communities in residence life that builds community across academic disciplines (i.e., international academic learning community)
- Need undergraduate council so there is consistency in policies and programs
- Imbalance in science higher degree programs – consider more in LAS. Let’s invigorate the mix and our reputation.
- Cross-disciplinary promotion and support should include all faculty (+NTTF!!). We are passionate and have much to add and thereby draw to the campus. Also, please don’t discount and pigeon-hole the “core requirement” departments. Many students find their passions at college – provide opportunities for these discoveries.
- Consider an “intervention” for students who plagiarize and/or cannot write above a D level – 2-3 week one-on-one tutoring.
• Increase in foreign exchange students and programs. See International Political Economy (IPE) degree info at University of Puget Sound.
• What about increasing opportunities for professional development for faculty and staff? Specifically, so we can all earn Ph.D.s.
• More communication between the strategic and the physical planning committees
• New degrees seem very aggressive
• I would love to see this as one of the goals – not sure how the increase in programs would be sustained. Staff is currently struggling to handle current workload.
• Overall – goals are really wordy; narrow them down
• I think our emphasis on critical thinking and analysis far outweighs our emphasis on imagination and invention – more balance would support more broadly competent graduates.