



# University of Colorado at Colorado Springs

## University of Colorado at Colorado Springs Academic Master Plan 1999-2004

April 21, 1999

### Introduction

This Academic Master Plan for the period 1999-2004 reflects both the substantive planning of the past several years and the current dynamic nature of the University of Colorado at Colorado Springs. The Academic Master Plan for 1990-1995 accurately predicted many of the changes that have occurred since that plan was adopted. Residence halls have been constructed, selected degree programs have been added, the athletics program has moved to NCAA Division II, and the campus has grown to meet the needs of the Pikes Peak region and the State of Colorado.

Since the completion of the last Academic Master Plan, the CU-Colorado Springs community has continued to hold serious dialogues regarding the future of the campus, its mission, and its core values. In December of 1995, Chancellor Bunnell Shade appointed a University Planning Committee to oversee the creation of a strategic plan for the campus. After gathering input from both the campus and the Colorado Springs community, circulating several drafts, and considering numerous comments, the University Plan was finalized in February of 1997.

In response to President Buechner's formulation of the Total Learning Environment (TLE) proposal in 1996, the campus created a TLE Implementation Team and developed seven long-term goals for the campus. The campus TLE Goals, adopted in early 1999, build upon the outcomes of the University Plan and now serve as the framework around which this Academic Master Plan is built. After considering the mission statement of CU-Colorado Springs, academic programs have been evaluated in terms of the campus TLE Goals to determine which are most appropriate for inclusion in this five-year plan.

This Academic Master Plan outlines an academic program that reflects the growth and maturity of a campus. CU-Colorado Springs is maturing as an institution, adding the academic infrastructure that is required of a residential campus providing the range of degrees required by the Pikes Peak community as well as the State of Colorado. At the same time, the student population is growing as the demand for higher education in Colorado increases. The past and current planning ensures that this growth and maturity will take place in a coherent manner, building on the strong academic program that currently exists.

There are six major areas of academic development outlined in this report:

- The development of programs, personnel, and facilities to respond to the anticipated growth of the undergraduate and graduate student bodies of the campus.
- The development of a core curriculum for the campus undergraduate academic program that will provide all graduates of the campus with a broad based education.
- The development of disciplinary, interdisciplinary, and multi-disciplinary programs that will grow out of the strengths of existing programs and respond to student and community needs.
- The development of new degrees in areas of strength that meet clear needs in the local economic sector and that build on existing programs.
- The development of co-curricular academic programming on the campus that responds to the changing demographics of the campus and the increasing proportion of the students that will live on campus.
- The development of a diverse curriculum, student body, staff, faculty, and administrative cohort that will reflect the people and dynamics of the Pikes Peak community.

The program outlined in the subsequent plan represents the necessary steps toward having CU-Colorado Springs fulfill its role in providing the academic underpinning for the economic growth of the Pikes Peak region as well as serving as the growth campus for the CU system.

### 1. Mission of CU-Colorado Springs

The role and mission of CU-Colorado Springs is set forth in C.R.S. 23-20-101 (c):

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

The key concepts of this mission statement are reflected in the Vision Statement that was developed in 1994 and cited in the 1997 University Plan:

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

The Total Learning Environment Implementation Team recently completed their work to identify specific goals which will move the campus forward in its efforts to achieve the stated mission and fulfill the vision statement. Those goals and associated objectives are listed in the section of this document regarding academic planning and goals.

### 2. The Current Academic Program

First opened in 1965 as a nonresidential university on a campus occupying 80 acres, CU-Colorado Springs now serves as a comprehensive residential university with access to over 470 acres. Student enrollments have shown robust growth over the past few years, with 6540 students enrolling in the fall of 1998. As the number of students enrolled has grown, the quality of students has also increased. Over 51% of the undergraduate students admitted for the 1998-99 academic year surpassed the CICHE Admission Index required for admission to CU-Boulder, up from 42% for 1995-96.

Academic Degrees are awarded in six units: the Beth-El College of Nursing and Health Sciences, the College of Business, the College of Engineering and Applied Science, the School of Education, the College of Letters, Arts and Sciences, and the Graduate School of Public Affairs. The University offers 24 bachelor's degrees, 17 master's degrees, and 2 Ph.D.s. A master's degree in American Studies has been dropped since the last Academic Master Plan was adopted. CU-Colorado Springs is accredited by the North Central Association of Colleges and Schools.

#### **Beth-El College of Nursing and Health Science:**

Merging with CU-Colorado Springs in July of 1997, the Beth-El College of Nursing and Health Science "prepares graduates for service and leadership. The College addresses the nursing and allied health science needs of the city of Colorado Springs and Southern Colorado by offering undergraduate and graduate degrees as well as certificates, and life long learning programs" according to its mission statement. The College offers three degrees, a Bachelor of Science in Allied Health, a Bachelor of Science in Nursing, and a Master of Science in Nursing, with a variety of options within those degree programs, all accredited by the National League for Nursing. The College also offers certificates in forensics, gerontological, holistic, and neonatal nursing as well as emergency health. Beth-El utilizes diverse clinical facilities to provide learning opportunities for students in Colorado Springs, Pueblo, Denver, and throughout the country. In the fall of 1998, Beth-El accounted for 5.1% of the student credit hours taught at CU-Colorado Springs.

#### **College of Business:**

The College of Business serves the needs of the Pikes Peak Region and Southern Colorado for competent and responsible managers, for continuing education of those already in such positions, and for research. The degrees offered are a BS in Business Administration and a Masters of Business Administration, both accredited by the American Association of Collegiate Schools of Business. Several areas of concentration are available within each of these degree programs. In addition, an MBA is offered which can be entirely completed through distance learning. Certificate programs are also offered at the undergraduate and graduate level for those wishing to complete coursework on an additional area of emphasis. Student credit hours in the College of Business for the fall of 1998 represented 12.1% of the total for CU-Colorado Springs.

#### **College of Engineering and Applied Sciences:**

The mission statement of the College of Engineering and Applied Science, developed with the regional technical community, commits the College to "Support the needs of Southern Colorado by providing unparalleled undergraduate and graduate engineering and applied science education and by engaging in research of international stature which supports these needs." Toward this end, the College offers a Bachelor of Science in Applied Mathematics, Computer Science, Electrical Engineering, and Mechanical Engineering. A Master of Science is available in Applied Mathematics, Computer Science, Electrical Engineering, and Mechanical Engineering. The Master of Engineering degree with several options is also awarded. Ph.D.'s are given in Computer Science and in Electrical Engineering. Certificate programs exist in several areas. The B.S. in Computer Science is accredited by the Computer Science Accreditation Board, and the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology accredits the B.S. in Electrical Engineering. The College of Engineering and Applied Science taught 14.2% of the University's student credit hours in the fall of 1998.

#### **School of Education:**

The School of Education offers initial teacher licensure, principal and administrator licensure and graduate programs. A Master of Arts is given in Curriculum and Instruction, Guidance and Human Services, and Special Education. The three initial licensure programs in teacher education, the Teacher Education Program, the Alternative Licensure Program, and the Special Education Licensure Program all lead to teacher licensure. Certification is also available to those who already possess a graduate degree. All students must demonstrate proficiency in computer literacy prior to graduation or completion of certification. Members of the faculty provide a significant number of courses through continuing education to support the needs of local school districts. School of Education programs, both initial licensure and graduate, are fully accredited by the National Council for the Accreditation of Teacher Education. The School of Education provided 5.8% of the student credit hours in the fall of 1998.

#### **College of Letters, Arts, and Sciences:**

The College of Letters, Arts, and Sciences provides breadth of instruction for all students of the CU-Colorado Springs campus, including those in professional schools and colleges. The College awards Bachelor of Arts degrees in Anthropology, Biology, Chemistry, Communication, Distributed Studies, Economics, English, Fine Arts, Geography and Environmental Studies, History, Mathematics, Philosophy, Political Science, Psychology, Sociology, and Spanish. The Bachelor of Science degree is given in both Chemistry and Physics, with the B.S. in Chemistry certified by the American Chemical Society. Graduate degrees include a Master of Basic Science and Master of Arts in Communication, History, Psychology and Sociology. A certificate in gerontology is also available. Program reviews, including an external input component, are conducted every seven years for each academic program. Letters, Arts, and Sciences accounted for 62.1% of the student credit hours taught in the fall of 1998.

#### **Graduate School of Public Affairs:**

Established in 1972, the Graduate School of Public Affairs provides graduate level, professional training for managers and policy-makers in public, nonprofit, and criminal justice organizations. The School offers a Master of Public Administration and provides the coursework for a Master of Criminal Justice, which is awarded through the University of Colorado at Denver. Certificates are available in Public Management, Nonprofit Management, and Criminal Justice. The Graduate School of Public Affairs utilizes a unique approach to coordinating faculty allocation between the Colorado Springs and Denver sites, with faculty teaching on both campuses. The National Association of Schools of Public Affairs and Administration accredits this program. Enrollments in the Graduate School of Public Affairs accounted for 0.7% of the University's fall 1998 student credit hours.

#### **Kraemer Family Library:**

The library has as its mission to provide information services, sources, and instructional support services that are essential to the teaching, research, and service mission of the University. The library is open 86 hours a week and offers the traditional range of services as well as a Teaching Technology Center that focuses on the use of technology in the classroom. The library has a collection of over 930,000 items including print, non-print, and electronic resources. Materials for the Library are obtained primarily through purchase with state funds, gift funds, and gift-in-kind donations. The Library is also a selective Federal depository, a depository for Colorado State documents, and an affiliate data center for the United States Census documents.

## Summary of Current Degree Offerings

### College or School

#### Bachelor's/Master's/Doctorate

#### Beth-EI College of Nursing and Health Science

- Allied Health BS
- Nursing BSN MSN

#### College of Business

- Business Administration BS MBA

#### College of Engineering and Applied Science

- Applied Mathematics BS MS
- Computer Science BS MS Ph.D.
- Electrical Engineering BS MS Ph.D.
- Engineering ME
- Mechanical Engineering BS MS

#### School of Education

- Curriculum and Instruction MA
- Guidance & Human Services MA
- Special Education MA

#### College of Letters, Arts, and Sciences

- Anthropology BA
- Basic Science MBS
- Biology BA
- Chemistry BA/BS
- Communication BA MA
- Distributed Studies BA
- Economics BA
- English BA
- Fine Arts BA
- Geography and Environmental Studies BA
- History BA MA
- Mathematics BA
- Philosophy BA
- Physics BS MS
- Political Science BA
- Psychology BA MA
- Sociology BA MA
- Spanish BA

#### Graduate School of Public Affairs

- Public Administration MPA

#### Other Academic Programs:

Serving the community needs for lifelong learning and off-campus instruction, the nonprofit Division of Continuing Education offers credit, noncredit, relicensure/recertification, and other courses designed to supplement, expand, enrich, and complement degree programs offered by the University. Courses offered for undergraduate, graduate, recertification, or salary increment start year-round. Noncredit subject areas include writing classes, computer training, and academic/graduate school tests preparation.

The Small Business Development Corporation and the Colorado Institute for Technology Transfer and Integration collaborate with Continuing Education to offer credits for some of their programs. Both of these are affiliated with CU-Colorado Springs and link with the greater community to provide education, training, and services.

Academic support and co-curricular activities have increased dramatically with the growth of the campus. With the introduction of residence halls, the presence of students on campus 24 hours a day changed the level and type of campus support needed. Academic support services, information technology, athletics, and the Kraemer Family Library have all seen increased demand.

The Student Success Center provides a 7one stop? location on campus for meeting students? needs. Services include academic advising for undergraduate students, new-student orientation, academic workshops, career development, re-entry women?s programs, health insurance, off-campus housing, problem resolution, and student life information. Academic advising is now available on a 7 day per week 24-hour per day basis through e-mail and web-based service.

Making the power of technology accessible to student has been a high priority for CU-Colorado Springs. The Computing Services Department provides 13 computer-equipped labs with an average of 25 computing stations per lab. Columbine Hall has seven computerized classrooms, an open lab with 50 stations, and easy access to technology in 22 more classrooms. The College of Engineering and Applied Science maintains exceptionally well equipped labs, including the Electrical and Computer Engineering Multimedia lab and the Computer Science and Mathematics Hewlett-Packard Lab containing over 50 networked workstations.

The intercollegiate athletic program seeks to carry out its primary mission of providing student-athletes the opportunity to compete in a physically safe, academically sound, and athletically competitive environment. CU-Colorado Springs sponsors 10 varsity sports which compete at the NCAA Division II level in the Rocky Mountain Athletic Conference. Varsity sports include both men?s and women?s teams in basketball, cross-country, and tennis. Women compete in fastpitch softball and volleyball, while the men compete in soccer and golf. Several intramural and club sports are also available for those not wishing to compete at the intercollegiate level.3. Academic Planning and Goals

### 3. Academic Planning and Goals

The 1990-1995 Academic Master Plan contained an ambitious plan for the growth and development of CU-Colorado Springs. It proposed the addition of residence facilities, the move from NAAI athletics to NCAA Division II, and the addition of 6 coordinated Ph.D. programs, 14 Masters degrees, and two Bachelor's degrees. "Slightly more, and substantially more qualified and better prepared students?" were anticipated. The Plan emphasized the necessity for changing the students' own perception from that of part-time commuters to members of a university community.

Many of these aspirations have been realized, but the number of degrees added since the formulation of that plan has been much more modest than anticipated. Of the 6 new Ph.D.'s proposed in that plan, only one, a stand-alone degree in computer science, has been added. The existing coordinated Ph.D. in Electrical Engineering was granted stand-alone status in December of 1998. Two of the Masters degrees, in psychology and communication, were adopted. While there have been a few other degree programs instituted which were not anticipated in the last Academic Master Plan such the degrees resulting from the merger with Beth-EI, the expansion of new degree programs has clearly been modest.

Few new facilities have been added to support these new academic programs. Columbine Hall was opened in 1997 and provides offices for the School of Education, some departments in Letters, Arts, and Sciences, and technologically advanced classrooms. This facility has been instrumental in making CU-Colorado Springs a leader in the use of instructional technology. The Housing Village, consisting of eight buildings, was completed in two phases. The first phase opened in 1996, marking the transition of CU-Colorado Springs from a commuter campus to a residential institution. The second phase opened in 1997. The Housing Village also provides some classroom space and meeting rooms. The Beth-EI College of Nursing and Health Science is temporarily located within the Housing Village. Two nonacademic facilities were constructed in the past ten years, the Campus Services Building and the Family Development Center. The Family Development Center has been funded through a student fee.

The 1997 University Plan provides an assessment of the campus at the end of the last academic planning period. The strengths of the campus as reported then can be summarized as follows:

- Teaching: We come close to meeting the ideal standard for higher education: small classes with excellent teachers whose research and creative works keep them at the forefront of their fields.
- Breadth: We have a broad set of programs.
- Appropriate Size: We are small enough to offer a friendly, personal environment for students, faculty and staff, but large enough to offer the range of programs that our local constituents require.
- Efficiency: We have built a strong institution on very limited funds.
- Location: We reside in a community with a strong identity whose leaders realize that the local economy depends on highly educated citizens. They understand the necessity of having a strong, local university. Our location also provides a quality of life and a natural setting that affords our campus advantages in recruiting faculty, staff and students.
- Growth: We anticipate rising enrollments.

Challenges were also noted:

- Funding: Our low funding has forced us to be efficient, but continued low levels of funding could lead to a decline in program quality.
- Infrastructure: A history of limited funding has restricted our investment in facilities, technology, communications (external and internal), student information, student support, and research support.
- Contact with our Community: The two aforementioned concerns, as well as our history of starting as an extension program, has made us less connected with our community than we might be.
- Growth: Limitations on the state and university system budgets inhibit the allocation of more funds to this campus to fund our anticipated growth.

This analysis, as well as the goals and programs set forth in the University Plan, provided the groundwork for the development of the campus Total Learning Environment Goals. A broadly based TLE Implementation Team was appointed to facilitate the identification of the campus TLE Goals. This team of 23 members, including students, faculty, staff, and administrators, identified seven goals and associated objectives through a thorough process of campus community input, evaluation, and feedback. These seven goals and the associated objectives provide the framework for the development of the CU-Colorado Springs campus over the period covered by this Academic Master Plan.

#### Total Learning Environment Goals and Objectives

- Grow responsibly in order to meet the needs of the students, the community, and the state.
  - Increase the number of students to 10,000 by 2005 in order to realize economies of scale and the enhancement of student programs and activities.
  - Increase the proportion of out of state students to 25% of the student body by 2005.
  - Increase the international student body to 10% by 2005.
  - Increase the percentage of underrepresented students on campus.
  - Increase faculty, staff, facilities and operating budgets strategically to accommodate changing demands.
  - Expand distance education.
- Provide a comprehensive, personalized, educational experience that prepares students to excel personally, professionally and as citizens.
  - Develop new professional and graduate programs to meet the needs of the community and region.
  - Develop an academic master plan following CICHE guidelines by 2000.
  - Identify and increase support for existing underfunded programs.
  - Identify and support core programs of excellence that provide leadership in the discipline by promoting research and best practice.
  - Develop a core curriculum, in conjunction with the master plan, by 2001 that prepares graduates to think, read, write and speak critically, analytically and creatively, and to appreciate their responsibilities as citizens.
  - Develop a program of life-long learning.
  - Provide an environment that promotes student learning and is conducive to the success of each student.
- Enhance research, scholarship and creative works on the campus and in the community.
  - Strengthen the research, scholarly, and creative works culture on campus.
  - Position the campus to compete successfully for funding from sponsored program agencies and organizations; achieve \$10,000,000 in sponsored program activity by 2005.
- Use and enhance technology to improve teaching, learning, research and management.
  - Provide physical infrastructure to support academic and administrative information technology needs.
  - Enhance the information technology management and human resources to better support the campus mission.
  - Effectively integrate technology into the curriculum to improve teaching and learning, on and off campus.
- Expand and strengthen community partnerships.
  - Identify areas of mutual interest and concern to the university and the community and build partnerships in these areas.
  - Enhance and support current partnerships.
  - Improve external communications.
  - Increase financial support as a result of fostering partnerships.
- Model the values of diversity in the campus climate and educational programs.
  - Educate all students to succeed in a pluralistic society.
  - Ensure that students, faculty and staff experience a safe and inclusive environment.
  - Improve recruitment and retention of underrepresented students, faculty and staff.
  - Expand involvement of faculty, staff, students and administrators in campus and community groups that emphasize development of diversity and multiculturalism.
- Enhance the University's human, physical, and fiscal infrastructure.
  - Increase support and development opportunities for faculty and staff.
  - Develop the capacity of the campus' physical facilities to support current and future programmatic needs.
  - Re-structure the campus management systems.
  - Create an effective internal communications infrastructure.
  - Increase and strengthen sources of funds, as well as evaluate and improve uses of funds.
  - Strategically increase faculty, staff and operating budgets to support campus growth, and to reflect organizational needs of a growing campus.

#### 4. Planning Assumptions

The major planning assumption driving the Academic Master Plan involves the growing demand for higher education both in the State of Colorado and the Pikes Peak region. CU-Colorado Springs is located in El Paso County which is projected by the State Demographer's Office to become the most populous county in Colorado during the summer of 1999. Colorado Springs alone grew by 77,000 residents between 1991 and 1997. CICHE predicts that the number of annual high school graduates in El Paso County will grow from 4,347 in 1997 to 5,278 by 2004, an increase of 21.4%. Similarly, the impact of growth in statewide high school graduates is reflected in the anticipated 18% growth in full-time enrollment in Colorado's publicly supported higher education system between FY 1998-1999 and FY 2003-2004.

CU-Colorado Springs has already experienced growth at a rate unsurpassed among Colorado's public research and four-year institutions. Student credit hour production increased by 18.6% from fall of 1995 to fall of 1998, with almost one-third of that growth attributable to the merger with the Beth-El College of Nursing and Health Science. While the number of students transferring into the CU system dropped by 7.7% between FY 1994-95 and FY 1997-98, CU-Colorado Springs was the only system campus registering an increase in transfer students during that period. This total growth in enrollment has been spurred by the growth in the Pikes Peak region, the addition of residential housing on campus, an increase in transfer students, additional enrollments by nonresident students, and increased recognition of the excellent academic program offered.

Because of the factors which have led to increased growth in the past, projected increases in Colorado high school graduates, and the limited ability of other CU campuses to increase residential enrollments, CU-Colorado Springs expects to continue the pattern of high growth over the next five years. According to the 1998 CU Enrollment Management Report, if growth predictions hold, CU-Colorado Springs will enroll 77% of the 600 more first-time students expected in the CU system in the fall of 2003. At the same time, this campus should have the largest percentage increase of graduate and professional students over the period of fall 1997 to fall 2003. A total headcount of between 9,000 and 10,000 is expected in the fall of 2004, up significantly from 5801 in the fall of 1994.

The demographics of the student body have changed dramatically since the last academic master plan was developed. With the addition of residential housing and the associated increase in traditional age students, the percentage of students 18 to 20 years old has increased significantly. In the fall of 1993, only 16% of the student body were between 18 and 20, while that age group accounted for 26% of the student population in the fall of 1998. The tradeoff has occurred in the decline of students in the 30 through 49 age group, with the percentage of students in that segment declining from almost 38% in 1993 to 29% in the fall of 1998. This shift in age has significant implications for the academic support needs on campus.

Employment in Colorado Springs experienced a 29% increase between 1993 and 1998. The CU-Colorado Springs has been striving to meet the needs of area employers during the past few years, addressing significant resource challenges as it does so. Approval and implementation of programs and facilities to meet employer needs has been proceeding more rapidly than at any time in recent history. Even with the recent progress, the full needs of local employers can not be met due to resource constraints. Demand for increased local support in terms of research, workforce, and facilities is expected to increase in the coming five years.

Five target industry clusters have been identified by the Colorado Springs Economic Development Corporation for sustained economic growth in the region: information technology, complex electronics manufacturing, sports, visitors, and national non-profits. In every focus group, interview, survey, and individual contact with the executives of organizations responsible for maintaining the national and international competitiveness of the employers that comprise the current and anticipated economic base of the area, one unambiguous fact emerges. The local availability of high quality higher education programs, including selected research programs, is absolutely essential to the viability of their operations in the Colorado Springs area. For many that also addresses their viability in the state as a whole.

Although additional resources have been allocated based on student headcount, the reality of a growing campus has created financial difficulty. With the addition of Columbine Hall and the housing complex, additional funds have been reallocated to maintenance and operation. The increased headcount has put additional strains on the financial aid budget, with CU-Colorado Springs last among Colorado 4-year institutions in discretionary financial aid. Operating budgets for each of the academic units have not kept up with the campus growth. The prospect for a significant increase in base funding is not bright, so growth must be accomplished on a funding base that is currently problematic. This is not a new problem, as noted in the University Plan, but it does place severe limitations on the ability of the campus to develop and implement new academic programs.

Resources are expected to be limited, so each current or proposed academic program will be measured against the mission statement and TLE Goals for adoption or continuation. In the case of existing degrees, the System and CCH-E program discontinuance processes provide the framework for the evaluation of those degrees. Programs will be evaluated primarily using the following criteria:

- Centrality to the Campus Mission
- Quality of the Program
- Number of Student Affected
- Cost Effectiveness

Resource limitations may well require some modification of current academic offerings over the next five years. CU-Colorado Springs has eliminated one degree program over the past few years, and has effectively consolidated programs, offered degrees through distance learning, and utilized continuing education to offer programs not cost effective on campus. All of these tools will be engaged to ensure that programs are effective, efficient, and relevant to the current student needs.

For those resources that are available, this campus is committed to employing the Integrated Resource Management Strategy (IRMS) to ensure that all possible resources are used in the most efficient manner to enhance the academic program. Tuition revenues, state funding, student fees, endowment funds, grant support, and indirect cost recovery funds will all be considered when developing budgets for CU-Colorado Springs.

Summarizing the planning assumptions for the next five years, we have:

- Student demand for higher education in the State of Colorado will increase significantly.
- Student demand for higher education in the Pikes Peak region will grow even faster than state demand.
- CU-Colorado Springs will be the growth campus for the CU system.
- New academic programs will be designed to meet both growth and the economic and workforce demands of the Pikes Peak region.
- New academic support programs will be needed to provide the academic infrastructure for a student body becoming more traditional in makeup.
- Resources for new programs will be severely limited.
- IRMS budgets will be developed.

#### 4. Proposed Programs

The development of the academic program over the next five years will clearly reflect the mission of CU-Colorado Springs and the TLE Goals which were identified to enhance the fulfillment of that mission. The primary categories of program development were identified in the introduction and are represented as follows:

- Growth
- Core Curriculum
- Building Integrated Programs on Current Strengths
- Local Economic Needs
- Co-curricular Academic Enhancement
- Diversity

Given the dynamic nature of the faculty and staff at CU-Colorado Springs, it is not surprising that a request for input regarding potential new academic programs for the next five years resulted in many more proposals than can be supported with the anticipated resources. The following sections will identify those program enhancements that meet the TLE Goals and are deemed central to the development of the academic program.

#### Growth

Letters, Arts, and Sciences accounts for over 60% of the credit hours taught on campus, with an increase of approximately 12% in student credit hours over the past three years. Of the 24 departments or majors experiencing growth of greater than 25% in student credit hours since the fall of 1995, 14 are in LAS. Areas where new faculty resources are needed and enrollments are expected to rise include biology, chemistry, psychology, visual and performing arts, anthropology, English, and women's studies. Programmatic plans are currently underway for the development of a BS and MS in biology. These areas do not represent new initiatives as much as a natural progression of the development of existing programs, capitalizing on the strengths LAS already possesses.

A new arts complex is sorely needed to accommodate past and projected enrollment increases. Areas of particularly strong growth include art history, studio art and theater. Steady growth also appears in music and film. A new complex would house the Gallery of Contemporary Arts, moved from the current science building, a versatile black box theater, studio and curation space, classrooms, and a lecture hall. Private sources should provide the bulk of the funding for this facility.

The College of Letters, Arts and Sciences is committed to pursuing a new science building, perhaps with research and laboratory areas to be shared with or contiguous to the Beth-EI College of Nursing and Health Sciences. The removal of the current science building from plans for renovation as a science facility and the development of a plan for a new science building reflects both the economic reality of the cost of renovating a facility for science use and the College's desire to offer a quality undergraduate and graduate science program to a growing student body.

The Beth-EI College of Nursing and Health Sciences joined CU-Colorado Springs on July 1, 1997. This program brought with it not only students in its nursing and health curriculum, but also students who had previously completed the general education portion of their requirements at Pikes Peak Community College. Thus Beth-EI has contributed greatly to the overall growth of CU-Colorado Springs. The current strategic plan for Beth-EI has as a goal the growth in student enrollment from an enrollment of 396 in the fall of 1998 to 750 students in the fall of 2004. The largest growth is expected in the Health Care Services degree, with some additions in the RN to BSN program and the MSN program. National trends indicate that health care professions will be one of the major growth areas in the next decade. Beth-EI is strategically positioned to respond to the market with flexibility and creativity while maintaining excellence.

Facilities and academic support will be a major issue for Beth-EI over the next five-year period. Currently, Beth-EI is housed in Vail Hall, one of the new facilities designed as a residence hall. This arrangement has always been seen as a temporary arrangement, so the design and construction of a new facility is a major goal for the College. Library facilities are also a concern. Currently, students use the medical library at Memorial Hospital through a contract arrangement. A campus library resource will provide a critical resource for a comprehensive educational experience.

Undergraduate enrollments in the College of Business have increased by 22.7% over the past three years, the highest rate of any college or school. Three programs, Business Administration, Information Systems, and Quantitative Methods all saw student credit hour increases exceeding 50% over that period. The College expects at least the same level of overall growth over the next five years. New programs will be limited, but the addition of faculty at competitive salaries over this period will be a priority.

Graduate student credit hours in the School of Education have grown by 14.9% over the past three years, exceeding the 11.5% growth rate for the entire campus. Most of this has occurred in Counseling and the Alternative Licensure Program. Base funding for these programs is a priority. Most of the growth in the academic program will come in the area of off campus delivery and Continuing Education as described in the section on local economic needs.

The Graduate School of Public Affairs expects growth in the Criminal Justice Program. By the fall of 1999, enrollment is expected to be about 20 students, up from the 7 full time and 4 part time students enrolled in the fall of 1998. Future growth should materialize in this field with the increase in the number of criminal justice professionals employed in the southern Colorado region.

The Graduate School of Public Affairs intends to develop dual programs which will allow undergraduates to begin work on master's degrees while enrolled in bachelor's programs. These programs will allow undergraduates to take up to 12 hours of credit at the graduate level. These dual programs already exist on the Denver campus and can easily be extended to CU-Colorado Springs.

The overall growth in the College of Engineering and Applied Science over the past three years has exceeded general campus growth. While growth in graduate student credit hours has been modest, the increase in undergraduate enrollment has exceeded 22% during that period. In a 1997 strategic planning document, the College has set a target of 10% growth in student full time equivalent enrollment for each of the subsequent five years. The growth projections for the academic and research programs in the College point to the need for additional space in the next three years. An addition to the current Engineering and Applied Science Building has been approved and forwarded to the Capital Development Committee. Additional space may be leased in a nearby office park until the construction of space on campus to meet community development needs in engineering.

Sponsored research will need to grow at a significant rate over the next five years in order to keep faculty current in their field, support the new faculty needed to teach classes and to provide for the infrastructure required for the academic programs. Sponsored research amounted to about \$2,370,000 in FY 97-98, generating approximately \$204,000 in indirect cost recovery. The campus TLE Goals identifies a goal of \$10,000,000 in sponsored research by the year 2005. In order to meet that target, resources will have to be invested to provide for more coordination of effort and support for research projects. Holdings in the Kraemer Family Library must be enhanced to support these new research efforts.

With the renovation of the Kraemer Family Library and the construction of the new EI Pomar Center, information services will dramatically increase. Assignable square feet for library services and collections grow by 53,000 square feet from a current available space of 37,000 square feet to 90,000 square feet. An "information commons" which merges four of the campus' public computer labs into an open area in the library reference area also includes a new multimedia development lab, and enclosed computer lab, and five group study rooms with computers. An additional 20,000 assignable square feet will be provided for Computing and Media Services, including a television studio.

The future direction of the El Pomar Center information services and collections depends entirely on the campus' development of instructional and research programs as well as its student growth. At the same time, the growth and vitality of the instructional and research programs rely on the support of the Kraemer Family Library. The next ten years will continue to see an increase in the use of computers to access information, the need for assistance and instruction in the use of informational resources, and a growing dependence on resource sharing agreements and activities within the University of Colorado System, the State of Colorado, and the nation.

CU-Colorado Springs has been a leader in the incorporation of technology into teaching and learning. The success of the technology in Columbine Hall has led not only to enhanced academic performance, but also to additional demand for technologically advanced classrooms. Other classrooms have been identified as candidates for technological renovation. Given the immense use of technology and the demand for more, a task force has been formed by the Vice Chancellor for Academic Affairs to recommend a new structure for the administration of technology on campus. The position of chief information officer will likely be created in an effort to ensure efficient allocation of technological resources and effective use of technology.

Distance education will play an increasing role in the delivery of educational programs. The Colleges of Business and Engineering and Applied Science have delivered innovative educational programs through distance learning and expect to explore new programs for similar delivery. Demand for on-site programs for businesses and educational programs delivered to rural areas continues to grow, and CU-Colorado Springs must be ready to meet that need.

The growth in the student body will necessitate the expansion of all traditional student services and support. Admissions and Records, Financial Aid, Academic Advising, Project Excel, and Counseling will all require additional resources. Peer counseling programs will be added and expanded. Early warning systems will be developed and refined to provide additional means to ensure student success and retention. Given the limited resources and physical space available, web-based services will provide a crucial component of this overall expansion. The Student Success group has already made efficient use of technology to meet the current demand for academic advising, registration, and providing information on other programs, but further efforts will be needed.

Growth in both the current and prospective student populations will require additional nontraditional support mechanisms. A program to meet the unique needs of first generation college students is under consideration. Additional efforts will be put into the pre-college outreach program. Increasing numbers of high school students taking classes on campus under the Post Secondary Option may require additional support. As the campus becomes more traditional in nature, the nontraditional student who recently formed the nucleus of the student body will require more support and encouragement, not less. Faculty voice concerns that the problems with parking and class scheduling are making it more difficult for working students to attend classes.

#### **Core Curriculum**

The development of a core curriculum was identified as one strategy to achieve the TLE Goal of providing a comprehensive, personalized, educational experience that prepares students to excel personally, professionally and as citizens. The Core Curriculum Committee was constituted by the Vice Chancellor for Academic Affairs in close collaboration with the Faculty Assembly early in the academic year 1998-99. In September of 1998 the Chancellor gave the committee its charge and asked that a proposal be submitted to the faculty in September of 1999. It is expected that the preliminary work for the Core Curriculum will be completed during academic year 2000-2001 with implementation in the fall of 2001.

Thus far the committee has tentatively settled on a broad goal with three specific goals identified to fulfill that vision.

#### **Overarching Goal**

To graduate students who will exhibit significant intellectual, ethical, and person development.

The three specific goals are:

- Students should be able to read, write, think, and speak critically, analytically, and creatively.
- Students should understand the assumptions that underlie knowledge and the methodologies to obtain that knowledge.
- Students should appreciate their responsibilities as citizens in a pluralistic, global society.

Unlike current general education requirements that are only college or program specific, the new core curriculum is expected to be required of all students receiving an undergraduate degree. These common experiences are intended to meet the goals stated above and give each student a frame of reference unique to CU-Colorado Springs. At this point it is not possible to predict what new resources might be required to implement the new core curriculum. The needs of the core curriculum may be a factor in the future allocation of faculty positions.

#### **Building Integrated Programs on Current Strengths**

CU-Colorado Springs already displays a substantial integration and coordination of programs. The School of Education requires a BA from another discipline for teacher certification, and works with the College of Letters, Arts and Sciences on a coordinated degree in special education. LAS has developed integrated minors in film studies, religious studies, women's studies, and ethnic minority studies. Cooperative programs exist between the Beth-EI College of Nursing and the College of Business while physics in LAS and energy science in EAS share research and facilities.

The College of Business and the Beth-EI College of Nursing and Health Sciences are investigating the possibility of a BS in Health Care Management as well as other joint majors and minors. The College of Business currently has a joint Master of Engineering program with the College of Engineering and Applied Sciences, so this initiative on health care management would clearly build upon demonstrated strengths. Beth-EI is also considering options within the Health Care Services BS in the areas of Radiation Technology (to be offered in conjunction with Memorial Hospital), Radiation Therapy, and Nutrition (to be offered in conjunction with the Biology Department). The Sports Health and Wellness Promotion option within the Health Care Services degree will be expanded, in collaboration with the Biology Department.

Currently a track in the Curriculum and Instruction MA degree, Educational Leadership receives substantial enrollments and increasing demand for a separate degree program. The School of Education intends to submit a proposal to create an MA in Educational Leadership, a degree which would require few new resources but would meet the needs of the growing educational community in southern Colorado.

The Graduate School of Public Affairs is, by nature, interdisciplinary, with faculty from widely varying disciplines. Programs in the School are coordinated to create a flow of faculty members between the Denver and Colorado Springs campuses, allowing students to experience courses with various faculty, providing greater opportunity for students. Work on interdisciplinary programs with other schools continues, including cooperative tracks in areas such as business, natural resources, communication, and criminal justice.

Capitalizing on current programs in LAS, Business, and possibly Engineering and Applied Sciences, discussions are underway to explore the feasibility of a program in electronic communication. With the inclusion of new communications facilities in the El Pomar Center, this program could provide leadership in the development of new strategies for using electronic media in various areas of communications.

The Director of Athletics is facilitating discussion among the colleges of LAS, Business, and Nursing along with the Schools of Public Affairs and Education to initiate a Sports Studies Minor. Within the next five years, this could lead to degree programs in that area. Concurrently, the interested Colleges and Schools will look at developing continuing education courses for the certification of professional development for those working in a sports environment.

#### **Local Economic Needs**

Each College and School of CU-Colorado Springs has directly supported the local economy and plans to enhance those efforts. In the College of Letters, Arts, and Sciences, the psychology department has recently opened a Center on Aging, which includes a local clinic to support the need for mental health services for the region's aging population. One estimate projects a need in Colorado for 100 psychologists specializing in aging, while there are currently fewer than 200 psychologists in the nation with specialty training in working with older adults. Thus the proposed Ph.D. in geropsychology uniquely meets the projected needs in the region and the state.

The College of Engineering and Applied Sciences will move aggressively to support the needs of the regional information technology and complex electronics manufacturing industries which are expected to provide the backbone for much of the local economic growth. A recent MESA Research Group Study sponsored by US West states that there were 7000 unfilled high tech jobs in Colorado at the end of 1998, with a projection that there will be 30,000 such vacant positions in 10 years. One local information technology corporation projects the need to hire in excess of 150 engineers in the coming year. At the same time, programs that provide educational resources for the large presence of the US military involved in electronic and aerospace systems will also play an important part in the development of future engineering programs. Computer engineering, software engineering, space operations, and information operations all have local demand that is expected to increase. The computer engineering program has been in development, with Concept Papers already considered. Overall, Engineering and Applied Science will continue to provide significant workforce development and knowledge transfer for the local high tech community.

The Beth-EI College of Nursing and Health Sciences continues to seek innovative ways to deliver educational services to rural areas of Colorado. In particular, funds are being sought to convert the program that allows RN's to complete a BSN to a distance format, more effectively meeting community needs and extending the program into rural regions that are underserved in terms of education and health care. This program should attract more non-traditional students. The community has requested programs in Dental Hygiene (offered in conjunction with Pikes Peak Community College), Laboratory Technology, and Physical Therapy, but the costs of these programs may be prohibitive.

Non-traditional students also play a large part in the plans of the School of Education to meet the needs of the local K-12 educational sector, human services, and corporate training. Many of the anticipated new courses will be offered off campus, either with traditional or telemediated instruction methodologies. Continuing education courses will be expanded to meet the needs of local constituencies for a "just in time" schedule of delivery.

The College of Business supports the community in a variety of ways. For the past two years the College has presented The Southern Colorado Economic Forum, an analysis of leading economic indicator for the Pikes Peak region. Responding to community interest, an investigation into the demand for a Master of Science in Information Systems is currently underway. Program development should take at least two years, but this program will support the growing segment of the local economy that relies on information management.

The Master of Criminal Justice degree is a clear and recent response by GSPA to the needs that have emanated from the growth in local populations and systems. The completion of new corrections facilities and the growth in police agencies throughout southern Colorado demonstrate the changing and complex environment in which criminal justice agencies now operate throughout the region. Some of these regions may be served by telemediated courses in the future. The Master of Criminal Justice program complements and builds upon the existing programs offered by the Graduate School of Public Affairs at CU-Colorado Springs. Give the current criminal justice offerings in Colorado Springs, awarding a Master of Criminal Justice degree at CU-Colorado Springs in coordination with CU-Denver would represent more of a recognition of the health of the degree program rather than the initiation of a new degree.

Colorado Springs is the home of the US Olympic Training Center as well as many national amateur sports governing boards. The demand for professional training in sports management and training is expected to increase. In response to that growing market segment, the current program in sports studies is expected to be developed into a full degree program within the next five years. This program should include a variety of colleges and departments, providing an interdisciplinary program building on a variety of strengths at CU-Colorado Springs.

#### **Co-curricular Academic Enhancement**

The demographics of the campus have changed considerably since the last academic master plan was adopted. One of the most significant changes has been in the area of the student profile. With the addition of residence halls, the age of the typical student has dropped significantly, and more students come to campus and stay all day rather than dropping in for a single class. Because of this, a significant expansion of student activities is necessary. The Vice Chancellor for Student Success will develop a master plan for student activities in the near future. Current projects include the creation of entertainment/recreation packages, service learning opportunities, and expanded mentoring programs. Retention and intervention activities will focus on close linkages among classroom experiences, support services, and student life. Retention of freshman from the fall of their first year to the fall of the subsequent year has increased from 60% in 1995 to 62.4% in 1997. Significantly, the retention rate for ethnic minorities in 1997 was 67%, higher than the general retention rate. All of these efforts will be tremendously aided by the renovation and expansion of the University Center, due to be completed within the next three years.

Project Excel Centers in science, math, oral communications, writing, and language currently receive in excess of 65,000 visits per year. Center users have a higher GPA and better retention rate than nonusers and the Excel Centers have been cited by the American Association of State Colleges & Universities as a best practice. Support for these centers is being sought through CU TLE grants in order to build on the current success.

The Assistant Vice Chancellor for Academic and Multicultural Affairs and the Director of Ethnic Minority Studies Program will work with other campus offices to ensure that there are regularly scheduled campus-sponsored events which reflect an appreciation for diversity. These programs are expected to support and complement the diversity initiatives in the academic program.

The arts also provide opportunities for students to bring academic interests and experience into performance arenas. THEATERWORKS and the academic theatre program provide numerous opportunities for students to link academic study with public performance. Film studies has the potential to create another area of student and community interaction. The expansion of the Visual and Performing Arts department would enhance these co-curricular activities as well as strengthen the academic program.

Engineering and Applied Sciences has created numerous opportunities for students to become active in professional engineering societies. The student chapters of the Society for Women Engineers and the Institute of Electrical and Electronics Engineers have been very active in the community. Recently, chapters of the American Indian Science and Engineering Society, the American Society of Mechanical Engineers, the Society of Hispanic Professional Engineers, and the National Society of Black Engineers have been initiated. These opportunities should increase as the number of students in engineering grows.

The athletics department is moving to strengthen the ties between the academic program and the athletic experience of the student athlete. With the development of a new program, "The Exemplary Student Athlete," student athletes will be encouraged to focus on their education, pursue excellence in their sports, display leadership and good character on and off the field, extend themselves to community service projects and remain substance free. Each student athlete who chooses to participate will be assigned a mentor from the community who will work with the coach to design a program to facilitate this development and the student athlete's entry into the job market after graduation.

The residential nature of the campus and the growth of the student body put increased pressure on an inadequate athletics facility. A new Sportsplex facility is needed, one that would seat at least 5000 spectators for basketball and volleyball, house indoor tennis courts and a track, and provide conditioning facilities for students, faculty and staff. Discussions have been initiated to investigate the feasibility of a private partnership to build this needed facility.

#### **Diversity**

A recently developed campus diversity plan identifies short and long term diversity goals that complement the objectives identified in the diversity goal of the TLE Goals. Among those goals is base funding for the Office of Academic and Multicultural Affairs along with the hiring of a permanent Assistant Vice Chancellor for Academic and Multicultural Affairs. The occupant of this position will help guide recruitment and retention efforts for all campus constituencies, participate in curricular and programmatic initiatives, and serve as a liaison between the campus and local minority communities. This position and office will play a key role in realizing consistent increases in the number and percentage of under-represented minorities at all levels.

Each college or school will actively pursue its own diversity plan over the next five years. LAS will continue to integrate discussions of issues tied to diversity into a broad range of courses. GSPA's curriculum is infused with issues of diversity, and it will enhance its strong performance in the area of student diversity by reaching out to international and minority students. The College of Engineering and Applied Sciences has a strong track record of supporting students of color, winning the 1998 CU Diversity Excellence Award. Ethnic minority enrollment in Engineering and Applied Science has increased from 14% in 1993 to 18.7% in 1998. Support for these students is increasing, and the number of engineering graduates from under-represented groups can be expected to increase from the current high level. The College of Business will continue support for their Minority Advisory Council and Director, which have been instrumental in increasing the minority enrollments by 9.5% in the College over the past three years. Business has also moved to include diversity components into two of the courses required for the BSBA. The School of Education has effectively increased the diversity of classroom teachers through its Alternative Licensure Program. This program allows working adults to become eligible for provisional licensure and emphasizes a commitment to working with at risk. The Beth-EI College of Nursing and Health Sciences has committed itself to attracting more underrepresented groups in both its faculty and students, including ethnic minorities and males. Beth-EI will also include diversity content in curriculum to promote culturally sensitive health care.

One or more diversity/multiculturalism requirements are expected to be part of the core curriculum. In addition, the Ethnic Minorities Studies Program will have a new director who will help make cultural and ethnic studies a prominent feature of the campus. In addition to the diversity TLE Goal, these efforts will support the other goals regarding growth and providing a personalized education.

#### **Summary of Expected Degree Proposals**

##### College or School

##### Bachelor's/Master's/Doctorate

Beth-EI College of Nursing and Health Science

- Health Care Management BS (with Business)

College of Business

- Information Systems MS\*

College of Engineering and Applied Science

- Computer Engineering BS MS
- Software Engineering BS MS

School of Education

- Educational Leadership MA\*

College of Letters, Arts, and Sciences

- Biology BS MS\*

Psychology (Geropsychology) Ph.D.\*

Sports Studies BS MS (Coordinated with Beth-EI, Business, Education, and GSPA)

Graduate School of Public Affairs

Criminal Justice MCJ

\* Degrees proposed in the 1990-1995 Academic Master Plan

This Academic Master Plan will be reviewed each year over the next five year period to ensure that CU-Colorado Springs remains responsive to community needs and reflects changing professional standards. For example, the addition of the Beth-EI College of Nursing and Health Science was not anticipated in the last academic master plan, but that merger strengthened CU-Colorado Springs' ability to fulfill its legislative mission. While additional degree programs may be developed in response to significant community need and student demand over the coming five years, additional resources from either state or external sources will most likely be required to develop those degrees.

#### **Summary**

The 1999-2004 Academic Master Plan for CU-Colorado Springs represents a realistic response to the needs of both the State of Colorado and the Pikes Peak region over the next five years. Given the substantial growth in student demand which this campus experienced over the past several years and the designation by the CU System as the growth campus of the future, the question is not whether this campus will serve more students, but how it will serve them. At the same time, the local economy continues to expand at a rapid rate, increasing the demand for advanced degrees. The TLE goals adopted by the campus present the framework for thoughtful, considered growth to meet both challenges. Each of the thirteen degree programs expected to be proposed over the coming five years builds on the current strengths of existing departments, meets the needs of a growing student body, and supports local economic development. Academic infrastructure needs must be addressed, including the need for some additional facilities. The campus will make the most of the resources available, pursuing the system-wide Integrated Resource Management System approach to the identifying and allocating resources in the most effective manner. CU-Colorado Springs has been exceedingly efficient in providing academic services in the past, but the ability to provide additional services within the current funding structure is limited.

The CU-Colorado Springs community is dedicated to fulfilling the mission stated at the beginning of this report. As evidenced by the broad participation in the development of the campus TLE goals, the students, faculty, staff, and administrators believe that this campus is uniquely equipped to meet the challenge of providing "a public undergraduate education unexcelled in the State and selected excellent graduate programs." While the CU-Colorado Springs campus has been committed to the concept of a Total Learning Environment from the very beginning, this Academic Master Plan commits the campus to surpassing current achievements in the service of Colorado and the Pikes Peak region.