University of Colorado Colorado Springs - CO

OPEN PATHWAY: Reaffirmation Review

Visit Date: 11/14/2016

Dr. Pam Shockley-Zalabak
President

Linnea Stenson
HLC Liaison

Katricia Pierson
Review Team Chair

Lynette Olson
Federal Compliance Reviewer

Colleen Greer
Team Member

Kenneth Peress
Team Member

William Roweton
Team Member

Barbara Wharton
Team Member
Context and Nature of Review

Visit Date

11/14/2016

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Conversations with employees and community members indicate the university is very aware of the population it serves, mostly first-generation students with one-third considered low income. The university provides resources to ensure they are successful. The university aligns all programs and services to the mission. University of Colorado Colorado Springs (UCCS) is the only selective, four-year public institution in the southern half of the state.

Under strong leadership and with a culture of collaboration, UCCS has strategically increased students, employees, infrastructure and facilities, and revenues. Conversely, it has had modest tuition increases and remains the most affordable comprehensive, regional four-year university in the state of Colorado. UCCS developed a strategic plan in 2012 to guide the university through 2020. The process involved all levels of employees, alumni, and community members. The university completed a midpoint review in 2016. In addition to the strategic plan, the university completed a facilities master plan to align with the strategic plan. In 2014, the University of Colorado system, of which UCCS is a member, asked all institutions to complete program prioritization. The university completed the prioritization for all degree-granting and non-degree granting programs, again with avenues for all stakeholders to participate. The university used the results to improve student services and develop curriculum.

UCCS is financially stable and meeting the challenges of reduced state support by reviewing all programs and implementing cost savings where appropriate. As noted above, the university strategically plans for tuition increases and implements the lowest possible increase. UCCS has a budget process that is transparent and provides for input
from all constituents of the university.

**Interactions with Constituencies**

Chancellor
Vice President, University Counsel and Secretary to the Board of Regents - University of Colorado System Administration
Interim Provost
Retired Provost/Professor of Education
Senior Vice Chancellor Administration & Finance
Senior Vice Chancellor University Advancement
Vice Chancellor Strategic Initiatives
Vice Chancellor Student Success
Associate Vice Chancellor Academic Affairs
Associate Vice Chancellor Inclusion and Academic Engagement
Associate Vice Chancellor Campus Planning and Facility Management
Assistant Vice Chancellor Information Technology
Assistant Vice Chancellor Finance and Human Resources
Associate University Counsel
Senior Executive Director Student Life and Leadership
Senior Executive Director Financial Aid
Executive Director Auxiliary Operations
Executive Director Physical Plant Operations
Executive Director, Community and Learning Initiatives
Director of Campus Compliance
Director of Office of Sponsored Programs and Research Integrity
Interim Managing Director of Information Technology
Director, Media Services Information Technology
Director of Networks and Infrastructure
Director, Assessment Program
Director of the Bachelor of Innovation
Director of Degree Audit and Transfer Credit
Director of Admissions
Director of Orientation
Director of Leadership Programs
Director Trauma, Health, Hazards Center
Associate Director of Scholarship Programs
Associate Director of Admissions Operations
Dean of Students
Associate Dean of Library
Assistant Dean of Students
Registrar
University Controller
Athletic Director
Senior Associate Director of Athletics
Associate Director of Athletics
Campus Controller
Title IX Officer/Coordinator
Senior Faculty Associate to Information Technology
Chair University Budget Advisory Committee
Vice Chair University Budget Advisory Committee
Enrollment Management Office
Office of the Chancellor
Office of First-Year Experience & Student Retention
Office of Financial Aid, Student Employment, & Scholarships (3)
Office of Institutional Research
Academic Advising Office (3)
Residence Life Office
Excel Centers
University Center
Undergraduate Office for the College of Business (2)
Department of Public Safety
Campus Recreation
Student Life & Leadership (4)
Wellness Center (2)
MOSAIC (2)
Bursar Office
Public Safety Office (2)
Family Development Center
Library
Institutional Equity
University Risk Management
University Center (2)
Institutional Research (2)
Registrar Office (2)
Disability Services and University Testing Center (1)
Veterans and Military Student Affairs
University Communications & Media Relations
University Marketing
Alumni Relations
Business Owners/Community Members (4)
Development, University Advancement (4)
Chamber of Commerce Member
Alumni (4)
Dean College of Letters, Arts & Sciences
Dean College of Business & Associate Vice Chancellor for Online Education
Dean College of Education
Dean Graduate School
Dean College of Nursing and Health Sciences
Dean School of Public Affairs
Dean of Library
Associate Dean College of Nursing
Assistant Dean College of Business
Director, Galleries of Contemporary Art
Director Honors Program
Director, PhD Engineering
University Studies
First-Year Rhetoric and Writing Program (2)
PreCollegiate Office (4)
Biology Department
College of Business (4)
Chemistry and Biochemistry Department (4)
Communication Department (2)
Counseling and Human Services
English Department (6)
Health Sciences Department (2)
History Department (4)
Languages and Cultures
Mathematics
Mechanical Engineering Department (2)
Philosophy Department (2)
Physics Department (3)
Psychology Department (2)
Political Science Department
Sociology Department

STUDENTS (30) representing the following programs:
Bachelor of Innovation
Biochemistry
Biology
Business Administration
Communications
Economics and Finance
English Literature
English Rhetoric and Writing
English, Secondary Education
Health and Wellness
History
International Business
Mechanical Engineering
Nursing
Political Science
Psychology
Sociology
Student Affairs in Higher Education

Additional Documents

Student Life and Leadership - Commuter Flyers
Professional Services Contract for Student Internship Program
Memorandum of Understanding between Professional Partnership School Sites and The College of Education
Affiliation Agreement University of Colorado Colorado Springs College of Education and Department of Counseling and Human Services, Colorado Springs
Agreement for Concurrent Enrollment Programs
Memorandum of Understanding between UCCS and Peter Webb Public Relations
Interagency Agreement between UCCS and the Colorado Department of Corrections
Municipal Service Contract between UCCS and Colorado Springs Fire Department
Memorandum of Understanding between UCCS and Peak Vista Community Health Centers
Caring for Colorado Foundation Grant Agreement
UCCS Disability Services and University Testing Center Semester To-Do List
Email to Faculty from Office of Sponsored Programs and Research Integrity
  o Research Compliance Training Dates (4 different dates)
  o Proposal Development Skills
  o Finding Funding Workshop
  o Proposal Writing Incentive Program
  o PI/Co-PI Training
  o Sponsored Programs Administrators Network Fact Sheet
Spring 2013 Executive Summary from ACHA-NCHA II
2014 Survey on Health and Wellness
Description of 1500 Job Series
The Daniels Fund Ethics Initiative Fact Sheet
Graduate Assistants by Department Data Sheet
Faculty Involvement in Student Advising/Mentoring Program – Criminal Justice BACJ Programs
College of Engineering and Applied Science Mentoring and Advising Undergraduates Program
Undergraduate Student Advising and Mentoring – Helen ad Arthur E. Johnson beth-El College of Nursing and Health Sciences
  Advising Undergraduates in the College of Education
  Department of Student Life and Leadership Strategic Plan (fall 2016)
  College of Business Strategic Plan 2020
  Academic Affairs Strategic Plan Update (2016)
  College of Engineering and Applied Science Strategic Plan 2020
  Library Strategic Plan 2020
  College of Liberal Arts and Sciences Strategic Marketing and Communications Plan (2020)
  Beth-El College of Nursing Strategic Plan 2020
  School of Public Affairs Strategic Plan 2020
  Department of Counseling and Human Services Strategic Plan 2016
  Office of the Chancellor Strategic Plan
  Internal Audits from FY14 – FY16
  University Policy on Faculty Credentials
  Beth-El College of Nursing and Health Science Policy on Faculty Credentials
  School of Public Affairs Qualified Instructors Policy
  College of Letters, Arts, and Science Policy on Faculty Credentials
  American College Health Association and National College Health Assessment II Executive Summary
  Community Service and Civic Engagement Data
  Reisher Scholars Year-End Report and Data
  Commuter Advertising
  Undergraduate Research Data
  Compass Curriculum, Summit Courses
  IPEDS 2015 – 2016 data
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. In accordance with Colorado’s legislative processes, the University of Colorado Colorado Springs’ (UCCS) mission statement was adopted in 2011. UCCS’s mission statement was accepted by the Board of Regents, the governing entity for four University of Colorado higher educational institutions (i.e., Boulder, Colorado Springs, Denver, and the Anschutz Medical Campus) and the State of Colorado (i.e., (Colorado Revised Statutes, §23-20-101(1)(c)).

UCCS's Mission reads:

“The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs.”

The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission. The academic offerings (i.e., 45 bachelor's, 22 master's, and 5 doctoral degrees) of the institution are consistent with the mission statement. As stated in the self-study, “[n]ew programs and degrees must align with the University mission and undergo a rigorous development and review process at the department, college, and campus levels before being submitted to the Board of Regents and the Colorado Department of Higher Education.”

Well described in the assurance narrative and confirmed during the visit, student support services are
not specifically mentioned in the mission statement. However, UCCS’s commitment to both undergraduate and graduate students is reaffirmed in the *Values of Excellence - Student Focus*. First, the Division of Student Success for undergraduates “support for student enrichment, academic development, personal growth, professional development, and student leadership.” Second, the Graduate School “provides a wide range of services for graduate students, from admissions information to professional development opportunities.”

Also, institutional commitment to the students is reinforced as well in the 2012-2020 *Strategic Plan, Excellence, Innovation, Impact: Our commitment to the Future*.

For example, Goal 3 reads, “Provide a transformative educational experience that engages students both in and out of the classroom.” The goal is expressed through programming designated for student groups, such as veterans and commuter students, comprehensive developmental advising, and support of innovations allowing faculty to more effectively support students.

The enrollment profile is consistent with the mission. The source for all cited enrollment data is obtained from IPEDS, October 2015 and October 2016 reports. The total enrollment is for fall 2015.

- Total enrollment: 11,988 (including 9,970 undergraduates, 1,157 undergraduate transfers-in, 2,018 graduate students)
- For full-time undergraduates, the modal age range is 20-21 years.
- For part-time graduate students, the modal age range is 25-29 years.
- Across the institution, the student to teacher classroom enrollment ratio is 15 to 1.
- 92% of the initially enrolling undergraduates take the ACT. The ACT composite inter-quartile standardized scores range from 21 (first quartile) to 26 (third quartile).
- Completion rates from the 2007 cohort awarded bachelor degrees ranged from the 4-year graduation rate of 26%, to 46% after six years, and to 49% for the 8-year graduation rate.
- For fall, 2016, 68% of the students are white, and 17% self-identify as Hispanic/Latino. The remaining identify themselves as, for example, American Indian, Asian, Black, Native Hawaiian, or nonresident alien.

Two specific goals in the 2012-2020 *Strategic Plan* align planning and budgeting with the mission of the university. Those two goals are Goal 7 and 8.

Goal 7 is "provide inspired sustainability leadership and education, and direct the responsible, informed application of social, environmental and economic sustainability measures in all." The explanation for goal 7 reads in part, "our shared common efforts to preserve our environment, manage our resources, and generate knowledge and awareness of critical sustainability issues will promote a “culture of sustainability” that shows equal concern for the needs of our institutions, our people and our planet.”

Goal 8 addresses financial viability more directly. Its stated goal is to "actively build responsible enrollment growth that helps achieve the UCCS mission and values and contributes to the University's financial viability."

UCCS is actively engaged in the ongoing conversation between resources and strategic goals. Documents from budget committees indicate that goals within the 2012-2020 *Strategic Plan* affect resource allocation which is addressed in 5.C.

**Interim Monitoring (if applicable)**
No Interim Monitoring Recommended.
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

UCCS clearly articulates its mission through publication of its catalogue, website, 2012-2020 Strategic Plan, course schedules, flyers, and public forums. Interviews with staff and faculty indicated that UCCS’s relationship with the Colorado Springs community is positive and extensive. Many projects bring UCCS employees and community members together to work collaboratively. In addition to the relationship the university has with the community, campus facilities, such as the performing arts center now under construction, benefit both campus professionals and students and many from the community. Community members in attendance at the criterion forums stated that Colorado Springs is very much is aware of the value UCCS brings to the community, and that UCCS is committed to being a good partner in the community.

UCCS’s 2012-2020 Strategic Plan was developed by a large number of constituents and was approved by the University of Colorado Board of Regents. In 2015-2016, the mid-cycle point of the plan, the campus reviewed the plan and revised as needed. The strategic plan guides the university in campus development and resource allocation to better reflect the changing campus culture. Six foci were identified for focused review: diversity, international, research, student experience, online education, and health and wellness.

UCCS’s mission, its 2012-2020 Strategic Plan, and its Values of Excellence, read together, specify the constituents served as well as the programs and services provided. A broad range of programs and services target a variety of stakeholders on-campus and off-campus, including numerous constituents in the community and across the state. Examples include the Lane Center for integrating “primary healthcare services for aging adults with UCCS academic programs,” the SANE/Forensic Nurse Examiner Programs (for developing community programs in sexual assault), the Southern Colorado Sustainable Communities program, SPED 5022-Consultation and Collaboration which develops and maintains interdisciplinary and inter-agency partnerships, and makes available extensive information on numerous timely topics, from alcohol and drug abuse to victims advocacy to violence prevention. The university clearly understands its role and the constituents it serves in the southern half of the
State of Colorado.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

UCCS is committed to its role in a multicultural society, and several documents underscore its commitment. An extensive array of programs validates the university's intent to follow through on its extensive diversity planning. For example, UCCS introduced curriculum transformations, including the Women's Studies and Ethnic Studies, the Matrix Center for the Advancement of Social Equity and Inclusion, the Knapsack Institute, the Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC). The LGBT Resource Center, part of MOSAIC, was assigned a program director in 2012. Finally, the Adelina Gomez Scholars program is designed to provide a summer experience for high school students, introducing them to many diversity themes. A paragraph from the UCCS Diversity Strategic Plan 2007 captures the spirit of many conversations while on campus: “The University of Colorado at Colorado Springs is charged with providing opportunities for higher education to the general public and with offering the fruits of knowledge, research and cultural development for the betterment of the broader public good. To truly serve the public, the university must be inclusive of everyone, regardless of ethnicity, race, gender, age, social class, gender identity and expression, abilities, religious values, political viewpoints, national origin, military status, to name some of the social and cultural differences that can create barriers. Historically, certain social groups have been excluded and marginalized within public higher education, creating legacies of advantage and disadvantage. The principle of diversity advocates a university that is inclusive of all while overcoming the legacies of exclusion.”

The 2012-2020 Strategic Plan lists numerous action-plans associated with Goal 6, all recognizing and accommodating an increasingly multicultural and diverse society. Here are some examples

<table>
<thead>
<tr>
<th>Goal 6</th>
<th>Action-plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build an inclusive UCCS educational</td>
<td>• Promotes and supports enrollment of students from diverse, underrepresented populations.</td>
</tr>
<tr>
<td></td>
<td>• Inclusive multicultural campus community creating excellent learning environment.</td>
</tr>
<tr>
<td></td>
<td>• Diversity and inclusivity promoting</td>
</tr>
</tbody>
</table>
A mid-term review of the strategic plan in 2015-2016 stimulated 149 questions and concerns that the university used to revise the plan. A small, non-random sample of items included:

- Recommend a formal program for bringing international visiting faculty for sabbaticals and explicitly for teaching sabbaticals.
- GLINT (UCCS Global Intercultural Research Center) is a wonderful addition to UCCS because it is important to support and encourage multicultural research and share experiences in that regard.
- Scholarship funding for students, using VA education benefits, to fill in the tuition/cost gaps for study abroad programs.
- We really need more international students and scholars.
- Fulbright and Carnegie Research Foundation etc. to bring more exchange students, visiting scholars. I think our advertising on the UCCS website is not good when it comes to international potential students and scholars. What are we doing for them except showing pretty pictures of Pikes Peak? Why should they come here? Our website is very WEAK!
- Growth of international students is exciting, but they need additional support staff and resources to advise and make them successful.
- Do not forget to consider students with disabilities when encouraging international students.
- Accommodating these students who do not have great English skills is an expensive endeavor. It often requires special software purchases in the student's native language as well as aides and interpreters.

These eight comments, in addition to the other 141 that were collected on diversity, indicates UCCS considers its multicultural commitment thoughtfully.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

UCCS supports a number of efforts that serves the public beyond the campus. Three significant examples include UCCS's economic forum for local economic information, programming for high school students preparing for college, grants, such as from the Pre-collegiate Program, to facilitate access to college.

In its formative summary of the educational programs, the Council for the Accreditation of Educational Programs (CAEP), provides evidence that the university, through the College of Education, is aware of its role in the community. Specifically, “The readiness of faculty to address community demands has led to a positive impression with stakeholders and a strong willingness to accept interns.” Additionally, a component of the College of Letters, Arts, and Sciences, the Service-Learning Internship and Community Engagement Center (SLICE), develops “partnerships between students, faculty, and community organizations through enrollment in service-learning courses, internships, and community-based outreach activities." These are two examples of many ways UCCS serves the public beyond its campus.

Historically, UCCS is a teaching as well as a research institution. Starting as a “commuter college” in 1965, UCCS continues to provide an increasing array of graduate and undergraduate degree programs. Undergraduates may select from about 50 majors, from accounting to women’s and ethnic studies. Graduates may choose from among forty majors, including space operations, clinical mental health, and criminal justice. Programs are offered in a variety of delivery methods, face-to-face, blended, and online.

UCCS also partners with external constituents to provide additional opportunities for students to learn and to strengthen community relationships:

- a partnership with Penrose St. Francis Centura Health;
- the dual enrollment program between UCCS and several southern Colorado community colleges providing nursing education via CISCO Telepresence and a Clinical Simulation Learning Center at UCCS;
• the opening of the Ent Center for the Arts in 2018 to provide space for UCCS theatre, music, and art exhibits/performances, as well as the community-based arts nonprofits; and
• the El Pomar Institute for Innovation and Commercialization (EPIIC) created in 2008

The partnerships support economic development by providing technology-centered enterprises with access to capital and business information. UCCS partnerships include, at least, 11 governmental units, 24 non-governmental organizations, 4 universities, 7 school districts, 10 health services organizations, 12 social service agencies, 5 art and culture groups, and 9 sports groups. The university clearly engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

UCCS' mission is clear, is available to the public through numerous avenues, and guides the institution's operations. Operationally, the mission is expressed in greater detail in the 2012-2020 Strategic Plan. The plan has been revisited and refined at least once since its initial development. The 2012-2020 Strategic Plan emphasizes development among undergraduate and graduate programs. The connection between strategic planning and budgeting is clear, especially when compared to the assumed bi-directional links between strategic planning goals and the extensive array of assessment initiatives across the campus.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

UCCS has appropriate, sufficient, and detailed policies in place that set and address expectations. The policies for their governing board members (Board of Regents), UCCS employees and students, and the general community at the university are covered at a number of levels. On the state level, Article 29 of the Constitution addresses ethics in government that applies to all university employees and is enforced by an ethics commission in the state judiciary branch. Conflict of interest for these groups is also addressed in state statutes which are, likewise, enforced by the same ethics commission.

Independent of the legal documents mentioned above, the Board of Regents has approved policies and procedures directed towards ethical behavior, issues of integrity, transparency, and professional behavior for employees, while extending these same expectations regarding ethics and integrity for students. Aside from addressing these expectations in a general sense, the Board has included specific expectations as they apply towards research and academic integrity, nondiscrimination and respect for others, and conflicts of interest. The Board’s policies are also framed and implemented through university policies to ensure that all in the university community abide by the expectations while also establishing procedures to address instances in which there have been violations.

The structure in place to address academic integrity and research integrity has both a centralized element that is a standing faculty committee (Committee on Misconduct in Research, Scholarship, and Creative Activities), and support from additional units that promote integrity through training (Collaborative Institutional Training Institute) and oversight for specific research (e.g., committees directing expectations regarding animal care and use, and biosafety issues). Student academic honesty and research is addressed by overarching policy (Student Academics Ethics Code) and procedures developed within individual colleges. Student research is specifically covered by the processes that direct the Committee on Misconduct in Research, Scholarship, and Creative Activities.

Issues involving nondiscrimination and respect for others are addressed on many levels including a stated University Principle of Ethical Behavior, Board of Regents Law Articles, a University Values statement, and specific campus policies (examples provided included policies directed towards
disability access and accommodation, and discrimination and harassment). Non-discriminatory hiring practices are supported through resources provided by the Human Resource office and personnel assistance during a search process.

The university also engages in training activities during student orientation that address the above issues and has an office (Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC) that is directed to “create opportunities for students to develop a sense of community on campus emphasizing advocating for and supporting students belonging to underrepresented groups.” The office accomplishes its goal of integrating and supporting underrepresented students, in part, by hosting and sponsoring activities on campus.

Conflict of interest issues are addressed on multiple levels: Board of Regents policies and university administrative policies. The policies cover general issues, annual disclosure processes, conflicts that may occur due to “amorous relationships”, nepotism, and intellectual property concerns. Where there are specialized conflicts of interest, the institution will require that employees undertake appropriate training.

Compliance expectations are addressed through a Compliance office and a Compliance Coordinating Committee which includes members who are compliance specialists for their areas (e.g., athletics).

The university affords the community an anonymous means of reporting violations of policy, state or federal law, fiscal concerns or other mismanagement concerns through the CU EthicsPoint Website. The site offers statements on the commitment of the university, a listing of resources, and the means to submit a report.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating
Met

Evidence

The UCCS Catalog provides a clear understanding of requirements for all programs. Policies that relate to the academic programs, admissions, financial aid, compliance and federal requirements are covered adequately and are easy to access. Hot links throughout the catalog offer access to useful tools and detailed information from the university’s website.

The Enrollment Handbook offers a thorough review of all necessary information about the campus, tuition and fees, important resources, deadlines, policies and procedures. Reference to the web links for critical areas (e.g., tuition and fees, course information, etc.) is accurate and extremely helpful to address consumer concerns and questions.

The Student Consumer Information website offers a well-organized and easily navigated page that directs students or other interested parties to information that is required by compliance regulations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

The Board of Regents receives its authority to govern the university through the Constitution of the State of Colorado. The Constitution further defines the Board’s role as having general supervision of the institution and “exclusive control” of funds and appropriations except where prevented by state law.

The autonomy of the Board is due, in part, to the members being elected rather than being appointed and/or confirmed by state politicians. However, as public officials they are limited by Constitutional statutes that define unauthorized actions and exercise of power. These statutes also define and prohibit financial and other personal conflicts of interest. “Regent Policy 2A” also addresses and describes potential conflicts of interest and sets expectations and restrictions on Board members.

Further, the State Open Records Act applies to all documents and non-confidential communications. Transparency is further enhanced by adherence to the State Sunshine Act which requires that all Board business “may not be conducted in secret.”

Article 3 of the “Laws of the Regents” defines officers and university staff and establishes the responsibilities for: President, University Council and Secretary, Treasurer, Associate Vice President of Internal Audit, other Vice Presidents, Chancellors, and other administrative officers and University staff. The positions’ responsibilities in Article 3 reflect an Administration that has responsibility for the daily work of the institution but where the work they do is subject to approval, oversight, and reflection by the Board of Regents.

Shared governance and collaboration is supported as a guiding principle stated in the Laws of the Regents and is expected when addressing any major decisions which may affect the academic welfare of the institution. The Laws further define the role of faculty regarding faculty selection, teaching policies, curriculum, research, academic matters including academic ethics.
A review of Board of Regents minutes support the constitutional expectations and oversight detailed in the documents that provide direction for the work of the Board. In the minutes reviewed there was included the training regimen for the new Board members. The schedule included all aspects of law that covered the positions as well as specific expectations of members.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Article 5D in the Laws of the Regents document defines academic freedom as “the freedom to inquire, discover, publish and teach truths as the faculty member sees it, subject to no control or authority save the control and authority of the rational methods by which truth is established.” To that end, it further requires that faculty members have “complete freedom” to engage in research and to communicate their findings to colleagues and students. This section discussing academic freedom further includes that students “must likewise have freedom of study and discussion” while stating that conflicting opinions offers “...the best insurance against error.” A final comment in the definition places responsibility on all members of the academy to protect it as a forum for free ideas and does not authorize any to disregard standards of conduct which might impose any restrictions.

The discussion of faculty responsibilities in Article 5D includes assurances that faculty scholarship will be free of direct or indirect pressure from the institution and that their efforts will be based on the merit of their work without “extrinsic considerations such as political, social, or religious views...” or views concerning campus operations. Classroom activity is protected with an expectation that the introduction of controversial material has a relation to the subject being studied or discussed. A faculty members’ freedom of expression as a citizen is protected and free of university censorship while reminding them of the need to do so without indicating that they are speaking for the institution.

Goal 5 in the University 2010 - 2020 Strategic Plan addresses freedom of expression and inclusion by stating a “commitment to cultivating an environment that welcomes, supports and stimulates everyone...through open minded learning opportunities...common social interests... and grounded in mutual respect and appreciation for differences and commitment to growth.” The goal is further supported by statements that a) assure involvement of “persons from the spectrum of backgrounds, social identities, abilities, cultures and university roles” and b) strive to create a strong link between the curriculum and co-curriculum to engage a broad spectrum of students.

The strategic plan further illustrates how Goal 5 meets the guiding principles set forth by the Board of Regents as it applies to issues of: ethics, integrity, transparency, and accountability; respect for teaching, learning, and academic culture; promotion of an exchange of ideas that includes diverse views and philosophies; and provide respectful teaching, learning and living environments.

The core goals for general education include elements that address “critical thinking, and qualitative and quantitative reasoning” as skills needed to investigate, analyze, discover, and create knowledge. The core goals also address the need for self-awareness, personal responsibility, and inclusiveness so as to better contribute to their communities locally, nationally, and globally.
The campus regularly engages in activities that demonstrate and embrace freedom of expression and discussion of varied ideas. The assurance argument lists such events from the years spanning 2012 through the present. The recent program initiated by the Chancellor, "UCCS dialogue: Moving forward through violent times," was cited numerous times in conversations with faculty, staff, and students during a variety of meetings conducted during the visit.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

As was discussed in the evidentiary statements offered under 2A, the university has structures, codes, and policies in place to address and oversee the integrity of research and scholarly activities which includes a standing faculty committee (Committee on Misconduct in Research, Scholarship, and Creative Activities), and an academic ethics code. These are further supported by Board of Regents expectations that inform the policies regarding research and academic integrity. The university further clarifies and codifies, through the policy on Intellectual Property, that ownership of educational materials belongs to the author unless those materials are created under one or more of four specifically described situations.

Support and oversight for research and scholarly activity is undertaken by the Offices of Sponsored Programs, and Research and Innovation. These offices provide summary information addressing responsible conduct of research and offer links to campus, federal and other resources that provide training, regulations, and policies of which students and faculty must be aware. Several on-line training resources are made available that cover both basic (e.g., responsible conduct of research) and specific (e.g., human subjects) issues related to research.

The Kraemer Family Library offers workshops for students, and collaboratively works with faculty when students have assigned research projects. As discussed in section 2D, the goals for the general education components of a student’s course of study address and train them in skills needed to “investigate, analyze, discover, and create knowledge.” The library staff works with students to ensure that they have the capability to locate the resources and information they require. The University, through required core writing courses and available technical writing courses, further guides the research and scholarly activities of their students.

Demonstration of a student’s ability to address and apply what they have learned about research methodology, ethical practices, investigative processes, and the creation of knowledge typically occurs as part of the general education curriculum in a disciplinary directed SUMMIT course which requires a capstone experience or research project. Direct evidence of student efforts can be seen in a number of buildings where poster presentations adorn walls in departmental areas.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

UCCS acts with integrity, and its policies direct conduct that appears to be both ethical and responsible. The Board of Regents, through its policies, procedures, and training appears to be well functioning and demonstrates its commitment to integrity, ethics, and its responsibilities. Resources available to students, faculty, and staff regarding policies are easily accessible and reviewed in appropriately activities scheduled for the UCCS community. Training is readily available for faculty, students, and staff for both academic and compliance needs. Resources in place to assist students with academic and consumer issues are easily located and are understandable. Freedom of expression and support and discussion of diverse viewpoints is evident in the policies, practices, and activities at UCCS.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

UCCS courses and programs are current, and the university provides significant documentation that students are expected to perform at an appropriate level for all degrees and certificates. The university offers 45 bachelor's degrees, 22 master's degrees, and five doctoral degrees. Specification of level is evidenced by information in the catalog, specifically, on the Academic Policies Registration and Records page that outlines that 1000-4000 level courses are for undergraduate students and that 5000 and 6000 are for graduate students. Graduate programs specify particular requirements for admission and outcome expectations. Not only have all degrees been through an official approval process at the campus level, and through the CU Regents, and the Colorado Department of Higher Education, they have also gone through extensive reviews documented in the university seven year program review and the Program Prioritization process as evidenced in the 2014 report and the follow-up to that report in 2016. The new general education Compass Curriculum was reviewed by the Compass Curriculum Committee and approved by the university. Additionally, programs have been officially accredited by AACSB, CAEP and CACREP, ABET, NASPAA, CCNE, ACEND, APA and ACS. Courses and programs are at the appropriate level for the awarded degree.

The Academic Program Reports demonstrate the articulation and differentiation of learning goals for undergraduate, graduate, and certificate programs. Outcomes are outlined on syllabi for levels of delivery that establish expectations for students, and faculty receive guidance on establishing outcome through the Student Learning Outcomes document provided by the Assessment Office and through interaction with the Program Review committee. Compass Curriculum goals are clearly articulated as university wide requirements in the academic catalog and on the Compass Curriculum website. In the General Education interview session with faculty and administrators, the peer review team was
informed that program goals have been set and reviewed by the Compass Curriculum Committee and the director and outcomes are being reviewed. At the graduate level, an indicator of appropriate learning goals is demonstrated by a syllabus from Accounting, Advanced Financial Accounting on which specific learning goals are articulated. Learning goals are clearly articulated and appropriately associated with educational level.

Most of the course delivery is on the main campus at UCCS, with online delivery being provided for graduate programs and most recently for undergraduate programs. The approval process is the same for all programs, with dual credit receiving direct oversight by departments. The Quality Initiative Report outlines the process whereby five undergraduate degrees recently became online delivery completion degrees (i.e., allied health, business, criminal justice, RN to BSN, and sociology). The Office of Online and Academic Outreach oversees the delivery of these degrees, and Quality Matters was adopted to assist faculty in providing high quality delivery to off-site students. Faculty from the Letters, Arts and Sciences (LAS), who participated in the Faculty Interview session and Criterion 3 & 4 open session spoke to the way in which online delivery was consistent with on campus delivery. The university demonstrates commitment to quality instruction and ongoing attention to oversight of future distance needs.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

UCCS has developed the Compass Curriculum to ensure a quality general education program that is appropriate to the mission, educational offerings and degree levels of the institution. The new curriculum, implemented for undergraduate students in 2014, supports the first three goals of the 2012-2020 Strategic Plan. In the faculty interview session, faculty indicated that twenty-one faculty met to review the general education goals, and looked at how to implement a program that corresponded to AAC&U best practices. Requirements are listed in the academic catalog, and are identified as completion of the Gateway Program Seminar, Explore Courses, a Navigate Course and a Summit Course. Students must also complete a Writing Portfolio and complete requirements that are contained within particular courses that are flagged in the curriculum, including an inclusiveness, sustainability and writing intensive requirement. Transfer students are informed regarding how their transfer credits may fulfill the requirements. Evidence of the embeddedness of the program is evidenced through review of syllabi. For example, the Introduction to Sociology syllabus contains the learning objectives for the course, and a separate section that outlines the specific Compass Curriculum learning objectives. The program has been implemented through a three-phased process. UCCS has invested a significant amount of time in the development and implementation of their general education model and are currently in the process of reviewing outcomes, beginning with a pilot in spring 2016,

As part of the review of UCCS’s general education goal, faculty met to review the goals and to assess the use of LEAP as the basis for delivery of general education. While not adopting LEAP, AAC&U
best practices were identified as the basis for the creation of a new general education plan that best met the overall curriculum needs and goals of UCCS. The Compass Curriculum was implemented for all first-time full-time freshmen in fall 2014, with requirements of 24 credits that all undergraduates must take with additional requirements established by college. Core goals for the general education program are evaluate and create, know and explore and act and interact. Out of those goals, outcomes have been set, and assessments are being developed. The Compass Curriculum is overseen by a director, a leadership team, and a Compass Curriculum Committee. Policies have been established for review and inclusion of courses that meet the goals and outcomes of the program. The director and faculty spoke to the creation of the program, the ongoing program oversight, and how processes were set in place to ensure that faculty across the university were aware of the new curriculum and how to effectively deliver it. Information on the general education program may be found in the academic catalog and on the Compass Curriculum website. There is strong evidence that the university has developed a clear plan and implemented the new general education program successfully.

UCCS's narrative speaks to the integrative aspects of the Compass Curriculum and provides examples of how programs engage students in collecting, analyzing, and communicating information and in mastering data and developing skills. Evidence to support their assertion is in the form of references back to Compass Curriculum and the way in which the program goals and outcomes are integrated into courses across the curriculum and connected to majors. Additionally, specific examples in their narrative speak to how students are engaged in analysis through the Bachelor of Science in Nursing, the Bachelor of Science in Electrical Engineering, and the Bachelor of Arts and Master of Arts in History programs. In the Assurance and Program Review interview session faculty from biology and criminal justice programs noted the way in which they are involved with students in helping them gather data, analyze the data, and demonstrate their ability. On a campus tour for peer reviewers, the mastery of modes of inquiry was in evidence in viewing chemistry and biology laboratories and student and faculty project presentation materials as well as classrooms where lecture and laboratory are integrated. Finally, publications, internships, and engagement in various forms of scholarly activity are clearly evident (e.g., Undergraduate Research Journal at UCCS).

The institution has dedicated itself to establishing a diverse community of learners and enhancing awareness of global diversity. The 2012-2020 Strategic Plan incorporates diversity goals, and the 2016 Strategic Plan Midpoint Review affirmed the inclusion of diversity for the campus. In light of those goals, Diversity Summits have been held, and the emphasis on diversity has been incorporated into the Compass Curriculum (i.e., Inclusiveness requirement) and is evidenced in learning outcomes associated with various academic programs on campus (e.g., criminal justice, sociology). The Department of Student Life and Leadership Strategic Plan also contains as a strategic initiative identified as Diversity and Inclusiveness that include eight goals and associated actions. These include, GOAL 2.4, "Identify existing student programs and create new programs that promote intercultural competency." Multiple actions correspond to the goals, such as, "Map out an annual event calendar specific to student programs that address diverse subject matter." Offices are associated with student life that focus on human and cultural diversity include the M.O.S.A.I.C. office which is dedicated to working on diversity, and has as its mission to create a community and place on campus that supports and advocates for students from underrepresented populations. Two other offices that work directly on human and cultural diversity include the Global Engagement Office which supports study abroad opportunities and the Office of Veterans and Military Student Affairs. Finally the Department of Student Life and Leadership introduced the "Platinum Series" which is an academic and diversity program series to support the Compass Curriculum. These activities provide co-curricular support for students who are working and living in a diverse world.

UCCS demonstrates contributions to scholarship by faculty and students through criteria associated
with faculty appointments, reappointments, and tenure, and promotion criteria (Article 5.B.5). Through the Faculty Report of Professional Activity (FRPA), and most recently the digitized process established in 2014, documentation of intellectual contributions are reported on for faculty with particular appointments. CU Regent metrics also identify the number of faculty who act as primary investigators on grants, the number of papers presented at refereed sessions, the number of publications and the number of student theses that have been supervised by faculty. Student scholarship is showcased at the Mountain Lion Research Day, and through the Undergraduate Research Journal. Contributions by faculty and students to scholarship and creative work is clearly evident.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

**Rating**

Met

**Evidence**

UCCS has 764 instructional faculty. IPEDS data indicate a faculty to student ratio of 15:1. Due to rapid growth, additional hiring has taken place. Tenure track faculty state that while they are very busy and engaged in multiple types of responsibilities, they are dedicated and feel that they are able to handle all aspects of their responsibilities. Tenure track faculty have terminal degrees in field and meet departmental requirements (i.e., Regent Law Article 5). Graduate School rules for faculty appointments are identified under Article III: The Graduate Faculty, and denote types of membership, privileges and responsibilities, revocation of membership, and overall procedures for appointment. Faculty carry responsibility for student learning as well as advising. In conversation during the Assessment and Program Review interview session, faculty and staff indicated the integrated nature of advising and the significant engagement of faculty in reviewing transcripts and other documents for appropriateness of credit transfer and degree completion.

Of the 764 instructional faculty, 406 are full-time and 358 are part-time. In the narrative, UCCS states that all tenure track faculty have terminal degrees in field and meet departmental requirements. Non-tenure track, with some exceptions, hold a master's degree in the discipline or a master's degree in a related field (or must be working toward one) with at least 18 graduate hours in the discipline. Exceptions include the School of Public Affairs (SPA), the College of Business, and the College of Engineering and Applied Science which in rare cases allow lecturers with BA or BS degrees and tested experience to instruct classes. Each of these areas have established guidelines that specify criteria to determine tested experience. For example, the UCCS School of Public Affairs, Policy
Number 200-04, approved December 8, 2015, establishes criteria and procedures. As an example, one criterion states, "One measure of extensive experience is the amount of time or frequency of activity a prospective instructor has engaged in an area of interest to the school....In considering a potential instructor for a homicide-oriented course, a candidate with ten or more years of experience should be viewed more favorably than one with less, but consideration for the number of cases worked, especially high-profile cases should also be considered." Samples of full-time and part-time faculty files verify that credentials are in place for most faculty. An extension of the guidelines used by the three divisions noted above to other areas would help to clarify cases in which appropriate credentials for instruction were not in place in the sample pulled. In the future, closer alignment in faculty files of credentials with instructional assignments for all faculty is needed.

All full-time faculty/instructors are reviewed annually through a merit processes within their schools. Faculty use the Faculty Course Questionnaire and two other forms of evidence to provide detailed information on performance. Other evidence is gathered through the RPT process, and there is a campus and system review. Post-tenure review processes include a review every 5 years (i.e., APS 1022, UCCS Academic Affairs Faculty Handbook). Finally adjunct faculty are reviewed at the department level by the department chair. Faculty note that the departments are very engaged in the review process. There is a strong professional development process for faculty that is well-documented and supportive.

Professional development is supported through providing sabbaticals every seven years for faculty in tenure track positions. Sabbaticals may be taken as full year at half pay or half year at full pay. In the Faculty interview session, faculty noted that there are funds to support professional development. They did indicate, however, that while there are monies in various locations to provide support for course development or other forms of professional enhancement, the information on these funds is often challenging to locate. Creating one location where information on funds for various forms of development could be accessed would be of assistance.

The UCCS narrative states that faculty must hold office hours. These must be posted and listed on the syllabus. Blackboard is also used to support faculty-student interaction. In reviewing syllabi from several programs (e.g., accounting, biology, chemistry, sociology), faculty either list office hours or indicate in some way their availability to students. In addition, in the Student session with peer reviewers, students spoke to the accessibility of the faculty and their involvement with projects. The comments demonstrated that faculty are engaged and available. UCCS instructors appear to be highly effective.

UCCS staff in various areas (e.g., residence halls, financial aid) are qualified and are provided with various types of training. Most staff have Master's degrees and receive training prior to working with students. For example, in the Financial Aid Office hiring is based on a candidate having a minimum of three years' experience working in the field of financial aid. After hire, additional training is provided. The Financial Aid director has extensive experience in the field and spoke to the regular process of assessing how best to engage and inform students on the topic of financial aid. Residence Hall staff are expected to have bachelor's degrees. Student staff, including those that are supporting the Excel Centers as tutors are hired through a structured application process and are provided training. On the Human Relations website a Performance Rating Form for University Staff is available for performance reviews.

**Interim Monitoring (if applicable)**

No Interim Monitoring Recommended.
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

Of the approximately 12,000 students enrolled at UCCS, 2,000 are enrolled online, 1/3 are low income and 32% are minority students. This diversity requires a range of services to support the student population. Services are provided by the Office of First Year Experience, the Office of Veteran and Military Student Affairs, the LGBT Resource Center, MOSAIC, the Office of Disability Services, the Family Development Center, the Career Center, the Mental Health Services, the Student Response Team, and Clyde's Cupboard. The Financial Aid Office has established programming that goes beyond providing advice and support related to direct student financial needs; they provide workshops such as Mountain Lion Money Matters to help students better understand budgeting and finances. Employment of students has also expanded at UCCS through a unique mixture of support. Over the last three years the student employee program has grown from employing just over 1,098 in 2013 to employing 1,770 students in 2016. According to interviews with the student worker staff, work study funding hasn’t grown that much, so the bulk of that increase is due to increased resources from the campus and commitment to building the base budget. The institutionally housed dining services has created more student positions. The growth in dining and hospitality, between 150-200 students, has created a great resource for international students. Also, with the large population of commuter students, the Department of Student Life and Leadership has started sponsoring activities including "Commuter Week" with specific activities aimed at improving commuters connection to campus and lives of commuter students (e.g., Commuter Pizza Night, Tunes at Noon). The university demonstrates the interest in and applies its resources to meeting the needs of diverse populations.

UCCS provides for learning support and preparatory instruction in a variety of ways. Through First Year Experience students learn about university processes and become better acquainted with the academic process. The Gateway Program Seminar that is part of the Compass Curriculum, provides a strong orientation to academics through exploration of an interdisciplinary topic or in-depth
disciplinary examination while helping students orient to new understandings of academic rigor. Other examples of support include Excel Centers (e.g., Math) in which students receive tutoring support, and University Studies which provides support for conditionally admitted students, including bridge programs. Students who also need additional instruction for English skill development are placed into stretch courses that help them succeed. A vision for assisting students to completion is evident.

Undergraduate advising at UCCS occurs through the Advising Center in collaboration with faculty in departments. Graduate advising occurs through the department faculty. Students are assigned, through the Advising Center, to advisors for degree planning and to oversee degree audits. The high 600:1 student to advisor ratio is somewhat offset by the collaboration between Advising Center advisers and faculty in major departments. However, concerns associated with access to advisors remain. At the Student Interview session with peer reviewers, students talked about the access to faculty as a positive experience but also noted that when, as a senior, students must meet with advisors to get a sign off on a degree audit it can take up to three weeks to get an appointment. The university is encouraged to provide additional resources to maintain better support for the existing advising process.

Effective teaching and learning is supported through a well-developed infrastructure and associated resources. The Facilities Master Plan (see 5.A.1) has provided for various types of renovation and development to support student learning. Labs have been remodeled and new buildings have been created to ensure appropriate access. For example, renovation of the TRW building will house the new cybersecurity initiative, a new building has been constructed that houses recreation and wellness programming, IT has base support for 24/7 help desk access as well as funding for Blackboard and computer labs, and the Faculty Resource Center provides staffing and support for Quality Matters. In 2018 the Ent Center for the Arts will open which will house gallery space as well as music, and theater. Significant affiliation agreements for the health sciences (i.e., 242) and nursing (i.e., 672) also demonstrate the connection to community and the robust clinical practice opportunities developed by the institution. Research resources are also available through the Kraemer Family Library with a staff of 26 and a significant collection (i.e., see 2015-2016 Kraemer Family Library statistics). A tour of facilities demonstrated the successful integration of the campus through facility development and transportation (i.e., shuttle buses and parking options), and the opportunities for students to have both academic and extra-curricular needs met. The university is clearly succeeding at providing the infrastructure and resource needs to support effective teaching and learning.

The Kraemer Family Library provides information on research and "how-to" general guidance sheets. Information literacy is a central goal associated with the library's mission. Student and faculty presentation posters viewed during the peer reviewer's campus tour, and previously displayed during the student research day, also demonstrate that faculty identify appropriate protocols for research and research dissemination. The Office of Sponsored Programs and Research web page outlines the IRB submission procedures and clarifies appropriate standards for research. Appropriate guidance is provided to students on the effective use of research and information resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Co-curricular programs are well suited to the institution's mission and contribute to student educational experiences. The Department of Student Life and Leadership created a strategic plan that supports the 2012-2020 Strategic Plan goal of providing a transformative educational experience both inside and outside the classroom. The 2015-2016 outcomes demonstrate the success of that plan. During that period, UCCS had 174 active clubs and organizations, 3,339 club events, 4,148 members of students clubs and organizations, and increased turn-out for SGA elections. Within the Mt Lion Connect, a co-curricular transcript was developed, and a service module to support community service was created. Student leadership was enhanced through the implementation of the UCCSlead Leadership Certificate Program, with 321 students participating during 2015-2016 and 850+ enrolling for the 2016-2017 academic year. The Department of Student Life and Leadership has established goals and action steps through 2020, and has identified which of these will be assessed by term and year. The plans are well designed and effectively contribute to student educational experiences. Other co-curricular programming that supports the university strategic plan includes involvement in NCAA Division II, with 16 men's and women's teams, the creation of a Recreation and Wellness Center that combines recreation, health, and mental health in an innovative model for a holistic approach, and student outdoor learning opportunities.

It is evident that UCCS provides evidence for any claims it makes about research and community engagement. Students have opportunities to be involved in the University Honors Program or Mountain Lion Honors as well as options to participate in national honor societies associated with their disciplines. Students also have an opportunity to exhibit their art work, and to engage in research symposiums, Mountain Lion Research Day, Colorado Springs Undergraduate Research Forum and to publish in the Undergraduate Research Journal. Service learning and community engagement is also possible through LAS SLICE, and can identify opportunities for service through the Department of Student Life and Leadership Mt. Lion Connect (Department of Student Life and Leadership Strategic Plan). Through the academic areas and in student services programming, the university demonstrates its claims about contributions to students' educational experiences in this area.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

UCCS provides a high quality education that is aligned with the university's strategic plan. Courses and programs are appropriate and have clearly identified learning goals for undergraduate, graduate, and certificate programs. The learning goals are consistent across all modes of delivery. The new general education program, Compass Curriculum, is appropriately aligned with the mission and educational offerings of the institution. Human and cultural diversity is addressed through the curriculum and extra-curricular offices and programming, and faculty and students contribute to scholarly and creative research and knowledge dissemination through presentations and publications. Faculty on the whole are appropriately credentialed, and guidelines have been established in programs where credentials do not align with HLC credentialing standards to clarify tested experience. The university has the opportunity to carefully assess and expand the use of tested experience criteria, where necessary, to clarify faculty credentials are appropriate for instructors at all levels, full-time and part-time. Faculty are regularly evaluated, and staff are appropriately credentialed and trained for student support. Student support services, for the most part, are well-developed and a clear strategic plan has been developed by the Department of Student Life and Leadership. Advising Center staffing should be carefully assessed, and student needs should be more appropriately aligned with resources. The infrastructure of the institution, facilities and libraries, are well developed and clearly support teaching and learning. Academic and co-curricular programs are well suited and aligned, and the university has demonstrated the claims it makes about contributions to student learning, research, and community engagement. The institution provides high quality education across all learning environments.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

UCCS maintains a regular schedule of academic program reviews and has recently began implementing a routine review of non-degree granting departments. The academic review process is well documented with a 7-year cycle of reviews for those departments without a discipline specific external accreditation. Documents outlining the process and providing guidance for departments were demonstrated and evidence includes sample reviews from individual departments. The review process is thorough and includes internal and external reviewers. Annual reports are conducted to follow-up on reviews and are shared with the Board of Regents to assure recommendations are implemented. In meetings with faculty and staff, there was a shared awareness of the academic program review process that demonstrated engaged participation of the academic departments.
involved as well as the support units including academic affairs and institutional research.

Program reviews for non-degree or administrative departments are in development in some areas and are recently underway in others. Interviews with administrators confirmed the value of these review programs in that many were able to discuss their involvement in the development of this review process and the value of integrating their office mission and goals with the goals of the University. The Office of Student Life and Leadership has completed a review and described changes made based on the results. The Office of Administration and Finance described the development of the new program review process in terms of integrating the university goals regarding student development. The process was described as an additional method to further strengthen the integration of administrative offices with the University Mission and commitment to students. Student service offices also described the use of the CAS standards used to review office processes and the benefits of confirming the quality of their current processes as well as to identify improvements.

The evaluation of transfer credit processes are well documented for credit by examination (CLEP, AP, etc.). The specific credit articulation of a broad range of courses from other institutions, including two-year and other state institutions, are published. Any courses not covered in the existing articulation documents, including graduate courses, are reviewed in a process that involves the academic departments. This information is made public to incoming students on the institutional website.

The quality of transfer credit is assured through many transfer agreements with two and four-year institutions in Colorado, many of these are publicly available on the Colorado Department of Higher Education website. The evaluation of credits not included in these agreements include academic departments in the process to assure equivalence.

Evidence is provided to demonstrate consistent oversight regarding authority over courses and academic rigor. The process is largely decentralized on campus and each College has a curriculum committee and some form of written documentation of processes that may be in the department bylaws, policy and procedure manuals. Some colleges provide this oversight at the department level, such as engineering, in which each department provides this oversight according to external accreditation standards.

Dual enrollment programs are also overseen at the college level. The application process for dual enrollment instructors includes degree requirements of a master’s degree in the discipline. The course syllabi for dual enrollment programs are reviewed by the academic units to assure equivalence.

UCCS is able to demonstrate maintenance of appropriate discipline-specific accreditation. Evidence includes a list of discipline-specific accrediting bodies with which accreditation is maintained. In addition, discipline-specific accreditation is integrated with the Academic Program Review process so that the university maintains an awareness of these programs and their requirements.

The university evaluates the success of its graduates through a variety of measures. Evidence includes appropriate efforts to track the outcomes of graduates including a survey of alumni, tracking of professional exam passage rates, and a study of baccalaureate recipients pursuing further study. The alumni survey is conducted annually by the University of Colorado system for both graduate and undergraduate alumni and is used to track satisfaction, employment rates, and median income. Trend information for passage rates on the Nursing (NCLEX-RN), Accounting (CPA), Teacher Certification (PRAXIS), Engineering (FE & PE), and Counseling (NCE & CPCE) are provided. Campus interviews reinforced this commitment to graduate outcomes through description of strong relationships with the local businesses and community, internship programs, co-curricular activities,
and a focus on experiential learning designed to provide students with work experience and networking activities.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

UCCS demonstrates clearly written goals for student learning outcomes at multiple levels including learning for individual courses, academic and non-academic programs, curricular and co-curricular departments, and for the University as appropriate. At the course level, the "University Course Syllabus Template" includes course objectives and learning outcomes as well as information on the alignment of those outcomes to program outcomes and, if applicable, to discipline specific accreditation outcomes. The Compass Curriculum assessment plan, which has defined learning outcomes for general education, is well documented and includes broad collaboration across the university that is well-documented and was confirmed through campus interviews. At the academic program level, learning outcomes can be found on individual college websites and, during campus interviews, faculty provided further evidence of involvement in the development and review of department and program level learning outcomes. In terms of co-curricular programs, departments and programs develop student learning outcomes as part of the planning process included in program review. These efforts were demonstrated through written documentation of student learning outcomes developed through the sample provided for Residence Life and Housing. Campus interviews provided further assurance that Student Affairs as well as other administrative offices included student learning outcomes as part of their mission and that individual office strategic plans were developed in the contact of the overall mission of the University including student learning outcomes.

UCCS is able to demonstrate multiple systems and processes are in place to support the collection of data to be used for the assessment of learning outcomes. Information is routinely collected in order to assess student learning outcomes both formally and informally and to include both curricular and co-curricular outcomes. Specifically, each academic program must submit an assessment plan, participate in a system of Academic Program Review, and provide annual reports that include assessment findings. A newly developed system of review for the general education programs includes both examinations and the use of Rubrics based on the AAC&U rubrics but have been aligned specifically to UCCS goals through collaborative work with faculty.
Non-degree granting and co-curricular departments have assessment plans with student learning outcomes and complete a thorough program review process that includes a self-study and the use of internal and external reviewers. Co-curricular information is gathered centrally using Mountain Lion Connect so that patterns of participation in co-curricular activities can be linked to student success. In addition to program and curricular review processes, the university participates in external benchmarking surveys including NSSE. Finally, the athletics department routinely monitors the progress of student athletes through scrutiny of GPAs, graduation, and retention rates.

The university provided extensive examples of program-specific changes that have been made based on assessment findings. These examples include changes to specific courses, to the curriculum, and to programs as well as to adjustments in assessment plans to focus more closely on specific issues. Conversations on campus reinforced evidence that assessment information is used to revise and strengthen programs in both academic and co-curricular programs. Conversations demonstrated a culture of assessment in that both faculty and administrators readily provided examples of program improvements based on assessment data and community feedback. The GPS program was able to provide examples based on student feedback and student success. In addition, administrators as well as faculty teach in the program so that a large proportion of employees are in regular contact with students, making them aware of the student experience in a way that helps them design and improve services. Staff involved in the orientation process were able to provide multiple examples of how that process has been developed through a series of assessment efforts. Examples included how the communication cycle has been refined by using a feedback loop of assessing students and their parents and refining the system immediately in reaction to the feedback they receive.

The processes and methodologies used by UCCS to assess student learning reflect good practice in that the methods are frequently reviewed and the development of the assessment systems and include broad participation from faculty and staff. The assessment webpage provides resources and support to faculty and staff. In addition, support and feedback are provided to departments by the Director of Assessment as well as through process that includes written feedback from faculty associates.

The broad involvement and commitment to high quality assessment was demonstrated through the evidence provided and confirmed in interviews with a large number of faculty, staff, and administrators. At the university-level the assessment of the general education curriculum has been redesigned through broad, participatory efforts. The prior system was not felt to provide a close enough link to the curriculum so faculty have participated in developing specific rubrics and are currently conducting a study to test those rubrics. At the program-level, faculty provided feedback that the previous on-line assessment collection system did not allow the flexibility that was needed in order to allow multiple methods of assessment. As a result, the annual assessment reports were redesigned to be done on paper while a new system is installed. Staff involved with orientation were able to describe multiple efforts to collect information from students during the process so that adjustments could be made immediately as needed. The way that orientation and the GPS courses are designed, they provide a method of early intervention with students who may need assistance. UCCS is committed to evaluating its educational programs and supports processes that provide for regular, ongoing, assessment of learning.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

The university has defined goals for student retention, persistence, and completion that reflect the mission, population, and educational offerings. These goals are contained in the UCCS Metrics for 2020: Values, Strategic Goals, Measurements, and Assumptions. In addition to tracking through Metrics 2020, these measures are publicized in internal reports including the graduation rates and retention reports and are published externally through standard measures including IPEDS, College Portrait, and Student Achievement Measures (SAM).

Although only two years have elapsed since the goals were established, UCCS appears to be making progress. For student retention, using the first-time, full-time cohort, the baseline was set in fall 2014 of 66% with a goal to retain 72% by 2020. The fall 2015 retention was 68%, up slightly from the baseline. The university established a goal for enrolling first generation students. The baseline set in fall 2014 was a headcount of 3,139 with a goal of 5,324 by 2020. Again, the university is making progress toward its goal. Fall 2015 had a first generation headcount of 3,147, and for fall 2016 the headcount had reached 3,293. The increase of first-generation students is encouraging, but more importantly, the retention of those students is nearly 62%.

These goals are sensitive to the population that is served by the university and are tracked for subpopulations that are at high risk. These subpopulations include low-income, first-generation, and students not able to directly enroll in their major because of the need for additional coursework. Additional support programs are provided for these at-risk students in an effort to achieve the goals that have been set.
Evidence was provided that information is collected and analyzed, and interviews confirmed the use of this information in improving programs. In addition to standard measures of statistics, UCCS also gathers information from students through focus groups, surveys and external reviews. The results of these efforts are compiled and shared with appropriate parties on campus through reports on first-year retention. The Office of Institutional Research and the Office of First-Year Experience collaborate to jointly issue an in-depth analysis of retention.

Campus interviews confirmed that data collection and analysis is taking place not only in the form of formal, published reports but also in collecting real time, actionable information. In particular, staff working with recruitment and orientation spoke to surveys and feedback that was gathered and used to adjust the communication plan and services offered during the recruitment and orientation process to assure students had multiple opportunities to get assistance understanding the process.

Evidence of a process for assessment as well as specific examples of improvements based on evidence were provided in the assurance evidence and reinforced through campus interviews. Processes that have been monitored and improved based on the use of this data include the Gateway Program Seminar, the University Studies Program, mathematics placement, academic advising, the UCCSlead Leadership Program, and co-curricular involvement. Each of these efforts involved retention as one measure but also provide evidence of the use of additional qualitative and quantitative data in order to improve processes.

Formal programs that have been developed specifically to address student success include the First Year Experience, Success Coaches, and a Summer Bridge Program. The Compass Curriculum was specifically designed with many high impact practices in order to support student success. One example of this is the significant commitment that is made to have the freshmen introductory course begin two days prior to the start of the term. The early start provides students an opportunity to acclimate and also gives instructors an opportunity to become familiar with the students and intervene with additional support if necessary.

Conversations with faculty and staff confirm that, in addition to retention and graduation rates, additional measures are used to monitor student progress and provide interventions that will ultimately improve retention. Some of these measures include identifying at-risk students early in the process through academic measures as well as surveys. It was apparent that a strong network among support personnel existed. The network helps to quickly identify students needing assistance and direct them to appropriate services. In order to better coordinate these interventions, the university has committed to implementing a retention CRM (Starfish).

The processes and methodologies reflect good practice in that multiple methods of data collection and analyses are utilized in order to design program improvements. Conversations confirmed that these data are shared with faculty and staff involved in order to get broad feedback in program design and improvement.

Standard external reporting and peer analysis are also performed in order to monitor performance. In addition to the required IPEDS participation and using that data for comparison, the university voluntarily participates in the College Portrait and Student Achievement Measures in order to have peer comparison information against which to benchmark.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

UCCS provides evidence of processes for monitoring both the quality and outcomes for its educational programs, learning environments, and support services. Evidence was provided that documents processes for review of new academic programs as well as for existing academic programs. Both formal and informal processes for assessing support services were demonstrated both in documented evidence and in conversation. Some examples of well-established processes and policies include:

- A thorough template for new programs that is reviewed by the Budget Committee. The process includes analyzing not only the specific program to be approved but the impact of that program on other programs and systems on campus.
- In addition to regular academic program review, academic departments provide annual reports that provide evidence of assessment and improvements made based on that evidence.
- Policies and processes are in place to assure quality in procedures such as articulating transfer credit, specialized accreditation, and that learning outcomes are developed and publicized for all programs.
- The first year experience and related student support services are well established and provide a high-impact model of student learning and support. The commitment to support students in the transition to college is well demonstrated in the resources committed to these programs.

Other systems for monitoring quality are in earlier stages of development and assessment has not yet been through a full cycle. These processes are well underway but it is necessary for the university to maintain the momentum to assure they become well established. These include a full cycle of program review for non-degree granting departments. Some of the departments have begun conducting reviews and others are still in the development phase. Similarly, the assessment system for the general education program has undergone a recent redesign and is just starting to collect data. Evidence exists that good practice was used in designing the new system in that faculty were included in the design, and that it is an authentic assessment in that it is tied to course outcomes. However, it has not yet been through a full assessment cycle. The university has the opportunity to continue its commitment to general education and assure it becomes fully established and improved through assessment.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

The University demonstrates that it has the fiscal resources to support its current operations through sound CFI scores, financial statements that show a positive net position, increases in tuition revenues, philanthropic gifts, and research funding. The Chancellor and Senior Vice Chancellor for Administration and Finance participate in annual negotiations with the other three campuses in the University of Colorado system to ensure equitable allocation of state funds which is primarily based on an FTE formula. The auxiliary revenues have increased as a result of additional on-campus housing and the switch from contract to in-house food services. The university uses a general administrative recharge model to ensure funds are allocated across administrative services thereby reducing demand on the general operating fund. The University of Colorado Foundation manages private gifts for all campuses in the CU system. Interviews with the Senior Vice Chancellor for University Advancement indicate the advancement officers in the CU system meet monthly to work collaboratively with the CU Foundation. They coordinate contact with donors to ensure the donors’ wishes are fulfilled.

UCCS demonstrates that it has the human resources to support its operations through a faculty-to-student ratio of 1:15, having slowly increased the number of regular full-time faculty over the past five years from 381 to 453, having a high proportion of student credit hours taught by full-time
The Colorado Commission on Higher Education requires each institution update and revise its Facilities Master Plans once every ten years. The CCHE is required by C.R.S. §23-1-106(3) to review and approve master planning and all capital construction projects of institutions of higher education. In 2012, UCCS, in conjunction with its strategic plan, developed a Facilities Master Plan. The Facilities Plan specifically addresses institutional mission and goals, campus settings, capacity, academic, housing and student life needs, and implementation plans. Interviews with faculty, staff, and community members confirmed the evidence presented in the Assurance Argument; UCCS aligns renovation and construction of buildings with its mission and goals. The university seeks input from stakeholders before beginning a new project to ensure buy-in from all constituents.

The university invests in human capital. Training and professional development opportunities are available through multiple venues and across all levels of employees at the university. The university offers each full-time employee nine credit hours of tuition waiver each year. Interviews with staff indicated that they have been able to complete degrees, at both the undergraduate and graduate level, which benefited the offices in which they work. Training in several areas is required, for example, conflict of interest, contract management, discrimination and harassment, emergency response and preparedness. Required training is tracked in SkillPort. Information Technology training is required of all employees. New employees who do not complete the training in a timely manner are sent notices at 30, 60, and 89 days. Should an employee not complete training by the 90th day, access to the system is removed. The training ensures all employees are able to use the technology correctly. Between May 2015 and June 2016, nearly 170 staff have completed the Leadership Academy, an in-house developed training. The university encourages professional growth at all levels. Two additional training opportunities that should be noted address anyone serving on search committees and ethical awareness. Faculty, staff, and students who serve on a search committee must complete a two-hour session that covers bias and decision making, working with a committee chair, and ways the Affirmative Action Office can assist. UCCS is a recipient of the Daniels Fund Ethics Initiative which allows the university to provide roundtable discussions and workshops on ethical issues in the workplace, government, and community.

Likewise, the university has a well-developed process in place for budgeting and for monitoring expenses. The Office of Budget and Planning prepares annual Sources and Uses Statements for each college which are shared with and discussed by the provost, college deans, senior vice chancellor for administration and finance, and chancellor. The statements cover the annual revenue generated through tuition, fees, auxiliary, and other sources and the expenses of the college. The statements provide an accurate picture of the financial health of each college. The university developed a pro forma to be used to request funding proposed new programs or the growth of existing ones. Interviews with faculty, staff, and administrators indicated the pro forma has been in use since December 1993 and has grown from a simple one-page document to a complex six-page document which covers all possible aspects of a program's financial health and alignment with the university's mission. The pro forma, which includes estimated enrollment, tuition, and direct and indirect costs, is adjusted each year for five years to monitor estimates to actual revenue and costs. Faculty, staff, and
students comprise the University Budget Advisory Committee which reviews the *pro formas*, individual program plans, and the overall campus budget and provides advice to the chancellor concerning the university budget.

The Controller's Office oversees the financial system, and two people must be involved in processing each financial transaction. Each month the Office of Budget and Planning reviews the budget to actuals and notifies the appropriate department if there are discrepancies. The University of Colorado Department of Internal Audit is available to review select areas of the university. A scan of the internal audits conducted in the past three years on a variety of departments indicates that the university's controls provide thorough monitoring of budgets and spending. The university also undergoes an annual external audit which has been unqualified for the past five years.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The State of Colorado’s Constitution establishes the University of Colorado and provides for the Board of Regents to have authority over the governance of the CU system, of which there are four campuses. The system has a president, and each campus has a chancellor who reports to the president. The chancellor is responsible for the daily internal operations of her respective university. The Regents meet twice a year on the UCCS campus for board meetings as well as attend university functions including commencement. UCCS functions under the Laws of Regents and a set of Regent Policies and a set of Administrative Policy Statements. University policies are published on the UCCS website. Interviews with faculty and staff indicate that policy creation and revision is shared with administration and changes to policy are maintained through a policy tracker system which identifies the responsible department or office, approval date, review date, and upcoming review date.

The hierarchical reporting structure, the three main governing groups of Faculty Council, Staff Association, and Student Government Association, and the institutional committees provides avenues for the internal constituencies to engage in meaningful collaboration and oversight institutional governance.

Moreover, UCCS has numerous communication mechanisms to keep constituents informed: the Communique, an online news publication; campus forums; a fall Year in Preview held each fall, a spring Year in Review; brown bag lunches in which the chancellor may gain input from faculty, staff, and students. A review of publications as well as interviews with a large number of employees and students indicates governance is reasonably shared and communication is frequent and thorough.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The first three goals in the strategic plan focus on providing "academic programs that serve diverse communities," "quality research, scholarship, and creative work," and a "transformative educational experience." The allocation of resources clearly indicates UCCS supports these goals. Expenditures for research, which includes additional tenure-track lines increased from approximately 5 million to 12 million in ten years. Expenditures for tenure-track faculty increased from $1,590,619 in FY13 to $3,595,069 in FY15. Goal 10 of the strategic plan addresses the infrastructure necessary for a quality learning experience. UCCS sets aside approximately 1 million dollars annually for projects such as air handling and cooling tower replacements. The university also sets aside funds each year to upgrade classroom furniture and features, particularly those to accommodate students with disabilities.

It is clearly evident that UCCS aligns planning and budgeting through the use of a pro forma document which requires justification for new funding through the deliberate ties to the university's strategic plan and alignment with the mission. In 2014, the university completed a program prioritization for all degree and non-degree programs and reviewed resource allocation for the five levels of performance. Although the planning and budgeting process established by UCCS provides for a great deal of collaboration among and between different units in the university, there needs to be a more consistent link between financial decisions and student learning outcomes. Annual department plans indicate that some departments are more robust than others in using student learning assessment data to inform their budget decisions.

UCCS involves internal and external stakeholders in planning process through several avenues. University committee structures such as the Enrollment Management Committee, the Enrollment Capacity Committee, and specifically, the University Budget Advisory Committee allows cross-functional discussions on budgets and planning. External stakeholders have avenues to provide input.
through program-specific accreditation processes, advisory boards, interaction with community business leaders, members of the Chamber of Commerce and local employers.

As noted in 5.A, the university has well established methods in place that require it to review its current capacity and be prepared to adapt to changes in enrollment trends, state support, or other external factors. Annual review of the Sources and Uses Statements provide an accurate picture of the financial health of each college and allow trends to be identified. The *pro forma* covers all possible aspects of a program's financial health and includes estimated enrollment, tuition, and direct and indirect costs, is adjusted each year for five years to monitor estimates to actual revenue and costs. Regional demographic data are included on the *pro forma* to ensure capacity and desire are aligned.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

UCCS documents evidence of its performance in its operations by including a multitude of measures in its objectives coinciding with its priorities. Examples include targets for retention rates, graduation rates, numbers of degree programs, and faculty compensation. As evidence the university learns from its operational experience, the CU Board of Regents developed four performance standards following the prioritization process: 1) student success by diversity and level, 2) financial aid and eligibility, 3) sponsored research awards, and 4) other revenue. The performance indicators are published on the CU system website. UCCS regularly reviews the data and tracks its progress to inform its allocation decisions.

Interviews with a variety of faculty and staff supports the evidence provided concerning the application of knowledge to improve its systems. Specifically, after the prioritization of programs, the university increased online courses and online degree programs. The interim provost also met with programs that had been identified as needing "further study. Further study could be the result of lack of support as opposed to lack of importance. The interim provost, program chairs, and faculty reviewed the SWOT analysis and developed plans to address the weaknesses of each program. In some cases, graduate assistants were needed to assist faculty with research, as was the case with the MA in Communication. In other cases, revising the website design for clarity was needed, as was the case with the ME in extended studies. Additionally, it is encouraging to see the divisions of Student Success and Enrollment Management, Administration and Finance, and University Advancement and Development are designing and implementing a standard review process for programs within their respective divisions. The divisions have established committees to oversee the program reviews, which will be on a three- to five-year cycle.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

UCCS demonstrates that it has the fiscal, human, technological and physical resources to support its current operations. Evidence of this includes a faculty-to-student ratio of 1:15, the completion of a strategic plan and master facilities plan that have been reviewed at midpoint. More importantly, the two plans are integrated into all aspects of the university, particularly budgeting for current programs and the revision or start-up of new programs. The CFI scores are strong even though there has been a slight decrease in the past year. The university demonstrates that its staff are appropriately qualified and trained through a wide range of training programs that address topics on harassment, diversity, technology, disaster recovery, and leadership.

The university has a systematic and rigorous process to allocate resources which includes input from all constituents. There are internal controls on purchasing and approval as well as regular reviews of monthly budgets and actual expenditures. The pro forma used by programs and departments to make budget requests is well-developed and provides for many inputs including demographic and projected enrollment data. However, there does not appear to be a strong connection to assessment of student-learning outcomes and resource allocation and funding requests. The university has an opportunity to make a stronger connection between the assessment data and funding of programs.

UCCS has multiple methods to ensure that internal constituencies are engaged in institutional governance as well as methods to provide input from external constituencies. Communication methods are multifaceted and robust. The University of Colorado Colorado Springs is mission driven as it focuses on educating its current student body and in addressing the needs of future students.
## Review Dashboard

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>1.A</td>
<td>Core Component 1.A</td>
<td>Met</td>
</tr>
<tr>
<td>1.B</td>
<td>Core Component 1.B</td>
<td>Met</td>
</tr>
<tr>
<td>1.D</td>
<td>Core Component 1.D</td>
<td>Met</td>
</tr>
<tr>
<td>1.S</td>
<td>Criterion 1 - Summary</td>
<td>Met</td>
</tr>
<tr>
<td>2</td>
<td>Integrity: Ethical and Responsible Conduct</td>
<td></td>
</tr>
<tr>
<td>2.B</td>
<td>Core Component 2.B</td>
<td>Met</td>
</tr>
<tr>
<td>2.C</td>
<td>Core Component 2.C</td>
<td>Met</td>
</tr>
<tr>
<td>2.D</td>
<td>Core Component 2.D</td>
<td>Met</td>
</tr>
<tr>
<td>2.E</td>
<td>Core Component 2.E</td>
<td>Met</td>
</tr>
<tr>
<td>2.S</td>
<td>Criterion 2 - Summary</td>
<td>Met</td>
</tr>
<tr>
<td>3</td>
<td>Teaching and Learning: Quality, Resources, and Support</td>
<td></td>
</tr>
<tr>
<td>3.A</td>
<td>Core Component 3.A</td>
<td>Met</td>
</tr>
<tr>
<td>3.C</td>
<td>Core Component 3.C</td>
<td>Met</td>
</tr>
<tr>
<td>3.D</td>
<td>Core Component 3.D</td>
<td>Met</td>
</tr>
<tr>
<td>3.E</td>
<td>Core Component 3.E</td>
<td>Met</td>
</tr>
<tr>
<td>3.S</td>
<td>Criterion 3 - Summary</td>
<td>Met</td>
</tr>
<tr>
<td>4</td>
<td>Teaching and Learning: Evaluation and Improvement</td>
<td></td>
</tr>
<tr>
<td>4.S</td>
<td>Criterion 4 - Summary</td>
<td>Met</td>
</tr>
<tr>
<td>5</td>
<td>Resources, Planning, and Institutional Effectiveness</td>
<td></td>
</tr>
<tr>
<td>5.A</td>
<td>Core Component 5.A</td>
<td>Met</td>
</tr>
<tr>
<td>5.B</td>
<td>Core Component 5.B</td>
<td>Met</td>
</tr>
<tr>
<td>5.C</td>
<td>Core Component 5.C</td>
<td>Met</td>
</tr>
<tr>
<td>5.D</td>
<td>Core Component 5.D</td>
<td>Met</td>
</tr>
<tr>
<td>5.S</td>
<td>Criterion 5 - Summary</td>
<td>Met</td>
</tr>
</tbody>
</table>
Review Summary

Conclusion

University of Colorado Colorado Springs has a mission that is clear and found in appropriate public documents. The operations of the university are aligned with the mission, the strategic plan’s 12 goals as well as the 12 guiding principles of the University of Colorado Board of Regents. UCCS acts with integrity in its financial, academic, personnel, and auxiliary operations. The CU Board of Regents and the UCCS employees operate in accordance with the ethical standards established by state statutes and Article 29 of the Colorado Constitution. Ways to report violations of conduct codes are accessible for all employees and students.

UCCS reports admissions, enrollment, academic programs and other essential information on its website. It presents its relationship with the state and its higher education governing body clearly. The administration is empowered to manage day-to-day operations, is appropriately structured for the institution, and operates according to well established procedures and policies. Research is subject to relevant legal and ethical constraints. Diversity, openness of expression, and investigation are encouraged; faculty enjoy academic freedom.

The university has learning outcomes appropriate for its undergraduate, graduate, and certificate programs that are consistent across face-to-face, hybrid, and online formats; it has assessment processes for these outcomes. The university has the student support services crucial for student success and regularly evaluates services to ensure maximum effectiveness. There are multiple standing institutional committees composed of staff and faculty which provides a mechanism for shared governance. UCCS's physical and technological infrastructure enables its academic mission, including its focus on research.

UCCS demonstrates responsibility for the quality of its educational programs through a systematic program review process, program level assessment plans, and specialized accreditation for nine of its programs. Participation in program assessment occurs at many levels, particularly at the faculty level with collection and analysis of data. The university is able to document and speak to numerous examples of the use of assessment data to improve programs. The review team is encouraged that all non-degree granting departments are participating in assessment at some level, development of an assessment plan to analysis of data to make improvements.

The university demonstrates that it has the fiscal, human, technological and physical resources to support its current operations. Evidence of this includes a faculty-to-student ratio of 1:15, the completion of a strategic plan and facilities master plan that are regularly reviewed, and strong CFI scores. UCCS demonstrates that its staff are appropriately qualified and trained through various training programs. The faculty are appropriately credentialed, and the university has demonstrated its commitment to increasing the number of tenure track faculty. The university has a well-established systematic process to allocate resources which includes participation by staff, students, and faculty. Indeed, UCCS uses multiple methods to ensure that internal constituencies are engaged in institutional governance and there are numerous communication strategies being used to keep internal and external constituencies informed and allow for involvement when appropriate. As part of the resource allocation and regular program reviews, the university has mechanisms in place to anticipate emerging factors and respond thoughtfully. UCCS analyzes its performance and revises its programs as necessary to ensure it provides a quality education for the students it serves.

Overall Recommendations
Criteria For Accreditation
Met

Pathways Recommendation
Eligible to choose

No Interim Monitoring Recommended.
Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components
The team reviews each item identified in the Federal Compliance Filing by Institutions (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the Federal Compliance Overview for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: University of Colorado Colorado Springs, CO

Please indicate who completed this worksheet:

☐ Evaluation team
☒ Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Dr. Lynette L. Olson, 32950 Hilary Circle Cambridge, MN 55008

☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.

   • Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     o Associate’s degrees = 60 hours
     o Bachelor’s degrees = 120 hours
     o Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree

   • Note that 1 quarter hour = 0.67 semester hour.

   • Any exceptions to this requirement must be explained and justified.

   • Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All undergraduate programs offered are within range of 120 credits except for the programs in engineering requiring a minimum of 128 credits. Graduate programs are within range of 30 – 36 credits. Doctoral degrees require 60 – 124 credits.

Per Colorado State Law, the Colorado Commission on Higher Education prescribed a uniform guide for Colorado institutions outlining procedures regarding general fund appropriations and cash fund tuition appropriations. (Full-Time Equivalent (FTE): Reporting Guidelines & Procedures, 2002).

Tuition rates are reviewed annually with final approval set by the University of Colorado Board of Regents.

Additional monitoring, if any:
Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UCCS has an implemented General Student Complaints Policy #600-002 with processes and procedures. UCCS encourages students to report complaints for resolution, whether informal or formal. Student complaints may also be followed up with the Colorado Department of Higher Education at (http://highered.colorado.gov/Academics/Complaints/default.html).

UCCS tracks and logs formal complaints and expects various units to follow the policies and procedures, such as; Online and Distance Education Students (http://www.uccs.edu/connect/connect-inquiry.html)

Student complaints and resolutions are logged and were reviewed. No pattern of concern was identified. Logs are outlined in Appendix C: Students Complaints and Resolutions.
Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
   - Review the institution's transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
Copies of published transfer policies and appropriate transfer information are listed in Appendix D: Transfer Policies. The Colorado Department of Higher Education has ensured
pathways and guaranteed transfer among Colorado institutions, Appendix E: Transfer Articulation Agreements.

Articulation agreements are disclosed on the transfer website at (http://www.uccs.edu/transfer/transfercredit-advising.html). Students have easy access to all state-wide articulation agreements, transfer guides for non-articulated programs, Pikes Peak Community College and Pueblo Community College’s Best Choices advising guides, state-wide guaranteed transfer information, and state reverse transfer information on the transfer website. Course equivalencies can be found through the Transferology system for all Colorado schools and a high number of out-of-state institutions.

Evidence regarding transfer credits was reviewed to verify UCCS has appropriate processes in accepting transfer credits from other higher education institutions. Transfer of academic credit is recorded in the Student Information System and warehouse. Reports were reviewed and verified that UCCS uses the information to align decisions with policy.

**Additional monitoring, if any:**

None

**Practices for Verification of Student Identity**

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**
Student records are created and identifying information is stored in the student database (CU-SIS). Student passwords are required. Accounts are used for registration and the Learning Management System. Student privacy is maintained.

Online course fees, proctoring fees, and extra costs are assessed and disclosed on the website, academic catalog and by using the tuition calculator. Fees are explained and available to students prior to billing at: http://www.uccs.edu/bursar/ tuition-and-fees/fall-2016/tuition-and-fee-descriptions.html#index_S

Additional monitoring, if any:
None

**Title IV Program Responsibilities**
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   - The team should verify that the following requirements are met:
     - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
     - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
     - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
     - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
     - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with
these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 1 if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Title IV information was reviewed. No fines or concerns have been issued. One finding relating to inaccurate recording and record keeping relating to program review was cited in 2015 by the Department of Education. Action was taken by UCCS and met the Department’s requirements.

CFI: The Composite Financial Index Primary Reserve Ratio information was reviewed. No concerns were identified.

Default Rate: The default rate (2.8%) was reviewed. No concerns were identified.

Campus crime statistics is available for student information within various departments; Dept. of Public Safety, Intercollegiate Athletics, Office of Financial Aid and the Office of Institutional Research. Information, reports and policies are posted on the University website; Appendix M

Student Consumer Information/Right to Know is located at (http://www.uccs.edu/about/consumer.html). It appears from the review that the information is adequate for students to gain access and knowledge of gainful employment, costs, disclosures, use of the net calculators.

Satisfactory Academic Progress and Attendance Policies are available to students online within UCCS’s Academic Catalog as well as UCCS Campus Policy #200-018 and Campus Class Attendance Policy. Policies and catalogs were reviewed at (http://www.uccs.edu/vcaf/policies/uccs/policies.html) and Appendix O.

UCCS has a Contractual Relationship with Global Connect Academy in offering the Master of Engineering Information Assurance program to students in India. Approved by HLC in 2011.

Consortial relationship documents were reviewed. HLC approved two (Medical Lab Science & Registered Nursing Degree Completion Consortial Requests in 2010.

Additional monitoring, if any:

None

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)
1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UCCS provides student and public information via the universities website. The academic catalog and student handbook are located at http://catalog.uccs.edu and http://www.uccs.edu/dos/student-conduct.html. Courses are listed in the academic catalog in a searchable format at http://catalog.uccs.edu/content.php?catoid=12&navoid=741. Tuition and fees can be estimated online at: http://www.uccs.edu/bursar/estimate-your-total-bill.html. FAQ’s are provided to help students understand deadlines and payment information. Academic procedures and student resources are outlined. University policies are provided to students in the student handbook.

Additional monitoring, if any:

None

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

- Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
- Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
- Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution
provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

- Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The Mark of Affiliation is disclosed. The Mark of Affiliation with links to HLC documentation and a list of specialized accrediting bodies is available at http://www.uccs.edu/ir/standard-reports/accreditation.html.


Advertising and recruitment information is posted on the admissions website at http://www.uccs.edu/admissions.html.

Examples of advertisements and marketing materials were provided; ie. Viewbook 2015-2016, a recruiting brochure (Appendix T).

A review of the catalog, handbooks, and website indicates that the University meets HLC’s expectations.

Additional monitoring, if any:

None

**Review of Student Outcome Data**
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.

- Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
• Review the institution’s explanation of its use of information from the College Scorecard, including the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A list of types of outcomes data is available in Appendix V. The Office of Institutional Research website at http://www.uccs.edu/ir includes reports related to student outcomes regarding enrollment, course completion rates, graduation rates and retention rates.

A review of the tables, charts, and links provided indicated the institution provides access to national and institutional reports.

A Program Review Data Template, UCCS Campus – Academic Program Review Policy # 200-006, and Campus Policy External Reporting #100-016 documents were reviewed to determine the uses of student outcome data for UCCS’s effectiveness. The 2016 Assurance Report, 4.B. verified a commitment to educational effectiveness through collecting and analyzing data (p.64).

Additional monitoring, if any:

None

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

• Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

• Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☑ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The Office of Institutional Research publishes student outcome data. It is available online at: http://www.uccs.edu/ir/data/outcomes.html

Standard reports are available at: http://www.uccs.edu/ir/standard-reports/ providing links to national data sets and the U.S. Department of Education sites; Common Data Sets, the College Navigator and the College Scorecard, IPEDS surveys, Net Price Calculators, etc.

Evaluation of the links provided determined that UCCS stakeholders have ease of access to gather comparative data results either internally or externally.

A review of the Campus Policy External Reporting #100-016 verified the scope and range of data collected and disseminated portraying the institutions effectiveness.

Additional monitoring, if any:

None

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.
• Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

• Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.

• Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Review of the documents provided verified UCCS is in “good standing” with Specialized Accrediting Agencies (9). Evaluation was conducted to determine if programs were under sanction or had any required actions to fulfill. No potential implications were found.

The Office of Institutional Research publishes information regarding specialized accreditation for programs at: http://www.uccs.edu/ir/standard-reports/accreditation.html. The website provides easy access for faculty and students to obtain accrediting information pertaining to specific programs.


Additional monitoring, if any:

None

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.
Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UCCS complies with public disclosure by requesting 3rd party comments. Public was invited to send comments to the HLC either online at www.hlcommission.org/comment or through a UCCS website link, area newspapers, and campus publications. No comments were made available at the time of this review.

A notice and link was provided to students pertaining to the HLC student survey. No comments were made available at the time of this review. The visiting team will need to review survey results when available.

Additional monitoring, if any:

None

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc.

- Review the list of direct assessment or competency-based programs offered by the institution.
• Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students.

• Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Not Applicable

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Policies and Documents

Full-Time Equivalent Reporting Guidelines and Procedures, 2002

UCCS General Student Complaints Policy #600-002

Campus Class Attendance Policy #200-018

Accommodation for Religious Observances Policy #100-008

2015-2016 and 2016-2107 Viewbook

UCCS Campus – Academic Program Review Policy #200-006

Campus Policy External Reporting #100-016

UCCS Assurance Argument 2016

(http://www.uccs.edu/Documents/ir/external%20reports/AssuranceArgument.2016.pdf)
Appendixes: (materials reviewed in the following)

Appendix A: Supplement A1 Courses Awarding Six or More Credits
   Supplement A2 Policy on Assignment of Credit (FTE Reporting Guidelines)
   Supplement B1 Course Catalog (Appendix R)
   Supplement B2 Non Standard/Compressed Format Courses (Course Information Center)
   Supplement B3 Course Schedule (Course Information Center)

Appendix B: Student Complaint Policy
Appendix C: Student Complaints & Resolutions
Appendix D: Transfer Policies
Appendix E: Transfer Articulation Agreements
Appendix F: Evidence Regarding Transfer Credit
Appendix G: Online Course Fee
Appendix H: Financial Compliance Audit
Appendix I: Other Documents Explaining Institutional Responsibilities
Appendix M: Information Disclosed to Students
Appendix N: Right to Know
Appendix O: Satisfactory Academic Progress & Attendance Policies
Appendix P: Contractual Relationships
Appendix Q: Consortial Relationships
Appendix R: Course Catalog & Student Handbooks
Appendix S: Required Information for Students & Public
Appendix T: Viewbook
Appendix U: Advertising & Recruiting
Appendix V: Student Outcome Data
Appendix W: Specialized Accreditation Letters
Appendix X: Standing with State Agencies
Appendix Y: Third-Party Comment Notice

UCCS WebSite:

http://www.uccs.edu/connect/connect-inquiry.html
http://highered.colorado.gov/Academics/Complaints/default.html
http://www.uccs.edu/transfer/transfercredit-advising.html
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: University of Colorado Colorado Springs CO

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes ☐ No

Comments:
Review of UCCS Course Information Center verified students have access to Academic Catalogs, Registration Handbooks, Academic Calendars, and course search capabilities.
Sample course syllabi were reviewed providing verification of course lengths for standard and non-standard courses; online, week-end, and intensive courses.
Definitions for contact hours are set for Colorado institutions in state statute (Appendix A2).

B. Recommend HLC Follow-Up, If Appropriate
Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes  ☒ No

Rationale:
Review of the Full-Time Equivalent (FTE) Reporting Guidelines and Procedures (Appendix A2) set by the Colorado Commission on Higher Education provide uniform guidance for Colorado institutions and validates that good practices in achieving rigorous expectations for students are valued and consistent with acceptable practices in higher education.

Identify the type of HLC monitoring required and the due date:
None

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions
Review Sections 2–4 of the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses (Supplement A1 to the Worksheet for Institutions) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to Worksheet for Institutions, as applicable).

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
• Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to Worksheet for Institutions). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

• For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

• At a minimum, teams should anticipate sampling at least a few programs at each degree level.

• For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

• Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. Direct Assessment or Competency-Based Programs. Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. Policy on Credit Hours and Total Credit Hour Generation. With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:

• Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

• Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

• For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended
learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

A. Identify the Sample Courses and Programs Reviewed by the Team

- ANTH 1040 Intro to Cultural Anthropology 003
- BIOL 1000 Biology in the Modern World OL1
- BIOL 1060 Modern Biology Lab OL1
- BIOL 4350/5350 Human Anatomy
- BUAD 5500/5590 Fundamentals of Economics
- CHEM 1001 Preparatory Chemistry WK1
- CHEM 4221/5221 Biochemistry I
- COMM 4900 Communication Peer Tutoring
COUN 4000 Intro to the Counseling Profession
COUN 5000 Intro to Counseling and Human Services
ENGL 1310 Rhetoric & Writing OL3
ENGL 3800 Writing Center Theory and Practice
GPS 1010 Honors Gray Matters
GPS 4090 JTA Peer Mentoring
HSCI 4189 Clinical Microbiology 701 2 cr
LEAD 5280 Legal Issues in Higher Ed H01
NELC 4130 Test Taking for ELLs N01 (Non-credit)
PHIL 1120 Critical Thinking OL1
PHIL 1120 Critical Thinking WK1
SOC 1110 Intro to Sociology, online and traditional delivery
SPED 5980 Spc Tp in Special Ed. 601

Mechanical Engineering Program -
http://catalog.uccs.edu/preview_program.php?catoid=12&poid=2249&returnto=732

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

      ☑ Yes    ☐ No

      Comments:
      Verified in Appendix A2: Full-Time Equivalent Reporting Guidelines and Procedures

   b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

      ☑ Yes    ☐ No

      Comments:
      Verified in Appendix A2: Full-Time Equivalent Reporting Guidelines and Procedures, p.8

   c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?
☑️ Yes ☐ No

Comments:
Verified in Appendix A2: Full-Time Equivalent Reporting Guidelines and Procedures, p. 24

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☑️ Yes ☐ No

Comments:
Expectations were met that UCCS meets Colorado State regulatory requirements and are dictated by the states definitions, as well as, specialized program accrediting agencies.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☑️ Yes ☐ No

Comments:
Sample course syllabi were reviewed. The syllabi provided were in various formats, however, one course reviewed followed a “Learner Centered Syllabus Template”. It appeared to the reviewer that course design templates were also being used for consistency. No template was available for review.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☑️ Yes ☐ No

Comments:
Learning outcomes were identified within the courses reviewed. Also, outcomes and objectives are provided to students on the UCCS website tied to specific program areas, such as Mechanical Engineering at: http://catalog.uccs.edu/preview_program.php?catoid=12&poid=2249&returnto=732
c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes ☐ No

Comments:

UCCS follows the Full-Time Equivalent Reporting Guidelines and Procedures set by the Colorado Commission on Higher Education. The guidelines provide steps that an institutional may follow to check the status of syllabi. No evidence of changes to syllabi or courses descriptions were provided for review.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes ☐ No

Comments:

Sample courses reviewed outlined classroom activities and were reflective of good practices. Students were directed to use blackboard software for discussion boards, web resources and student/faculty conferences.

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:

All undergraduate programs offered are within range of 120 credits with an exception for the Mechanical Engineering program (127 cr.), graduate programs are within range of 30 – 36 credit hours.

Explanation and verification of the Mechanical Engineering Program credits can be found at: http://catalog.uccs.edu/preview_program.php?catoid=12&poid=2249&returnto=732

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

☐ Yes ☐ No
Rationale:
None

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes    ☒ No

Identify the findings:
None

Rationale:
None

Part 3. Clock Hours

Instructions
Review Section 5 of Worksheet for Institutions, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes    ☒ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.
Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours
A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?
   □ Yes □ No

   Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)
   □ Yes □ No

   Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?
   □ Yes □ No
Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?
   □ Yes □ No

C. Recommend HLC Follow-up, If Appropriate
   Is any HLC follow-up required related to the institution’s clock hour policies and practices?
   □ Yes □ No
   Rationale:

   Identify the type of HLC monitoring required and the due date:
STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: University of Colorado Colorado Springs CO

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Comprehensive evaluation to include a Federal Compliance reviewer.

DATES OF REVIEW: 11/14/2016 - 11/15/2016

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: no change

DEGREES AWARDED: Bachelors, Doctors, Masters, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Accreditation at the doctoral level is limited to programs in Applied Science, Engineering, Geropsychology, Educational Leadership, and Nursing Practice.

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Recommendations for the
STATEMENT OF AFFILIATION STATUS

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

RECOMMENDATION: no change

Summary of Commission Review

| YEAR OF LAST REAFFIRMATION OF ACCREDITATION: | 2006 - 2007 |
| YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: | 2016 - 2017 |
| RECOMMENDATION: | 2026-2027 |
ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1039 University of Colorado Colorado Springs  CO

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Comprehensive evaluation to include a Federal Compliance reviewer.

- No change to Organization Profile

---

**Educational Programs**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>0</td>
</tr>
<tr>
<td>Bachelors</td>
<td>40</td>
</tr>
<tr>
<td>Doctors</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>20</td>
</tr>
<tr>
<td>Specialist</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>28</td>
</tr>
</tbody>
</table>

**Recommended Change:** no change

---

**Off-Campus Activities:**

- **In State - Present Activity**
  - Campuses: None.
  - Additional Locations: None.

**Recommended Change:** no change

---

- **Out Of State - Present Activity**
  - Campuses: None.
  - Additional Locations: None.
Recommended Change: no change

Out of USA - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change: no change

Distance Education Programs:
Present Offerings:
Doctor 51.3801 Registered Nursing/Registered Nurse DNP Nursing Practice Internet

Master 52.02 Business Administration, Management and Operations MBA Internet

Master 14.01 Engineering, General ME in Engineering Management or Systems Engineering Internet

Certificate 51.3801 Registered Nursing/Registered Nurse GE Nurse Practitioner Internet

Master 13.0301 Curriculum and Instruction MA in Curriculum and Instruction Internet

Master 44.0401 Public Administration MPA Internet

Master 43.0103 Criminal Justice/Law Enforcement Administration MCJ Criminal Justice Internet

Certificate 13.0301 Curriculum and Instruction GE Instructional Technology Internet

Certificate 43.0301 Homeland Security GE Homeland Defense Internet

Certificate 52.9999 Business, Management, Marketing, and Related Support Services, Other GE Health Care Administration Internet

Certificate 52.0801 Finance, General GE Finance Internet

Certificate 43.0103 Criminal Justice/Law Enforcement Administration GE Criminal Justice Internet

Certificate 52.0210 Research and Development Management GE Innovation Management Internet

Certificate 52.0299 Business Administration, Management and Operations, Other GE Management Internet

Certificate 52.1401 Marketing/Marketing Management, General GE Marketing (graduate) Internet

Certificate 51.9999 Health Professions and Related Clinical Sciences, Other GE Nursing Education (graduate) Internet

Certificate 52.0211 Project Management GE Project Management Internet

Certificate 43.0112 Securities Services Administration/Management GE Security Intelligence Internet
Bachelor 43.0103 Criminal Justice/Law Enforcement Administration BA in Criminal Justice Internet
Certificate 52.0210 Research and Development Management GE Nonprofit Fund Development Internet
Certificate 52.0206 Non-Profit/Public/Organizational Management GE Nonprofit Management Internet
Certificate 44.0401 Public Administration GE Public Management Internet
Master 51.3801 Registered Nursing/Registered Nurse Nursing Internet
Bachelor 45.1101 Sociology Sociology Internet
Bachelor 52.0201 Business Administration and Management, General Business Administration Internet
Bachelor 51.0000 Health Services/Allied Health/Health Sciences, General Health Sciences Internet
Bachelor 51.3801 Registered Nursing/Registered Nurse Nursing Internet

Recommended Change: no change

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change: no change

Contractual Relationships:
Present Offerings:
None.

Recommended Change: no change

Consortial Relationships:
Present Offerings:
Bachelor 51.9999 Health Professions and Related Clinical Sciences, Other Bachelor - 51.9999 Health Professions and Related Clinical Sciences, Other (one year of medical lab science program)
Bachelor 51.3801 Registered Nursing/Registered Nurse Bachelor - 51.3801 Registered Nursing/Registered Nurse (associate-to-bachelor degree completion program)

Recommended Change: no change