

## **CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE**

*The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

The University of Colorado at Colorado Springs (UCCS) has long understood the relationship of teaching and learning, on the one hand, and research, scholarship, and creative work, on the other hand, as more complementary than competitive. The campus has, over time, attracted faculty who have a strong belief in a balance between these two core faculty functions. Within that context, both the institution and faculty are deeply committed to excellence in research, scholarship, and creative work as asserted in the campus vision statement: “The University of Colorado at Colorado Springs will provide . . . outstanding research and creative work that serve our community, state, and nation.”

One outcome of the faculty’s approach to research and teaching is that students have opportunities to learn by participating in research activities. More than half the faculty report “success in getting students involved in research, scholarly, and creative activities.” An even greater percentage of students agree with the assertion that “faculty at UCCS do a good job of getting students involved in research, scholarly, and creative activities.” More generally, another outcome of the recent Inventing the Future discussions is a campus commitment to experiential learning as a hallmark of UCCS.

UCCS has been explicit in placing an emphasis on a robust student experience within the general education curriculum. This commitment was confirmed by the May 2000 adoption of core goals for general education. Each college with undergraduate programs has implemented a curriculum to advance those goals, a process that the campus has been assessing for several years now. Of note is that 71 percent of students surveyed responded that the campus is doing very well or sufficiently well in addressing the broad goals of general education, and the majority of students agreed that the campus is addressing well every one of the identified components of those general education goals.

*Core Component 4a — The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.*

### **Policies Supporting Research, Scholarship, and Creative Work**

The Office of Research (OR) was established three years ago to advance the campus in its Research Initiative, an effort spearheaded by the Faculty Research Council (FRC), a group of faculty engaged in active research. The FRC has the solid support of all levels of administration to improve the position of research on the campus.

This move toward more productive campus research resulted in reorganizing the Office of Sponsored Programs (OSP) and appointing a new director in the OR. In collaboration with the FRC, the OR examined and updated UCCS' policies on research and compared how those policies fit with national standards and system-wide administrative policies. Over the last three years, the campus has made great strides to ensure that the new, approved set of policies conform to system, state, and federal research guidelines.

The campus' research mission is explicitly stated in several venues that strongly support faculty research and creative work. According to the campus' vision statement:

*The University of Colorado at Colorado Springs will provide unexcelled, student-centered teaching and learning and outstanding research and creative work that serve our community, state, and nation and result in our recognition as the premier comprehensive, regional research university in the United States.*

The campus has also outlined its research vision for the year 2010 and beyond in the set of overarching core goals shown below.

- To enhance research, scholarship, and creative work on the campus and in the community
- To acquire and enhance technology to improve teaching, learning, research, and management
- To enhance research by faculty and students, both graduate and undergraduate, with an emphasis on service to the complex electronics industry, the military, nonprofits, the sports industry, and medical products and services to the aging that will support a classification change from Master's I to doctoral

Nearly all policy statements from the regents that focus on faculty workloads, annual reviews, promotion, and tenure decisions stress the importance of research in every tenured and tenure-track faculty member's career. The research done by tenured and tenure-track faculty is evaluated consistently and rigorously. Faculty members are reviewed each year by the primary unit, college, and campus for annual salary raises, promotion, tenure, and post-tenure review. Most often, 40 percent of these evaluations are based on the productivity of research and creative work. In addition to the many system-wide administrative policy statements in place, policies at the campus, college, and department levels also guide and promote a life of learning for faculty and students.

## **System-Wide Research Policies**

The following outlines the university's system-wide research policies:

### *Sponsored Research Policies*

Sponsored Research Policies set out the general responsibilities for conducting research. They explicitly state the need to comply with federal, state, and university regulations, including the need for having an Institutional Review Board for Human Subject Research, the Institutional and Animal Care Use Committee, the Biohazards Compliance Committee, and others. The policies also articulate the general code of conduct for research within the University of Colorado System (CU System). Additionally, one section outlines the need to provide ongoing training for principal investigators (PIs).

### *Intellectual Property Policy on the Protection and Commercialization of Discoveries and Patents*

The Intellectual Property Policy on the Protection and Commercialization of Discoveries and Patents outlines the intellectual property rights of the faculty, campus, and CU System. The CU System and campus have technology transfer offices that help faculty deal with the patent process, royalties, intellectual property rights, and other issues.

### *Conflict of Interest Policy*

The Conflict of Interest Policy outlines the faculty's responsibilities to disclose and avoid conflicts of interest and establish management plans for such conflicts.

### *Policy on Indirect Cost Recoveries*

The Policy on Indirect Cost Recoveries addresses indirect cost recoveries from grants and contracts, which make up a substantial resource for the campus, colleges, departments, and PIs. This system-wide policy, along with the campus policy discussed in the following section, makes the process of fund designation unequivocal.

### *Gift, Grant, and Endowment Income Distribution Policies*

The Gift, Grant, and Endowment Income Distribution Policies outline the use and distribution of external funding sources. They help the campus comply with the myriad of federal, state, and campus rules for how funds are secured and used.

### *Policy on Restricted, Proprietary, and Classified Research*

The Policy on Restricted, Proprietary, and Classified Research addresses the restrictions on publication, proprietary material, or material classified under federal rules. While the goal of the university is open and free discussion, special restrictions apply to research involving such materials.

## **UCCS Research Policies**

The preceding list represents a selection of the more critical system-wide research policies. In addition to these, the campus has an array of research policies that include the following:

- Roles and Responsibilities for Sponsored Programs Administration
- PI Eligibility on Sponsored Programs
- Operating Guidelines for Use of VCAA Grant Matching Funds
- Policy on Distribution of Income Generated from Intellectual Property
- Guidelines for Externally Funded Changes to Faculty Work Assignments
- Fee-for-service Contracts in Academic Affairs
- Distribution of Indirect Cost Returns from Externally Sponsored Programs
- Facilities and Administrative Waivers

## Research and Creative Work Awards and Recognition

Faculty members do research for a variety of reasons, not the least of which is that the stimulation, intellectual growth, and contribution to society's knowledge are intrinsically rewarding. However, UCCS faculty know they are also judged by their contributions to research and creative work during the annual salary review and at reappointment, promotion, tenure, and post-tenure reviews. Generally, 40 percent of a faculty member's evaluation is directly concerned with the research and creative work he or she produces.

### Faculty Award for Excellence in Research and Creative Work

The campus provides additional research recognition through honors and awards. The Faculty Award for Excellence in Research and Creative Work is the highest campus award for research and creative work available. The award represents the very best in faculty achievement as faculty pursue a life of learning. The recipient of this prestigious award receives \$4,000 cash.

### Chancellor's Award

The Chancellor's Award is given to an outstanding faculty member, one who has contributed in multiple ways, including research and creative work, to the university community. The recipient receives a \$500 cash award.

### College of Letters, Arts, and Sciences

The College of Letters, Arts, and Sciences (LAS) gives an annual Outstanding Research and Creative Work Award to the faculty member with the best overall research record. LAS also recognizes graduate and undergraduate students engaged in research and creative work through the three programs listed below.

#### *Independent Scholar Program*

A small group of students receives funding for independent original work overseen by a mentor.

#### *Collaborative Research Scholar Program*

Students work with a faculty member on the faculty member's research.

#### *Renaissance Scholar Program*

Students combine scholarly work in two or more disciplines.

### College of Engineering and Applied Science

The College of Engineering and Applied Science's (EAS') annual Researcher of the Year Award is \$250. The college also gives an annual Outstanding Graduate Student Award to the student with the best overall record that includes research work.

These awards are only the outward expression of UCCS' deeply held view that a life of learning is at the heart of what it means to be a university. They also directly reflect the campus' commitment to and value of research and creative work.

## Faculty Merit Evaluation

The institutional support for a life of learning as expressed in faculty and student research is central to almost every evaluation process at UCCS. From the annual merit evaluations to the intensive scrutiny given faculty members during promotion or tenure reviews to the support offered by all units, a life of learning is a key element in the life of a university.

The Board of Regents has mandated that all faculty salary raises be based on merit alone. No stipulation exists for raises to be based on either cost of living or time in rank. Each faculty member is evaluated annually by the department chair, a committee designated by the dean, and the dean of his or her college or school. The norm for evaluating faculty is almost always based on these three factors: teaching, research and creative work, and service, although some units such as the Kraemer Family Library have other considerations. Weighting the evaluation so that 40 percent is based on teaching, 40 percent is based on research and creative work, and 20 percent is based on service is the norm. Most of the mandated procedures for annual merit evaluations are outlined in the CU System Administrative Policy Statement.

### Annual Merit Adjustments for Faculty

Because of the natural differences that may arise in each faculty member's career, mechanisms exist to adjust the annual workload percentages in the three core areas, outlined in the system-wide policy Differentiated Annual Workloads for Faculty. If someone is department chair, the workload for service may be increased from the normal 20 percent to 30 or even 40 percent. Similarly, if a faculty member receives a large federal grant, the research workload might be increased above the 40 percent level.

Each year, all faculty members are required to submit a Scholarly Report, a standardized form that lists scholarly and creative work in these categories:

- Books and monographs
- Articles and technical papers
- Reports and pamphlets
- External scholarly activities
- Research, writing, creative work, or other work in progress

Faculty members are also required to submit updated curriculum vitae (CV) for annual review. A faculty member's research and creative work is monitored through both the Scholarly Report and CV. College policies determine the exact procedures for assigning one category from four possible ratings — outstanding, exceeding expectations, meeting expectations, or below expectations.

## Promotion and Tenure

Promotion and tenure decisions are driven by the Administrative Policy Statement, Implementation of Regent Policies on Tenure, and the campus' own Promotion and Tenure Policy, which is outlined in the Faculty Handbook. The regents mandate that tenure-track faculty must be evaluated for tenure or promotion to associate or full professor based on the tripartite areas of teaching, research and creative work, and service. A vigorous, high quality life of learning is essential for a faculty member to secure tenure or promotion.

The evaluation for promotion or tenure extends outside the university to external experts in each faculty member's discipline or subdiscipline for an impartial analysis of the faculty's record, particularly in research. External review letters are thus an important part of the review. A promotion or tenure candidate also is required to assemble a detailed dossier demonstrating the work he or she has done in all three review areas. On the research and creative work side of this review, the dossier includes such materials as publications, reviews, and evidence of juried presentations.

The standards for tenure and promotion to associate professor, as shown, are high.

*Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in teaching or in research or creative work.*

Because nearly all tenure and promotion decisions to associate professor occur simultaneously, these are the de facto standards for promotion. Only under special circumstances is this not the case. Specific [policies](#) are in place to deal with all of the vagaries of faculty who do not meet the normal timing of coming up for the tenure decision in the seventh year in the rank of assistant professor.

The standards for promotion to professor are summarized thus:

*Under university policy, promotion to professor requires a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service.*

Each primary academic unit — department, college, or school — has specific detailed criteria by which a faculty member may be judged to have met the regental standards. Clearly, a life of learning is not only desirable but also imperative for UCCS faculty to have successful careers.

## Supports for Research, Scholarship, and Creative Work

### Campus

The campus provides support for research in a number of ways. The OR was established to propel the research and creative work agenda of faculty to new, more productive levels. The OR also provides the organizational structure to ensure the advancement of research on campus and integrity of the research process. All research, funded or unfunded, is critical to the intellectual life of learning that UCCS instills. The OR has been charged with providing the needed direction and services for all university research. In cooperation with the campus OR, during AY 2003 – 04, the Research Council developed a document entitled “Expanding Research Horizons: Concepts for a Campus Strategic Plan for Research,” a planning roadmap with specific steps for maintaining the positive momentum of the research initiative. The concepts identified fall into these six categories:

1. Continue to strengthen the research culture of the campus (faculty and administration)
2. Leverage critical capabilities
3. Provide high-profile leadership



4. Position the campus for opportunities
5. Provide sustainability
6. Pursue fund-raising activities committed to rewarding and enhancing research capacity

In November 2003, this plan was unanimously endorsed by the full Faculty Assembly, and in December 2003, it was adopted by campus administration.

### ***Committee on Research and Creative Works***

The Committee on Research and Creative Works (CRCW) encourages and promotes research and creative work among all tenured and tenure-track faculty and in every program area. The objectives of this program include (1) to promote research excellence, (2) to assist more junior tenure-track faculty to establish their research programs, and (3) to provide seed money to enable faculty to secure external funds. The committee makes awards of up to \$5,000 for off-loads, summer support, research assistants, equipment, non-conference travel, and other costs associated with specific research projects in response to proposals from individual faculty members or small groups of faculty. Funding is sufficient to accept at least ten proposals per year. The following criteria are used by the committee to evaluate the merit of each proposal:

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*The Committee on Research and Creative Works makes awards of up to \$5,000.*

#### *Primary Criteria*

- Clarity and comprehensibility of the proposal
- Scholarly and applied significance (practical and published outcomes of the project)

#### *Secondary Criteria*

- Feasibility of achieving project goals, including appropriate and clearly defined research methods
- Evidence of potential for further funding
- Budget detail
  - If the qualities of research grants are equal, proposals for summer stipends alone will receive lower priority than those that detail extended need
  - Requests for computer equipment, software, or peripherals must include a justification as to why these cannot be accessed through services on campus or elsewhere
- Funding is for research and/or creative work only — curriculum material or product development will not be funded
- Research that involves students and student funding will receive higher priority
- Untenured faculty will receive higher priority than tenured faculty
- Faculty starting new research directions, especially those with demonstrated success in leveraging previous CRCW grants to obtain external funding, will also receive priority

## ***Sabbaticals***

Regent policies provide for sabbaticals and UCCS has funded sabbaticals for tenure-track faculty. According to regent policy, a sabbatical serves the following purpose:

*Sabbatical assignment is an important tool in developing academic scholarship and is a time for concentrated professional development. The faculty member shall use the sabbatical assignment in a manner that will enhance her/his scholarly and/or teaching competence and potential for service to the university and advance departmental program goals.*

Funding is provided for one semester salary to faculty who have completed twelve semesters of service and who submit proposals approved by their dean and the VCAA. Thus, faculty can take a one-semester sabbatical at full pay or a full-year sabbatical at half pay once every seven years.

Faculty members who are eligible as described in the Laws of the Regents and who seek approval for a sabbatical must submit a specific plan. This plan must (1) describe the project's academic objectives, including its contribution to the faculty member's professional growth and expertise, (2) provide a clear work plan, (3) demonstrate the congruence of the proposal's objectives to the academic and/or pedagogical goals of the department, (4) specify its contribution to enhancing the university's reputation, and (5) describe its contribution to the educational experience of students.

Each plan must be approved by the department chair or an appropriate departmental committee, dean of the college or school, and campus' chief academic officer. If approved, the faculty member's request will be forwarded to the vice president for academic affairs and research, who will ensure that each step of the approval process has met the requirements of this policy. With the concurrence of the university's president, approved requests will then be submitted to the regents for final approval.

During the first semester after returning to regular duties, the faculty member must file with the dean a substantive report of his or her work and overall accomplishments during the sabbatical. The dean will evaluate the report for conformity with the sabbatical plan. Both the plan for the sabbatical and the post-sabbatical report shall be public documents. Therefore, no proprietary information reflecting intellectual property issues should be included in these documents. Copies of the plan and report must be kept on file by the appropriate dean. The academic unit shall evaluate the sabbatical reports as part of the annual merit evaluation and post-tenure review processes.

Deans maintain annual records of the number of sabbatical requests refused and awarded. To be eligible for subsequent sabbaticals, faculty members must demonstrate that they have substantially met the academic goals stated in their previous sabbatical plans.

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*Funds that come to the library from indirect cost recovery are targeted for research materials.*

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

The library supports faculty research by purchasing research materials in most disciplines, particularly those that support graduate programs. Funds that come to the library from faculty research grants (indirect cost recovery) are targeted for research materials in the discipline generating the funds. The library diligently forms partnerships with other institutions in order to increase the availability of research resources. In addition to providing collections and research materials, the library provides services that support the campus' research mission. Reference and research assistance is available, as is instruction in the use of electronic and print biblio-



graphic resources. Interlibrary loan services are available to assist in obtaining research materials not owned by the library.

## Colleges

The colleges and library provide considerable support for faculty in their research, scholarly, and creative work by providing funds for travel, equipment, and other developmental activities. New tenure-track faculty hires ordinarily receive negotiated start-up packages, the size of which typically depends on the discipline. Department chairs and other senior faculty are expected to mentor junior faculty on all aspects of their careers, including scholarly activity. Colleges have access to a portion of the overhead costs recovered from sponsored program activities to defray some costs related to research. At times, some colleges are able to provide temporary reductions in teaching loads to help faculty members facilitate the development of their scholarly work.

## Centers and Institutes

The organizational structure of the university includes not only colleges, schools, departments, and programs, but also institutes, centers, and laboratories. Specific criteria for how each of these units are designated are presented in the CU System Administrative Policy Statement Procedures for the Establishment of Centers, Institutes, Laboratories, and Bureaus. The campus also has established policies that deal specifically with review and oversight around these structures. The main campus policy is the Review of Centers and Institutes. Other policies dealing with these entities are found in the Center Policies and Procedures and Guidelines for Center Charters. Some of these organizations, such as the Teaching and Learning Center, deal with teaching, but many focus entirely, or at least heavily, on research.

One of the key strategies of the research initiative developed under Leveraging Critical Capabilities was to identify fruitful multidisciplinary research areas matched with faculty research strengths and, where appropriate, create research institutes and centers focused on those areas. The following are those research units created during the last four years:

- Bioenergetics Institute (Biology Department, Physics Department)
- Magnetism and Magnetic Materials Center (Physics Department)
- National Institute for Space Science and Security Centers (NISSSC) (Campus-wide)
  - Center for Science, Technology, Engineering and Math Education (CSTEME)
  - Center for Space Studies (CSS)
  - Center for Homeland Security (CHS)
  - Trauma Research Center
- Austin Bluffs Center for Research and Development (Campus-wide)

## Summary of Research and Creative Work Accomplishments

Over the years, the campus research record has been impressive. UCCS has been especially productive during the last four years when it began the research initiative. The following discussion focuses specifically on AY 2004 and FY 2004 – 05. The latest Research Report can be found in the Appendix. The following section presents several indicators of the research effort from FY 2002 – 05.

**Figure 5.1 — Number of Proposals Submitted**

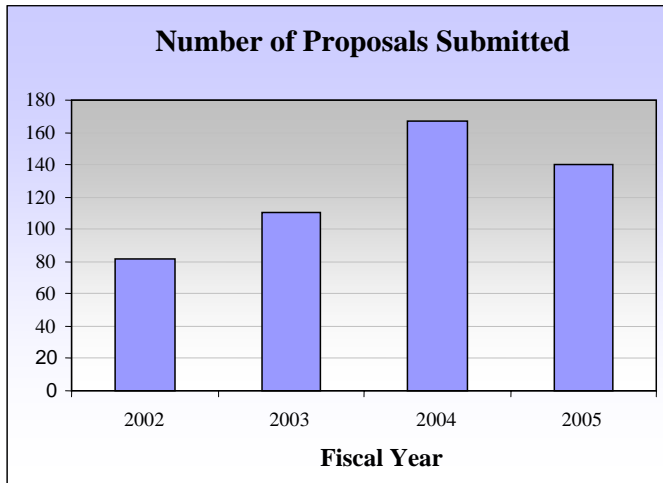
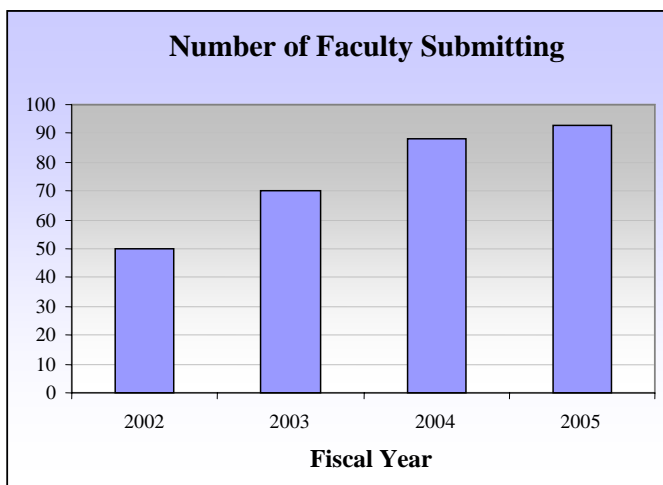


Figure 5.1 shows the number of proposals for external funding submitted during the last four fiscal years. Although the number was high, submissions declined from FY 2004 – 05.

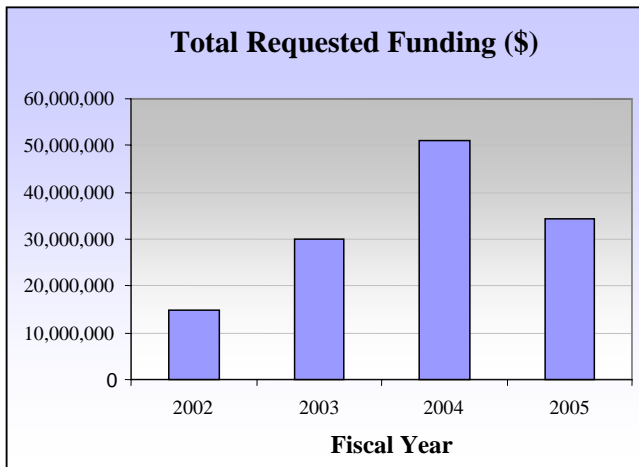
As shown in Figure 5.2, the number of faculty submitting proposals during FY 2005 increased and was almost double that for FY 2002. The 140 proposals submitted by the 93 faculty members in FY 2005 should be considered very substantial, given that the total number of tenured and tenure-track faculty in 2005 was 193, a number that had remained almost constant over the four-year period discussed here

**Figure 5.2 — Number of Faculty Submitting**

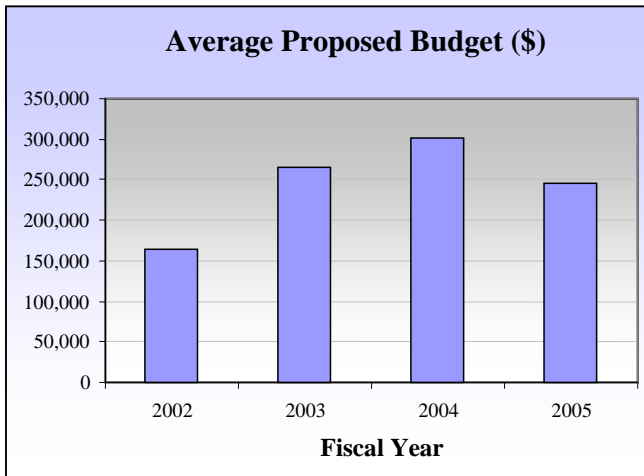


Paralleling the decrease in the number of proposals submitted from FY 2004 – 05 as shown in Figure 5.1 is the decrease in the total of requested funding. However, as Figure 5.3 indicates, the total requested funding in 2005 is still substantially higher than in FY 2002.

**Figure 5.3 — Total Requested Funding**



**Figure 5.4 — Average Proposed Budget**



The average proposal budget, shown in Figure 5.4, also decreased for FY 2005. This downward trend can be explained to a great extent by the dramatic successes in FY 2004 and by one grant in particular skewing the trend. In FY 2004, the campus received a grant from the Department of Defense Multidisciplinary Research Program of the University Research Initiative (MURI) for \$5.25 million. Because of the large size of this grant and the unique circumstances of receiving such a huge award, the numbers for FY 2004 in many of these categories were exceptional.

**Figure 5.5 — Total External Funding Received**

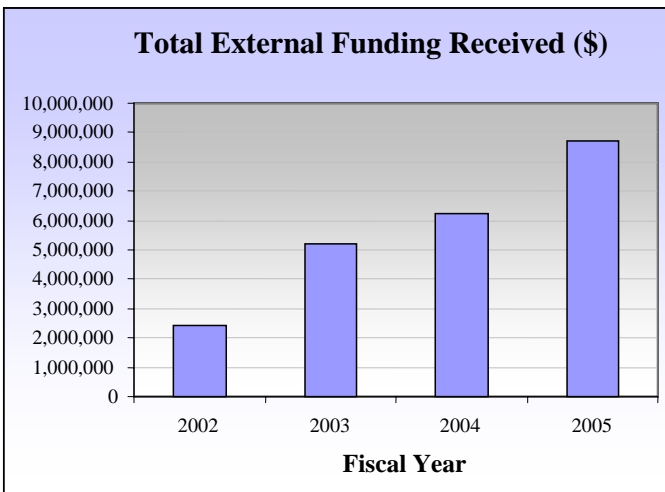
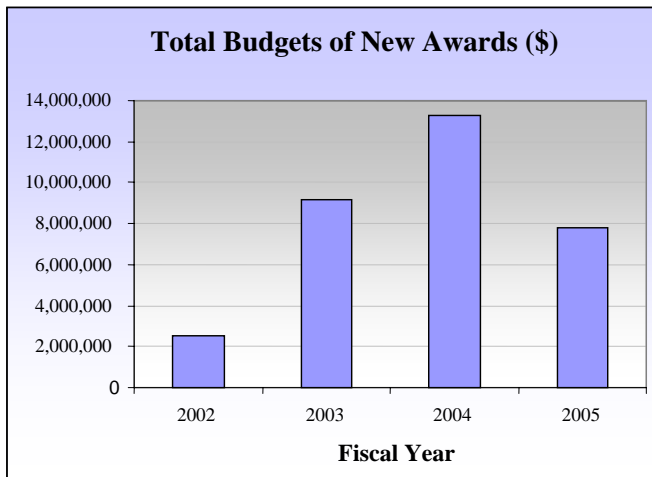


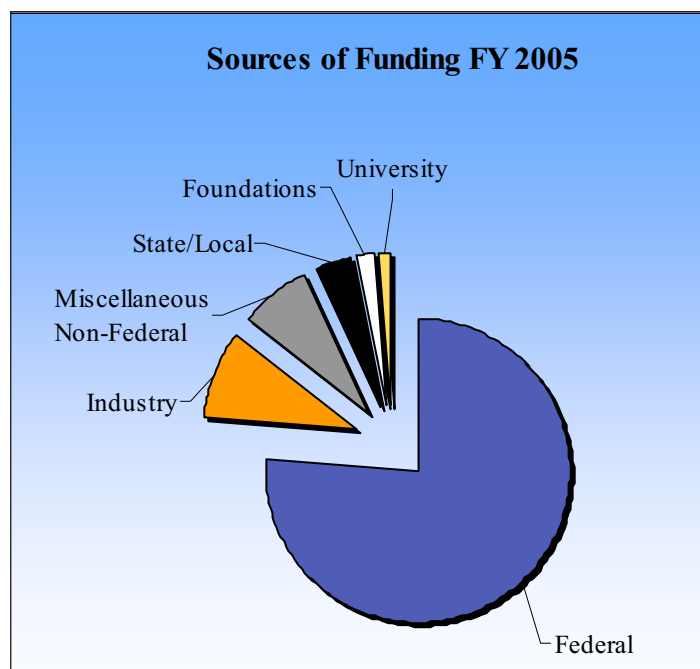
Figure 5.5 compares the total amount of external funding awarded during FY 2005 to that for the prior three years. With \$8.71 million received in FY 2005, the campus did very well in securing external funding from sponsors; this amount is up from FY 2004. Indeed, funding awarded has increased by more than a factor of 3.6 over that for FY 2002.

**Figure 5.6 — Total Budgets of New Awards**



A more problematic number is revealed in Figure 5.6. The total budget for new awards during FY 2005 was down significantly from FY 2004. Again, some of this can be explained by the single, large MURI grant in FY 2004. But even without the MURI grant, the total value of grants coming into the campus decreased for FY 2005. It may be that the most grant-active faculty who received grants in FY 2004 were still working on them, giving them less time to pursue new avenues of research funding. The university cannot be certain of this hypothesis until the FY 2006 numbers are available.

Figure 5.7 — Sources of Funding FY 2005



The breakdown regarding sources of funding for the FY 2005 awards is presented in Figure 5.7. These data indicate that 76.4 percent of the FY 2004 funding came from federal sources (e.g., National Science Foundation, National Institutes of Health) while only 4.0 percent came from state or local government sources. As for other sources, 0.7 percent came from other universities, which may have been originally federally funded projects; 2.1 percent, foundations; 7.5 percent, miscellaneous non-federal sources; and 9.3 percent, industry sources. The increase from industry sources is a welcomed trend. Overall, the campus needs to work diligently to continue increasing the amount of funding from currently underused resources.

Figure 5.8 — External Funding by Activity in Millions for FY 2005

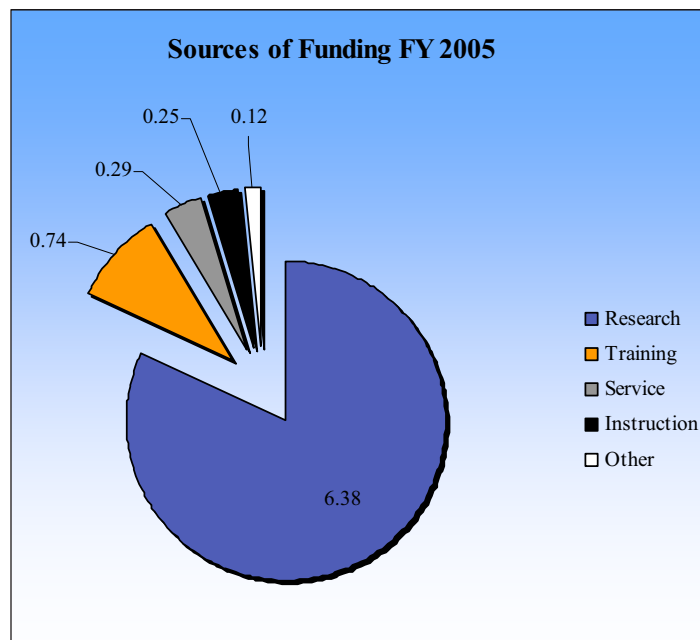
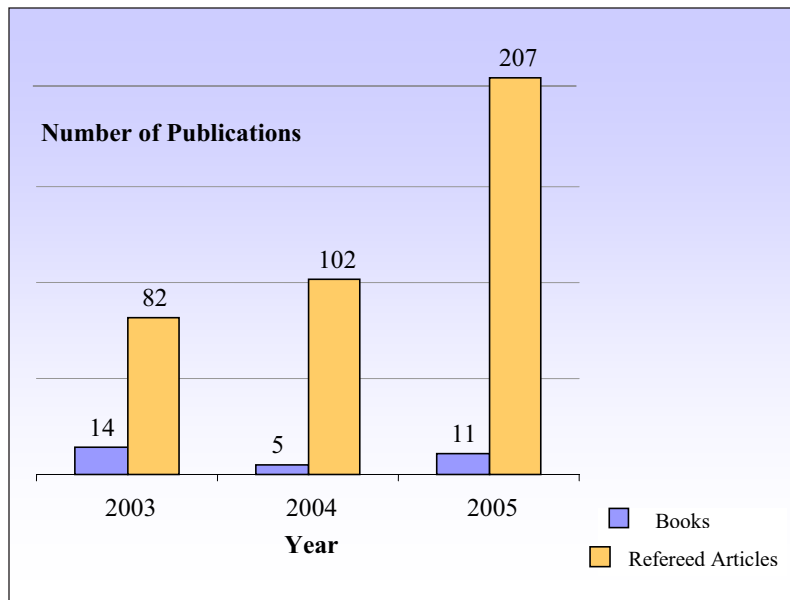


Figure 5.8 provides the breakdown on the activities funded by the \$7.78 million awarded in FY 2005. Specifically, \$6.38 million in awards funded research activities, \$0.25 million funded activities related to instruction or training, \$0.29 million supported activities in public service, and \$0.74 million provided training.

*Figure 5.9 — Number of Publications*

One emphasis of the research initiative is to promote both funded and non-funded research and scholarly activity. Figure 5.9 shows faculty's publication activity (books and refereed articles) for the last three years. The significant increase in the publication of refereed articles shows that more faculty are involved in research activities that result in increased research productivity. For the year 2005, the number of refereed publications per tenured and tenure-track faculty exceeded 1.0.

## College and Department Efforts to Promote Student Research and Creative Work

Ideally, faculty's research informs and enhances their teaching. Indeed, the intersection of the two forms the bedrock of higher education. The university further believes that the same premise applies to a good education for students. Research, teaching, and learning are interwoven to create a vibrant, productive, and satisfying university experience for both graduate and undergraduate students.

The campus' continued emphasis on research is revealed in its long-term strategic goals. Its emphasis on research is also articulated in this core value:

*We will promote and reward research and creative work that advances knowledge, that makes a valuable contribution, that enhances our teaching and service missions, and that encourages collaboration between undergraduate or graduate students and faculty.*

Specific examples of how UCCS enacts the rhetoric of these statements include the strong research components in graduate programs. With the exception of some of the professional school programs such as the MBA, nearly all graduate programs require a significant research component. This includes students working on theses or dissertations and collaborating directly with faculty on research projects.

At the undergraduate level, the campus belongs to the Council on Undergraduate Research (CUR) and incorporates much of what CUR offers in training and advice. UCCS faculty attend CUR workshops to understand better how undergraduate research can be more fully integrated into the curriculum. Attendees then share their workshop insights with faculty through campus proposal writing workshops.

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*The Colorado Springs Undergraduate Research Forum has become hugely successful.*

Specific departments have programs to encourage student research. In geography and environmental studies, graduate students are required to take the GES 501 Seminar (geographic research), which is an intensive course for developing research skills. Graduate students in the History Department must take HIST 600 (historiography), a rigorous, professional study of history. Nearly all departments with graduate programs have similarly intensive research courses with significant research-based writing components.

Beth-El College of Nursing and Health Sciences (Beth-El) has recently announced an opportunity for up to 20 Creativity and Innovation grants from external funds to enhance teaching, research, or service. Graduate students in nursing or health sciences can choose either a thesis or a clinical project option. Those students who choose a thesis are mentored by faculty members. Students usually produce publishable work by the time they graduate.

Beth-El faculty frequently engage undergraduate students in their research projects. For instance, several years ago, a number of undergraduate students were involved in a major project with a faculty member who was studying various issues for the Colorado State Board of Nursing. The board was so impressed with their work that board members invited the students to present at a national conference and paid their way to attend. Another example is undergraduate students' involvement in a project with the Girl Scouts to assess a new model of education related to breast cancer prevention. The students collected research data, monitored the Girl Scouts, and educated mothers and other women. The outcome was presented at a national Girl Scout conference.

An important student research undertaking at the college and campus levels is the annual Colorado Springs Undergraduate Research Forum. A collaborative venture with the U.S. Air Force Academy and Colorado College, the conference has become a hugely successful event with hundreds of undergraduate researchers presenting their research to students, faculty, and the community. LAS began this forum and still organizes and leads it. LAS is also on the forefront of recognizing undergraduate and graduate student research with its annual LAS scholar award program.

The Kraemer Family Library supports all student research efforts by providing the following:

- Access to local, national, and international research collections
- Instruction in information literacy in classes and special workshops
- One-on-one assistance in narrowing topics, clarifying research projects, and accessing resources

*Core Component 4d — The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

## Academic Honesty Policies

### Student Academic Honor Code

The dean of students networks with departments and programs to provide clarity on university protocols, policies, and rules. The mission of the dean is to establish an ethic of care on campus through its preventive, behavioral, and accountability practices. An ethic of care helps provide a safe, respectful,



and supportive community where students, parents, faculty, and staff are encouraged to develop their critical thinking, values, connectedness to the community, sense of identity, understanding of independence and interdependence, and multicultural awareness.

An ethic of care model for student conduct is a holistic approach to engage community members regarding their behaviors and responsibilities. The model also recognizes that concern for self and others in a community has a powerful impact on everyone. The values, functional practices, and programs of the Office of the Dean of Students demonstrate this support by promoting student development and contributing to a positive, successful, and respectful living and learning environment on campus.

The Office of the Dean of Students provides a framework for social responsibility by fostering inquiry, creativity, and practice in ways consistent with the university's mission. The values of the office are as follows:

- Civic responsibility and student involvement
- Education and development of all students
- Respect, dignity, and equity
- Social justice in the community
- Responsibility, accountability, and critical thinking
- Fairness, honesty, and integrity

Academic integrity is a vital element of any dynamic academic institution, so students are expected to adhere to the [UCCS Academic Honor Code](#). Alleged academic misconduct is addressed through provisions in the honor code. Although the supervision of these standards is principally the task of faculty, the responsibility for maintaining standards is shared by all members of the academic community.

## **Faculty Standards for Academic Honesty**

In addition to policies regarding student academic honesty, the Board of Regents has enacted laws to ensure that faculty uphold the highest standards concerning academic honesty. The Laws of the Regents, 5.D.2 (A), state:

*Faculty members have the responsibility to maintain competence; to exert themselves to the limit of their intellectual capacities in scholarship, research, writing, and speaking; and to act on and off the campus with integrity and in accordance with the highest standards of their profession. While they fulfill this responsibility, their efforts should not be subjected to direct or indirect pressures or interference from within the university, and the university will resist to the utmost such pressures or interference when exerted from without.*

The university also has a Conflict of Interest Policy that requires faculty and staff to self-report when they believe that they may have a conflict of interest. This policy is particularly crucial in maintaining academic integrity in research. If a conflict of interest is reported, a management plan is set up to protect research integrity. If the conflict cannot be managed, the activity is disallowed.

In addition, the university has a Misconduct in Research and Authorship Administrative Policy. It outlines the university's responsibility to promote exemplary ethical standards for research and scholarship, conduct inquiries and investigations into any suspected or alleged misconduct, and

take necessary actions to ensure the integrity of all research, including the rights and interests of the research subjects and the public.

## Sponsored Program Compliance and Support

Sponsored Programs Accounting (SPA), OR, and OSP all work to promote the research agenda of the university. While the goal is to maintain and increase the research capacity of the campus, research offices also provide oversight and support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly and ethically. In light of this mandate, the research offices have established a strong compliance and support system in accordance with federal and state standards.

### Compliance

The following are the compliance-related functions required by federal and state mandates and the Laws of the Regents of the CU System. Each of the guidelines helps the campus with compliance, and faculty and staff help create an environment for learning:

- [Institutional Review Board for the Protection of Human Subjects \(IRB\)](#); Federal Wide Assurance #FWA00002481; OSP coordinates and provides support to the IRB
- [Institutional Animal Care and Use Committee \(IACUC\)](#); Assurance of Compliance #A3872-01; OSP coordinates and provides support to the IACUC
- [Institutional Biosafety Committee \(IBC\)](#); OSP coordinates and provides support to the IBC
- [Scientific Misconduct and Fraud](#); OSP coordinates, as appropriate
- [Conflict of Interest](#); OSP coordinates, as appropriate
- [Classified Research](#); OSP coordinates, as appropriate
- SPA coordinates personnel effort reporting
- OSP and SPA review and monitor allowability of proposed and actual expenditures
- SPA coordinates financial reporting

### Training and Support

The campus is committed to giving researchers the best advice, training, and support possible to promote its research goals. In that context, the university provides the following training and support:

- Online grant and contract administration training required of all department and college research administrators, PIs, and co-principal investigators
- Online personnel effort reporting training required of all department and college research administrators, PIs, and co-principal investigators
- Monthly training for department and college research administrators
- Discussion series on various topics open to the university community, including research using human subjects, finding funding, budgeting, expenditure tracking, and personnel effort reporting
- Proposal writing workshops, primarily for tenure-track faculty
- Online computer-assisted instruction

***Support Breakdown between OSP & SPA****OSP Responsibilities*

- Assist in locating funding opportunities, including weekly opportunity announcements to the university community and individualized searches
- Assist with proposals by helping with the following:
  - Obtain guidelines and applications
  - Interpret guidelines
  - Assist with budgets
  - Review completion of required representations and certifications, processing for institutional approval, and signature
  - Submit to sponsor
- Route files to Technology Transfer office as needed
- Review and negotiate awards with sponsors
- Coordinate with SPA for account setup, post-award financial administration, and project closeout
- Continue to act as a liaison with funding organization throughout project period
- Process requests for budget modifications, extensions, and other prior approval requests
- Track proposal/award data
- Maintain contract/grant files

*SPA Responsibilities*

- Coordinate with OSP for account setup, post-award administration, and project closeout
- Set up project account in accordance with award notice
- Monitor expenditures as to allowability, allocation, and appropriateness
- Manage billing and receivable activities
- Prepare financial reports, as required
- Administer the personnel effort reporting system
- Coordinate cost share
- Match documentation for audit
- Assist PI
- Coordinate project closeout, including final financial, property, and technical reports as well as invention statements

Much of the preceding has been put into place since the last NCA visit. The reorganization of the OR, OSP, and SPA has made the entire system of oversight, review, and compliance more open, understandable, and complete.

*Core Component 4b — The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

## Overview of General Education

The Educational Policy and University Standards Committee (EPUS) is a standing committee of the UCCS Faculty Assembly. EPUS is also the local counterpart to the EPUS of the CU System Faculty Senate; as such, its purpose is best described in the bylaws of the constitution of the University of Colorado Faculty Senate. These bylaws charge the committee with considering and recommending policies on education, academics, and procedural standards such as the following:

- University academic standards, including the Uniform Grading Policy
- Procedural standards that affect academic affairs common to all academic units of the university
- Honorary degrees and recognition medals
- Evaluation of and improvement in learning and teaching at all university levels

Under this broad and important charge, a wide range of issues is brought before EPUS as documented in the minutes of the UCCS Faculty Assembly. In recent years, however, perhaps no issue has been more significant to the committee's charge to the campus than its work on the UCCS policy on general education.

In the spring of 1998, EPUS collaborated with the campus administration, most particularly the VCAA, in establishing a campus interdisciplinary core curriculum. The policy resulting from that effort was presented to the UCCS Faculty Assembly on May 4, 2000, and was passed by that body. In AY 2000 – 01, EPUS worked with the individual colleges to ensure that their general education requirements were aligned with the core goals of the campus. These college requirements were subsequently published in the 2001 – 02 UCCS Bulletin, and the first round of implementation was completed.

This did not, however, conclude EPUS' involvement with the UCCS general education curriculum, for EPUS is intricately involved in the assessment of the general education program. According to the policy:

*Once the college reports are finalized, the Student Assessment Achievement Committee (SAAC) will submit a campus report to the VCAA and the Educational Policy and University Standards Committee of the Faculty Assembly on the overall state of general education on the campus, summarizing the college responses and characterizing the degree of achievement of the general education goals at the campus level . . . . This report may also include recommendations for action at the campus level that may impact general education. The VCAA will consult with EPUS regarding these findings, including . . . recommendations for*

*any additional action. EPUS is charged with the responsibility of evaluating the findings of the report to determine if the campus and individual colleges are appropriately implementing the general education goals adopted by the faculty. EPUS will then be responsible for reporting and making recommendations to the Faculty Assembly.*

Thus, the task of ensuring that the original goals of the policy are, indeed, being implemented falls to the EPUS.

Being instrumental in both the creation of the original policy and in the assessment plan, EPUS is committed to linking the general education policy directly to the campus mission, vision, and core values. Even a quick comparison of these two documents demonstrates that link. UCCS' core values commit this campus to excellence, student success, quality teaching, and lifelong learning. These values are evident in the core goals for the general education program:

- Students will be able to read, write, listen and speak in a manner that demonstrates critical, analytical, and creative thought
- Students will achieve a depth of understanding in their majors and a breadth of experience in other fields
- Students will understand and apply the tools and methodologies used to obtain knowledge
- Students will be prepared to participate as responsible members of a pluralistic society — locally, nationally, and globally

UCCS' EPUS is committed to supporting the general education core goals and campus values they represent.

## Implementation in Colleges

During AY 2000 – 01, the colleges worked with the University Curriculum Advisory Committee and EPUS of the Faculty Assembly to align the individual college general education requirements with the core goals. The college requirements were set forth in the 2001 – 02 Course Bulletin and represented the first round of implementation. Over succeeding years, each college has made changes to its general education requirements, guided, if not always driven, by these campus goals. As detailed in the following sections, each of the four colleges with undergraduate programs is aligned in different ways with the campus goals.

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*The colleges worked to align the individual college requirements to the core goals.*

### College of Business and Administration

The College of Business and Administration's (COB's) vision is "to prepare leaders for the 21st century who have the knowledge, skills, and commitment to make a significant difference in their areas of influence." While the COB curriculum largely focuses on management education, approximately 50 percent of the courses business students take are from outside the COB. The college recognizes that business students will be more than just managers or entrepreneurs. They will also be citizens of local, state, national, and international communities. As such, COB undergraduate students are required to take the following:

- 6 hours of economics
- 6 hours of linear algebra and calculus
- 9 credit hours of composition and communications
- 3 credit hours of social science
- 6 credit hours of humanities electives
- 4 credit hours of natural science with a lab
- 14 credit hours of general electives

A model degree program has been established to guide students through their undergraduate business education and ensure that they take all required business and non-business classes. The purpose of this requirement is to provide a depth of understanding in select business disciplines and a breadth of knowledge beyond the field of management.

Beyond the specific, outside-the-college general education curriculum, the curriculum required within the college also addresses the campus' general education goals. Several examples that follow emphasize how COB students are exposed to furthering those goals.

### ***Technology in the COB Curriculum***

With in-depth discussions on topics ranging from simple applications such as word processing to complex network design, technology is at the heart of the Information Systems curricula.

- Within the marketing curriculum, students discuss the application of technology in marketing research, customer relationship management, market targeting, and the impact of the Internet and ecommerce
- Within the management curriculum, students conduct research using online restricted-access databases, engage in online discussions and document sharing with faculty and other students, and become familiar with project management software
- Within the quantitative methods curriculum, students learn how to use statistical decision software to identify optimal business choices
- Within the strategic management curriculum, students use the Internet to access information on industry forces, competitive strategies of major competitive firms, and financial performance data for assigned company projects
- Within the accounting curriculum, students analyze and record transactions as well as prepare financial statements using electronic spreadsheets
- Within the operations management curriculum, students explore how technology enhances the value chain.
- Across the curriculum, business students are required to use electronic presentation software, produce reports with integrated word processing software, evaluate numerical data in electronic spread sheets, and access information via the Internet.



### ***Globalization in the COB Curriculum***

Students may obtain an area of emphasis in International Management that includes classes in international marketing, international finance, and managing in global markets.

- Within the information systems curriculum, students explore the global market through the advent of the Internet
- Within the marketing curriculum, students discuss international marketing and international management
- Within the finance curriculum, students discuss international finance
- Within the management curriculum, students examine international trade and working conditions

### ***Diversity in the COB***

The COB sponsors the Business Diversity Union whose mission is to bring more diversity to the business school environment.

- Within the marketing curriculum, students discuss market segmentation and targeting
- Within the information systems curriculum, students discuss how technology enhances the lives of persons with disabilities and the formation of virtual global teams
- Within the management curriculum, students discuss the importance of diversity and the rights of minorities in the social contexts of business, society, and government
- Within the organization management curriculum, students discuss the rights of individuals, the impact of affirmative action, and the legal issues surrounding hiring and firing

### ***Ethics in the COB Curriculum***

Oversight of the curriculum is delegated to graduate and undergraduate teams. Revisions to the set of core classes are the responsibility of these teams. Revisions to offerings within specific areas of emphasis (e.g., accounting, finance, and marketing) are the responsibility of the individual departments in which they reside.

- Within the information system curriculum, students research Internet security and the theft of intellectual property
- Within the management curriculum, students model the ethical decision process
- Within the business, government and society class, students discuss ethics in the work environment with foci on global work practices, employee issues (discrimination, affirmative action, safety, health), and the ethics of technology
- Within the organization management curriculum, students explore leadership qualities
- Within the strategic management curriculum, students discuss ethics in practice with a concentration on the qualities required of managers to make ethical decisions
- Within the quantitative methods curriculum, students discuss the use of proper application techniques, sampling procedures, and the identification of misleading statistics to avoid erroneous or misleading data interpretations

- Within the marketing curriculum, students discuss issues pertaining to product safety, promotional integrity, environmental impact, and price discrimination
- Within the accounting curriculum, students discuss accounting standards and the recent failures of companies like Enron, Arthur Andersen, and MCI
- Within the operations management curriculum, students discuss outsourcing and international production with consideration of environmental impact and human working conditions relative to overall production costs
- Within the finance curriculum, students discuss various scenarios that involve gray areas of ethics

## College of Engineering and Applied Science

EAS is home to four different undergraduate majors. The faculty responsible for the content of those majors determine the degree requirements for both general education and the concentration. Those requirements must meet the expectations of the accrediting body as well as receive the approval of the College Curriculum Committee. As a practical matter, the portion of the curriculum in each major that would be general education is very similar across all the programs. Therefore, describing together how all the majors have gone about addressing the campus goals is possible.

*Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.*

Each major requires two English composition courses — an introductory course and an upper-division course — developed to foster skills in technical writing. In addition, coursework embedded in each major requires both written and oral presentations of complex material in a critical and analytical fashion.

*Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.*

In addition to the extensive requirements within the discipline(s) of the major, each program requires specific natural science courses that are foundational to study in the discipline and 9 – 15 hours in the disciplines of social science and humanities. Mechanical and aerospace engineering, which requires nine hours in social sciences and humanities, demands an additional nine hours of business courses.

*Students will understand and apply the tools and methodologies used to obtain knowledge*

Students in engineering majors acquire a diversity of skills for obtaining knowledge from the requirements described above. They also are required to complete 18 – 21 hours of mathematics. In addition, students in engineering majors participate in year-long senior design projects that afford them the learning experience of working in teams that are geared toward solving a significant design problem. This capstone experience not only assesses the students' abilities to obtain knowledge, but also how to apply it to real-world situations.

*Students will be prepared to participate as responsible members of a pluralistic society — locally, nationally, and globally.*

Students' exposure to disciplines outside their majors, particularly in the social sciences, humanities, and business, contributes to their preparation to be good citizens. Embedded within the

coursework in the discipline(s) required in each major is additional content that also has this effect. Finally, the senior design projects, requiring students to work in teams, contribute to students' understanding of responsible participation in groups.

## College of Letters, Arts, and Sciences

LAS has an essential commitment to a liberal education that provides undergraduate students with a solid foundation of general knowledge in the liberal arts and sciences and cultivates a life of independent inquiry and community service. The college's mission statement — *to advance an understanding of the human condition and the natural world and communicate this understanding to the people of Colorado and the world at large* — puts the points directly.

As stated in the 2005 – 06 Course Bulletin, LAS' mission is further articulated in its goals:

*The college affirms and accepts the ideal purposes and traditional goals of all great universities: to provide an environment that supports the creation, interpretation, dissemination, and application of knowledge. The college strives to maintain these goals while formulating and forging innovative and creative programs. The college provides collaborative programs that enrich the community, promote the creation of a vibrant and creative cultural life, strengthen and sustain a productive and responsible economic sector, facilitate the solution of community and regional problems, increase the safety, health, and welfare of individuals and groups, sustain scientific and technological innovation, and enhance the understanding and practice of civic duty and responsibility.*

The efforts of the college in these regards lie at the center of its commitment to help the campus realize its vision to provide “unsurpassed, student-centered teaching and learning, and outstanding research and creative work that serve our community, state, and nation.”

LAS' far-reaching and comprehensive general education goals provide the cornerstone for fostering students' intellectual curiosity and willingness to be lifelong learners. The general education program cultivates those abilities requisite for enhancing students' personal, professional, and public lives and enables them to live and work in a challenging, diverse world that demands innovative responses to complex situations. The breadth of knowledge developed in general education establishes the foundation for more specialized learning experiences and provides links to upper-division and post-graduate opportunities such as internships; research, graduate and professional training; and continued service learning.

The college's general education program has both content and skills components. The content components provide students an understanding of arts and humanities, social sciences, natural sciences, rhetoric and writing, and quantitative and qualitative reasoning. The content components also develop students' understanding of global issues, cultural diversity, and critical thinking. Furthermore, students develop an appreciation of the contributions, concerns, and perspectives of different disciplines. Knowledge gained in these core content areas enriches students' understanding of the world and enables them to appreciate the complexities of issues outside their specialty. The skills components help students write effectively, gather and interpret information, hone numerical skills, interpret data, and acquire public speaking skills.

To earn a degree from LAS, all undergraduates must satisfy the following designated general education requirements from a list of specifically approved courses:

- Competency in rhetoric and writing
- Competency in quantitative and qualitative reasoning
- 12 semester hours in arts and humanities
- 12 semester hours in natural sciences, including a laboratory section
- 12 semester hours in social sciences
- 3 semester hours in global awareness
- 3 semester hours in cultural diversity
- 3 semester hours in oral communication

Each of the competency areas in rhetoric and writing and quantitative and qualitative reasoning may be satisfied either by testing or completing one or more courses in the area. The requirements in arts and humanities, natural sciences, and social sciences can be satisfied only by taking courses, one of which is a team-taught upper-division humanities course. The requirements in global awareness, cultural diversity, and oral communication can likewise be satisfied only by taking courses in those areas.

The outcomes of the general education program mean to ensure that students have achieved a breadth of knowledge and the skills required for intellectual inquiry and lifelong learning. Student success in acquiring this breadth of knowledge is tested by their subsequent performance in major and minor programs, where additional pedagogical strategies such as capstone courses, collaborative research with faculty, senior theses, creative and research projects, and exit interviews demonstrate mastery of specialized knowledge and the foundations established in the general education program.

The college regularly reexamines its general education curriculum, in part, as a response to internal innovation and change and, in part, as a response to external forces. Within the last six years, the college independently carried out a comprehensive review of the core curriculum. This review resulted in a number of changes, most notably increased flexibility for students when satisfying college requirements in rhetoric and writing and in quantitative and qualitative reasoning. Additionally, the college recognized that the social milieu of a liberal education implies increased sensitivity to global and cultural diversity issues.

More recently, the college has begun the process of aligning the general education program to that of the Colorado Commission on Higher Education's (CCHE's) GT-Pathways, a statewide mandate that focuses on critical thinking, mathematics, reading, written communication, and technology. In response to CCHE's creation of a statewide core curriculum, guaranteeing transparent credit transfer, the college has nominated and CCHE has accepted more than 20 courses, 10 of which are available in online versions. The college routinely discusses general education at its biannual faculty meetings and funnels concerns raised there to its Curriculum and Requirements Committee, which is charged with, among other things, implementing general education requirements.

The general education program in the college leads to further opportunities, such as graduate school, professional school, internships, and other professional training for students. Students are expected to (1) demonstrate critical and creative thinking skills through coherent and conceptually sophisticated research papers, (2) tailor rhetorical strategies to varying purposes and audiences, (3) use source

material in their written and other work, (4) use mathematics, statistical reasoning, and logic in an appropriate and correct manner, and (5) prepare and deliver professional oral presentations.

The skills developed in the college's general education program serve students not only in the college but also across the campus. LAS, for example, is charged with the undergraduate portion of the campus' Teacher Education Program. The conceptual framework for this program utilizes the college's general education focus on acquiring a breadth of skills and content areas along with its commitment to a life of inquiry and learning.

LAS is aware that general education must change in response to fluctuations in the socioeconomic and cultural environments for which it provides future leaders. What remains constant in this process is the college's unique role of expanding our students' knowledge, enriching their lives, and engaging them with and in their world.

## **Beth-El College of Nursing and Health Sciences**

Beth-El collaborates closely with LAS to provide the general education courses that form the foundation for professional course work. Students in Beth-El's professional programs complete LAS' general education requirements while also completing courses required for accreditation by professional agencies. The same requirements apply to transfer students. Approximately 50 percent of the courses required by the various professional programs offered within Beth-El consist of liberal arts courses offered by LAS.

To enhance the educational experiences of students, professional colleges throughout the UCCS campus have established a set of clear goals for the general education curriculum. As a reminder, the overarching purpose of general education is to cultivate students' intellectual, personal, and ethical development and thus equip them to be lifelong learners able to adapt to an ever-changing environment. These philosophical foundations are implemented throughout the nursing and health science curricula, both at the beginning level — where most of the students are enrolled only in LAS courses — and at the upper-division level — where students are taking professional-level courses specific to their degree options. The comparison below indicates the congruency of UCCS' general education goals with Beth-El's goals.

UCCS General Education Goals	Beth-El College of Nursing & Health Sciences Goals
Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.	<ul style="list-style-type: none"> <li>• Emphasize the teaching of communication skills, critical thinking, and professional practice in a climate of caring</li> </ul>
Students will understand and apply the tools and methodologies used to obtain knowledge.	<ul style="list-style-type: none"> <li>• Create an environment that encourages graduates to value learning and inquiry as a life-long process</li> </ul>
Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.	<ul style="list-style-type: none"> <li>• Promote education as an intellectual pursuit by blending the liberal arts, humanities, and sciences with the study of the health professions</li> </ul>
Students will be prepared to participate as responsible members of a pluralistic society—locally, nationally, and globally.	<ul style="list-style-type: none"> <li>• Create a dynamic environment that fosters responsibility and ethical decision-making and encourages students to positively impact the future of health care</li> <li>• Embrace a value system which promotes culturally sensitive health care, incorporates a diversity of healing strategies, respects the individual’s perception of health, promotes an ethnically diverse college community, and promotes learning experiences in clinical settings that meet the needs of underserved populations</li> <li>• Provide opportunities for students to assume leadership roles within the colleges and the profession of nursing</li> </ul>

University assessment data indicate that Beth-El students are successfully accomplishing all of these core general education goals. However, achievement of the goal “ability to participate as responsible members of a pluralistic society” has been less successful. Consequently, faculty have examined the curricula to build strength in this area. Faculty members have identified cultural content within all courses that will develop and strengthen expertise in cultural competency. For instance, an elective course in Spanish for health care providers has been added to expand students’ opportunities to work with minority populations. A health science and nursing communications module that uses an interactive strategy for teaching communication with vignettes of various cultural situations, taped with input from minority populations within the community, has been added. The college currently has a part-time faculty member studying in India on a Fulbright Prize who will share learning experiences upon her return. Plans are underway to provide international experiences for students as part of their baccalaureate studies.

**Technology**

The college incorporates technology in all aspects of the curricula. Students are also given opportunities to utilize technology in clinical practice sites and classrooms. A Beth-El faculty team was awarded the CU System Technology award for 2006 for their creative interactive method of teaching communications. Beth-El’s laboratories are equipped with the newest technology, including human patient simulators. A survey several years ago indicated that Beth-El utilized technology in teaching strategies to a greater degree than any of the other colleges.



### ***Globalization and Diversity***

Content in the area of globalization and diversity has been integrated into all aspects of the curricula to prepare students in nursing and health science disciplines to practice in a culturally diverse health care delivery system. Previously categorized as an elective course, the Culture and Health Care course has been added as a requirement to the health science programs.

### ***Ethics***

Ethics content is threaded throughout the entire curriculum for all of programs. Case studies are a popular way of presenting content.

When questions arise about the relationship between general education outcomes and professional course outcomes, college faculty from both Beth-El and LAS meet to discuss the issues and various options. For example, when CCHE attempted to limit the number of credits allowed for a bachelor's degree to 120, the option to offer one chemistry course instead of two was proposed since other nursing programs in Colorado opted to reduce or eliminate the chemistry requirement. However, after careful analysis by faculty from both colleges, the decision was made that combining the inorganic, organic, and biochemical concepts needed as a foundation for nursing courses was too content-intensive to include in one course if quality were to be maintained. Instead, the dean of Beth-El met with CCHE representatives and received permission to exceed the 120 proposed degree credit-limit requirement because, in part, of the strength added to the program by a stronger foundation in chemistry. Thus, to maintain quality, current programs in the college now range from 120 – 126 credits. A strong foundation in general education is perceived by faculty and students to be critical to skilled professional practice in all of the degrees offered within the college.

*Core Component 4c — The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

## **Overview of Campus Assessment of General Education**

### **Brief History**

As detailed in the prior core component explanation, in 1998, EPUS of the Faculty Assembly collaborated with the VCAA to create an interdisciplinary 23-member Core Curriculum Committee.

The committee proceeded on the premise that formulating a set of clear goals and implementation strategies for UCCS' general education curriculum represented an opportunity to create a powerful mechanism for improving the educational experience of students. Beginning in the summer of 1998, the committee met at least twice a semester to formulate the core goals and an implementation strategy for general education. After two years of deliberation, a proposal was presented and passed by UCCS faculty. The following outlines the preamble and core goals for general education:

#### ***Preamble***

The overarching purpose of general education is to cultivate students' intellectual, personal, and ethical development and thus equip them to be lifelong learners able to adapt to an ever-changing environment.

### *Core Goals for General Education*

- Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.
- Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.
- Students will understand and apply the tools and methodologies used to obtain knowledge.
- Students will be prepared to participate as responsible members of a pluralistic society — locally, nationally, and globally.

The colleges worked with the University Curriculum Advisory Committee and EPUS to align the individual college general education requirements with the core goals. The college requirements were set forth in the 2001 – 02 Course Bulletin, and represented the first round of implementation. Once the general education curriculum was established, it became the task of the [Student Achievement Assessment Committee](#) (SAAC) to propose and implement appropriate assessment activities. The [2003 Baseline Analysis of Core Goals for General Education](#) describes the adopted approach and concerns that were addressed in the formulation of the assessment activities.

The selection of instruments was based on their match to the four stated core goals, general education curriculum content, and institutional considerations listed above. More information regarding the selection of the instruments is outlined in the [2003 – 04 Student Assessment Report](#) and the January 22, 2002, Higher Learning Commission focused visit, [Report on the Status of Sources and Uses of Funding, Assessment of Student Achievement, and Graduate Education](#).

## **UCCS General Education Measures and Benchmarks**

Instruments used to assess the UCCS general education goals include direct and indirect instruments.

### *Direct Instruments*

- The Educational Testing Service (ETS) Academic Profile exam to be replaced with the ETS Measure of Academic Proficiency and Progress (MAPP) test in 2006
- The Writing Competency Portfolio

### *Indirect Instruments*

- The National Survey of Student Engagement (NSSE)
- The Graduating Senior Survey
- The Baccalaureate Alumni Survey

Reflecting the guidance of experts in the field, the survey instruments employ best practices of assessment and are widely accepted by UCCS students and alumni. More information on UCCS assessment surveys is available at [Survey Research at UCCS](#). The benchmarks for these measures of the general education goals are detailed in Figure 5.10.

Figure 5.10 — Matrix of General Education Goals and Measurement Methods

Goal 1: Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.	
Reading	1a. The percent of students who can read and think critically such that they can evaluate and analyze arguments and can handle interpretation, inductive generalizations, or causal explanations will increase annually. (Measurement method: <i>ETS Academic Profile</i> .)
	1b. Baccalaureate alumni will rate the quality of their education in the area of reading higher than current levels. (Measurement method: <i>Baccalaureate Alumni</i> survey.)
Writing	1c. The vast majority of students (90 percent) will be rated competent or highly competent on writing competency. (Measurement method: <i>Juried Writing Competency Portfolio</i> .)
	1d. The percent of native students who are <i>competent</i> or <i>highly competent</i> in writing will exceed the percentage of transfer students who are. (Measurement method: <i>Juried Writing Competency Portfolio</i> .)
	1e. The percent of students who can solve difficult writing problems and make distinctions among closely related root words and grammatical structures will increase annually. (Measurement method: <i>ETS Academic Profile</i> .)
	1f. Exposure to writing assignments in courses will increase. (Measurement Method: <i>National Survey of Student Engagement</i> .)
	1g. The percent of seniors reporting <i>quite a bit</i> or <i>very much</i> personal development in writing clearly and effectively will increase to the national benchmark. (Measurement method: <i>National Survey of Student Engagement</i> .)
Oral Communication	1h. The degree of personal development in oral expression skills will remain constant or increase. (Measurement method: <i>National Survey of Student Engagement</i> .)
	1i. Exposure to oral presentations in courses will meet or exceed national benchmarks. (Measurement method: <i>National Survey of Student Engagement</i> .)
	1j. Alumni will evaluate the quality of their education in the area of graphic communication at baseline levels or higher. (Measurement method: <i>Baccalaureate Alumni Survey</i> .)
Analytical and Creative Thought	1k. Seniors will continue to reach or exceed national benchmarks in their reports of personal development in thinking critically and analytically. (Measurement method: <i>National Survey of Student Engagement</i> .)
Goal 2: Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.	
Depth	2a. The percent of seniors reporting that their degree program provided them with a detailed understanding of their anticipated career will remain at current levels or increase. (Measurement method: <i>Graduating Senior Survey</i> .)
	2b. The percent of seniors reporting that UCCS prepared them for their field of specialization will remain at current levels or increase. (Measurement method: <i>Graduating Senior Survey</i> .)
	2c. The percent of alumni indicating that the depth of knowledge they acquired while at UCCS is useful in their present occupation will remain at current levels or increase. (Measurement method: <i>Baccalaureate Alumni</i> survey.)
Breadth	2d. UCCS' upper-class students will perform as well as or better than their national counterparts in the areas of humanities, social sciences, natural sciences, and mathematics. (Measurement method: <i>Academic Profile</i> .)
	2e. Sophomores will continue to perform as well as or better than their national counterparts as measured by mean scores on the <i>Academic Profile</i> . (Measurement method: <i>Academic Profile</i> .)
	2f. Native students will perform better than transfer students on the <i>Academic Profile</i> . (Measurement method: <i>Academic Profile</i> .)
	2g. The percent of UCCS seniors reporting that they learned a variety of new intellectual concepts will remain the same or increase. (Measurement method: <i>Graduating Senior Survey</i> .)

Goal 3: Students will understand and apply the tools and methodologies used to obtain knowledge.	
Quantitative Abilities	<b>3a.</b> The percent of seniors reporting high levels of personal development in analyzing quantitative problems will increase to the national benchmark. (Measurement method: <i>National Survey of Student Engagement.</i> )
Technology	<b>3b.</b> The percent of seniors reporting high levels of personal development in using computing and information technology will remain steady or increase. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>3c.</b> The percent of seniors reporting that the technical skills they learned were complete and up-to-date will increase annually. (Measurement method: <i>Graduating Senior Survey.</i> )
Problem Solving	<b>3d.</b> As measured by the ETS <i>Academic Profile</i> , UCCS' upper-class students will perform, on average, better than their national counterparts in the areas of humanities, social science, natural science, and mathematics. (Measurement method: <i>Academic Profile.</i> )
	<b>3e.</b> The percent of seniors reporting high levels of personal development in solving complex real-world problems will be the same as or higher than their national counterparts. (Measurement method: <i>National Survey of Student Engagement.</i> )
Self-Guided Learning	<b>3f.</b> The percent of seniors reporting high levels of personal development in learning effectively on their own will reach or exceed the level for the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )
Learning Activities	<b>3g.</b> The percent of seniors reporting that their coursework emphasized analyzing ideas or theories regularly will remain at current levels or exceed the level for the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>3h.</b> The percent of seniors reporting that their coursework emphasized synthesizing information will continue to exceed the percentage of seniors reporting the same in the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>3i.</b> The percent of seniors reporting that their coursework emphasized making judgments will be as high as or higher than the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>3j.</b> The percent of seniors reporting that their coursework emphasized applying theories or concepts will increase annually until it reaches or surpasses the percent reported in the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )

Goal 4: Students will be prepared to participate as responsible members of a pluralistic society—locally, nationally, and globally.	
Community Involvement	<b>4a.</b> Seniors will report that they have participated, or plan to participate, in community service or volunteer work at the same rate or a higher rate than their national counterparts. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>4b.</b> The percent of seniors reporting high levels of personal development in contributing to the welfare of their community will increase annually. (Measurement method: <i>National Survey of Student Engagement.</i> )
Values and Ethics	<b>4c.</b> The level of personal development reported by seniors in the area of a personal code of values and ethics will increase to be at the same level as that of national counterparts. (Measurement method: <i>National Survey of Student Engagement.</i> )
Knowledge of Issues	<b>4d.</b> The level of personal development reported by seniors in the area of knowledge of social and domestic issues will remain steady or improve. (Measurement method: <i>Graduating Senior Survey.</i> )
	<b>4e.</b> The percent of seniors reporting gains in knowledge of international relations will remain constant or improve. (Measurement method: <i>Graduating Senior Survey.</i> )
Working with Others	<b>4f.</b> The percent of seniors reporting development in working effectively with others will increase annually until it meets or exceeds the rate of the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>4g.</b> The percent of seniors reporting personal development in understanding people of other racial and ethnic backgrounds will increase annually until it reaches or exceeds the rate of the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )
	<b>4h.</b> The percent of seniors reporting they have had serious conversations with students who are different from them will continue to be higher than the rate in the national comparison group. (Measurement method: <i>National Survey of Student Engagement.</i> )

## Baseline Data

The collection of baseline data for the general education goals and objectives began with the administering of the Academic Profile exam in 2000. Results from the Graduating Senior and the Baccalaureate Alumni Surveys are available from as early as 1995 for the former and from 1994 for the latter. The Writing Competency Portfolio was implemented in fall 2001 with the first results available in fall 2002 for portfolios of transfer students and fall 2003 for portfolios of non-transfer students. The collection of data from each of these sources will continue annually.

Figure 5.11 provides a summary of achievement goals met and not met in 2005. Readers should consult the [2005 Baseline Update](#) to view the specific quantitative benchmarks established for each achievement goal. Acronyms in the last two columns denote the names of individual undergraduate colleges. The column labelled “Area of Concern” indicates areas where the most recent data are below campus or national benchmark standards. The column labeled “Area for Attention” indicates areas where the most recent data and baseline data are below campus or national benchmarks.

Figure 5.11 — Matrix of General Education Goals and Measurement 2005 Update

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
<b>Goal 1: Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.</b>				
Reading	1a. The percent of students who can read and think critically such that they can evaluate and analyze arguments, can handle interpretation, inductive generalizations or causal explanations will increase annually. (Measurement method: ETS Academic Profile.)	2 Goals <u>Not</u> Met	—	COB
	1b. Baccalaureate alumni will rate the quality of their education in the area of reading higher than at current levels. (Measurement method: Baccalaureate Alumni survey.)	2 Goals <u>Not</u> Met	COB	EAS
Writing	1c. The vast majority of students (90 percent) will be rated competent or highly competent on writing competency. (Measurement method: Writing Competency Portfolio).	1 Goal Met	—	—
	1d. The percent of native students who are competent or highly competent in writing will exceed the percentage of transfer students who are. (Measurement method: Writing Competency Portfolio)	1 Goal <u>Not</u> Met	—	—
	1e. The percent of students who can solve difficult writing problems and make distinctions among closely related root words and grammatical structures will increase annually. (Measurement method: ETS Academic Profile.)	1 Goal Met 1 Goal <u>Not</u> Met	COB	—
	1f. Exposure to writing assignments in courses will increase. (Measurement Method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	—	EAS
	1g. The percent of seniors reporting “quite a bit” or “very much” personal development in writing clearly and effectively will increase to the national benchmark. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	—	EAS
Oral Communication	1h. The degree of personal development in oral expression skills will remain constant or increase. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	EAS	—
	1i. Exposure to oral presentations in courses will meet or exceed national benchmarks. (Measurement method National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	LAS	EAS
	1j. Alumni will evaluate the quality of their education in the area of graphic communication at baseline levels or higher. (Measurement method: Baccalaureate Alumni survey.)	2 Goals Met	—	—
Analytical and Creative Thought	1k. Seniors will continue to reach or exceed national benchmarks in their reports of personal development in thinking critically and analytically. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	—	COB



GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
<b>Goal 2: Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.</b>				
Depth	2a. The percent of seniors reporting that their degree program provided them with a detailed understanding of their anticipated career will remain at current levels or increase. (Measurement method: Graduating Senior Survey.)	2 Goals Met	—	—
	2b. The percent of seniors reporting UCCS prepared them for their field of specialization will remain at current levels or increase. (Measurement method: Graduating Senior Survey.)	2 Goals Met	—	—
	2c. The percent of alumni indicating that the depth of knowledge they acquired while at UCCS is useful in their present occupation will remain at current levels or increase. (Measurement method: Baccalaureate Alumni survey.)	1 Goal Met 1 Goal <u>Not</u> Met	—	—
	2d. UCCS upper-class students will perform as well as or better than their national counterparts in the areas of humanities, social sciences, natural sciences, and mathematics. (Measurement method: Academic Profile.)	1 Goal Met 1 Goal <u>Not</u> Met	COB	—
Breadth	2e. Sophomores will continue to perform as well as or better than their national counterparts as measured by mean scores on the Academic Profile. (Measurement method: Academic Profile.)	1 Goal Met 1 Goal <u>Not</u> Met	Beth-El, COB, EAS	—
	2f. Native students will perform better than transfer students on the Academic Profile. (Measurement method: Academic Profile.)	2 Goals <u>Not</u> Met	Beth-El, COB	EAS
	2g. The percent of UCCS seniors reporting they learned a variety of new intellectual concepts will remain the same or increase. (Measurement method: Graduating Senior Survey.)	2 Goals Met	—	—

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
<b>Goal 3: Students will understand and apply the tools and methodologies used to obtain knowledge.</b>				
Quantitative Abilities	3a. The percent of seniors reporting high levels of personal development in analyzing quantitative problems will increase to the national benchmark. (Measurement method: National Survey of Student Engagement.)	2 Goals Met	—	—
	3b. The percent of seniors reporting high levels of personal development in using computing and information technology will remain steady or increase. (Measurement method: National Survey of Student Engagement.)	2 Goals Met	—	—
	3c. The percent of seniors reporting that the technical skills they learned were complete and up-to-date will increase annually. (Measurement method: Graduating Senior Survey.)	2 Goals Met	—	—
Technology	3d. As measured by the ETS Academic Profile, UCCS upper-class students will perform, on average, better than their national counterparts in the areas of humanities, social science, natural science, and mathematics. (Measurement method: Academic Profile.)	1 Goal Met 1 Goal <u>Not</u> Met	COB	—
	3e. The percent of seniors reporting high levels of personal development in solving complex real-world problems will be the same as or higher than their national counterparts. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	LAS	—
Problem Solving	3f. The percent of seniors reporting high levels of personal development in learning effectively on their own will reach or exceed the level for the national comparison group. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	EAS	—
	3g. The percent of seniors reporting their coursework emphasized analyzing ideas or theories regularly will remain at current levels or exceed the level for the national comparison group. (Measurement method: National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	—	—
Self-Guided Learning	3h. The percent of seniors reporting that their coursework emphasized synthesizing information will continue to exceed the percentage of seniors reporting the same among the national comparison group. (Measurement method: National Survey of Student Engagement.)	2 Goals Met	—	COB
	3i. The percent of seniors reporting their coursework emphasized making judgments will be as high as or higher than the national comparison group. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	EAS	—
	3j. The percent of seniors reporting that their coursework emphasized applying theories or concepts will increase annually until it reaches or surpasses the percent reported in the national comparison group. (Measurement method: National Survey of Student Engagement.)	1 Goal Met 1 Goal <u>Not</u> Met	LAS	—
Learning Activities				

GOAL		CAMPUS	AREA OF CONCERN	AREA FOR ATTENTION
<b>Goal 4: Students will be prepared to participate as responsible members of a pluralistic society- locally, nationally, and globally.</b>				
Community Involvement	4a. Seniors will report they have participated, or plan to participate, in community service or volunteer work at the same rate or a higher rate than their national counterparts. (Measurement method: National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	—	COB, EAS
	4b. The percent of seniors reporting high levels of personal development in contributing to the welfare of their community will increase annually. (Measurement method: National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	LAS	COB, EAS
Values and Ethics	4c. The level of personal development reported by seniors in the area of a personal code of values and ethics will increase to be the same level as that of national counterparts. (Measurement method: National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	LAS	EAS
Knowledge of Issues	4d. The level of personal development reported by seniors in the area of knowledge of social and domestic issues will remain steady or improve. (Measurement method: Graduating Senior Survey)	2 Goals <u>Not</u> Met	—	EAS, COB
	4e. The percent of seniors reporting gains in knowledge of international relations will remain constant or improve. (Measurement method: Graduating Senior Survey.)	1 Goal Met 1 Goal <u>Not</u> Met	—	Beth-El, EAS
Working with Others	4f. The percent of seniors reporting development in working effectively with others will increase annually until it meets or exceeds the rate of the national comparison group. (Measurement method: National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	—	LAS
	4g. The percent of seniors reporting personal development in understanding people of other racial and ethnic backgrounds will increase annually until it reaches or exceeds the rate of the national comparison group. (Measurement method: National Survey of Student Engagement.)	2 Goals <u>Not</u> Met	—	COB, EAS
	4h. The percent of seniors reporting they have had serious conversations with students who are different from them will continue to be higher than the rate in the national comparison group. (Measurement method: National Survey of Student Engagement.)	2 Goals Met	—	—

## General Education Assessment Measurement Update Review and Response

In 2005, general education goals and objectives were assessed in their entirety. The updated information, along with the baseline data, presented an initial snapshot of student performance. This report, entitled [2005 General Education Assessment Measurement Update and Request for College Response](#), contains a number of positive findings regarding undergraduate students meeting or exceeding general education assessment targets at both the college and campus levels.

In early March 2005, each of the four undergraduate colleges received a copy of the report. Once the college responses to the report had been collected, SAAC submitted a [campus report](#) to EPUS and to the VCAA. The campus report summarizes the overall state of general education on the campus, characterizes the degree of achievement of general education goals at the campus and college levels, and summarizes the colleges' responses.

If SAAC finds that a college's response does not adequately address the concerns raised, it includes additional recommendations for that college in its final report to EPUS and the VCAA. SAAC also includes recommendations for actions at the campus level that could have a positive impact on general education.

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*The campus has completed one full assessment cycle.*

In the final step of the process, the VCAA consults with EPUS regarding the findings and includes recommendations for any additional action. EPUS is charged with evaluating the findings of the report to determine if the campus and the individual colleges are appropriately implementing the general education goals adopted by faculty. EPUS is then responsible for reporting and making recommendations to the Faculty Assembly.

So far the campus has completed one full assessment cycle. Each college was asked to review the report document and respond to specific areas for attention. At a minimum, these responses were to include a description of actions either underway or to be taken in order to address each assessment item in need of attention. These responses were due to SAAC in April 2005. Overall, the responses SAAC received from the colleges:

- Were positive
- Were received in a timely fashion
- Included the information requested
- Showed a willingness to assist and an interest in assisting SAAC in determining what could be altered or improved either to increase student scores or modify the assessment plans currently in place
- Recommended improvements to the general education assessment process

More specifically, individual colleges responded to the assessment information in some detail, regarding both the college's interpretations of the results and actions that were being or might be taken.

***College of Business and Administration***

In response, COB detailed the following actions and intentions.

- Added more significant writing and composition components to the undergraduate program (goals 1c-1j)
- Created a new required quantitative analysis course (goal 1k)
- Increase the concentration on critical thinking in core courses (goal 1a)
- Encourage students to participate in community service activities and include these activities, where applicable, as part of the course curricula (goal 4b)
- Integrate social, domestic, and cultural issues into courses (goal 4d)

***College of Engineering and Applied Science***

In addition to initiating a relationship with overseas universities to bring quality students and faculty to UCCS, EAS responded with these intentions:

- Increase assignments that include reading journals and literature searches (goal 1b)
- Incorporate increased writing content into courses
- Collaborate with the UCCS Writing Program to improve the writing skills of engineering students (goals 1f and 1g)
- Include an oral presentation requirement in all senior seminars (goal 1i)
- Include more discussions regarding the value of student work for the community and ethics (goals 4a, 4b, and 4c)
- Create a new course that will increase student awareness of social, domestic, and international issues (goals 4d and 4e)

***College of Letters, Arts, and Sciences, Including Teacher Education***

LAS intends to bring to the attention of the college chairs and directors the reported deficiency in goal 4f, working with others, to identify strategies that would further increase overall college scores.

***Beth-El College of Nursing and Health Sciences***

Beth-El has identified and included new course objectives in four courses that will address goal 4e, knowledge of international relations.

As a follow up to the college responses, SAAC:

***Requested of EPUS***

- Continued support and reinforcement of SAAC and the assessment process
- An endorsement of the concept that each college should continue to discuss through some internal mechanism and designated faculty committee the information presented in the report, especially the areas for attention, work on potential solutions, and be ready to respond when the next update of this document is presented

*Requested from each college*

- Continued commitment to the general education assessment process
- Identification of an internal mechanism or a designated committee to review and respond to SAAC assessment data

## Other Evaluations of General Education

General education evaluation data is collected annually from the ETS Academic Profile, National Survey of Student Engagement, UCCS Writing Competency Portfolio, and UCCS Surveys of Graduating Seniors and Baccalaureate Alumni. In addition to these assessment instruments, the campus administered the Institutional Self-Study Questionnaires to all faculty, staff, and students on a number of issues relevant to the reaccreditation process.

The faculty and student versions of the survey included twenty items on general education. Three items addressed broad goals of the general education program, and 17 addressed specific general education goals. Respondents were asked to evaluate how well their college addresses general education goals based on a four-point Likert scale ranging from very well to very poorly.

### General Education Survey Items

Items addressing broad general education goals:

- Furthering the intellectual development of individual students
- Furthering the personal development of individual student
- Furthering the ethical development of individual students

Items addressing specific general education goals:

#### *Goal 1*

Students will be able to read, write, listen, and speak in a manner that demonstrates critical, analytical, and creative thought.

- Increasing the ability of students to read well
- Increasing the ability of students to write well
- Increasing the ability of students to listen well
- Increasing the ability of students to speak well
- Increasing the ability of students to demonstrate critical thought
- Increasing the ability of students to demonstrate analytical thought
- Increasing the ability of students to demonstrate creative thought

#### *Goal 2*

Students will achieve a depth of understanding in their majors and a breadth of experience in other fields.

- Increasing students' breadth of knowledge



*Goal 3*

Students will understand and apply the tools and methods used to obtain knowledge.

- Increasing students’ quantitative abilities
- Increasing students’ ability to use technology to obtain knowledge
- Increasing students’ ability to obtain knowledge in other ways
- Helping students become lifelong learners, able to adapt to an ever-changing environment

*Goal 4*

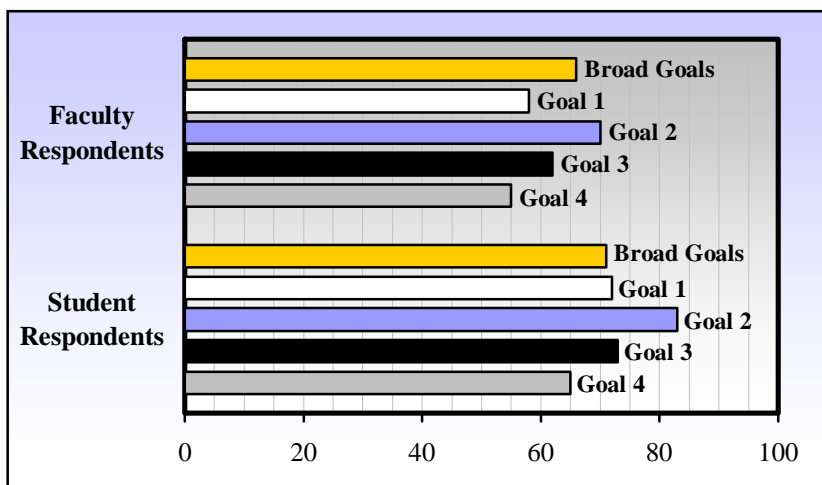
Students will be prepared to participate as responsible members of a pluralistic society — locally, nationally, and globally.

- Preparing students to participate as responsible members of society
- Increasing students’ ability to work with people of different backgrounds than their own
- Increasing students’ understanding of issues that may affect society locally
- Increasing students’ understanding of issues that may affect society nationally
- Increasing students’ understanding of issues that may affect society globally

Results discussed in this section reflect the responses of 122 faculty and 876 students in the undergraduate colleges to items related to each of the general education goals.

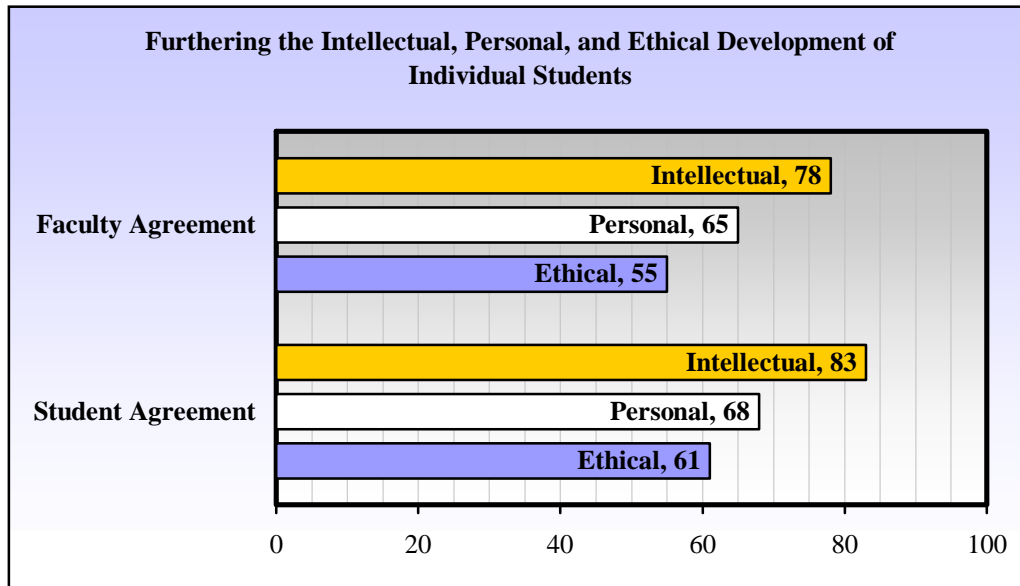
Overall, the majority of faculty and students agree that their colleges are meeting UCCS’ general education goals (Figure 5.12). Students are more likely than faculty to report that general education goals are being addressed. Goal 2 (breadth of knowledge) received the most responses of agreement from both student (83 percent) and faculty (70 percent) of respondents. Sixty-five percent of students believe the colleges are addressing goal 4 (responsible members of society).

*Figure 5.12 — Faculty and Student Agreement That General Education Goals Are Being Addressed*



According to both student and faculty respondents, the broad goals of intellectual, personal, and ethical development are being addressed by the colleges (Figure 5.13). However, intellectual development is being addressed more completely than either personal or ethical development.

*Figure 5.13 — Faculty and Student Agreement That Broad General Education Goals Are Being Addressed*



Student and faculty respondents agree that general education goal 1 (read, write, listen, speak) is being addressed in the colleges (Figure 5.14). Areas reported by faculty as being addressed to a lesser extent (listening, 53 percent; writing, 57 percent; and creative thought, 57 percent) are seen by students as being addressed more fully (68 percent, 77 percent, and 71 percent respectively). Both student and faculty respondents perceive reading as being addressed at a lesser level by the colleges.

*Figure 5.14a — Faculty and Student Agreement That General Education Goal One Is Being Addressed*

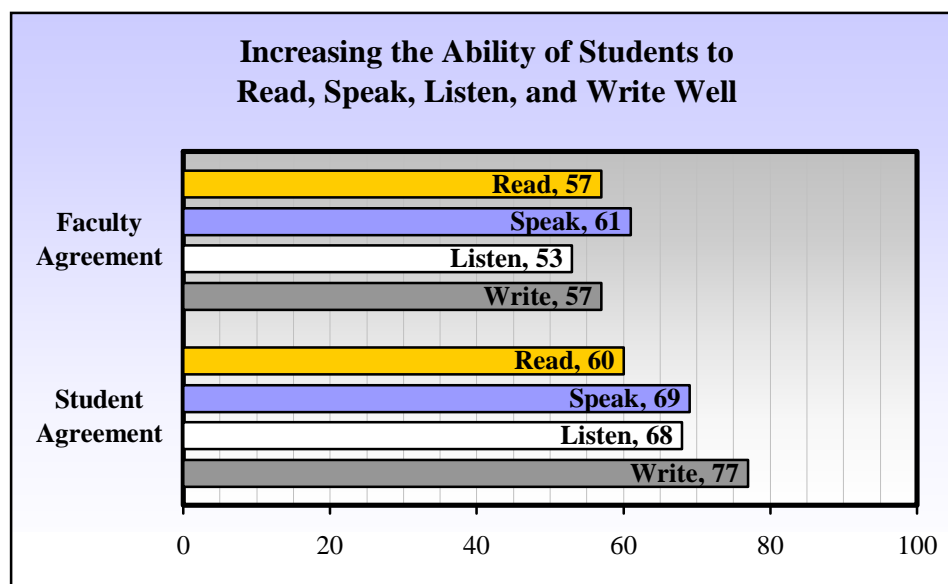
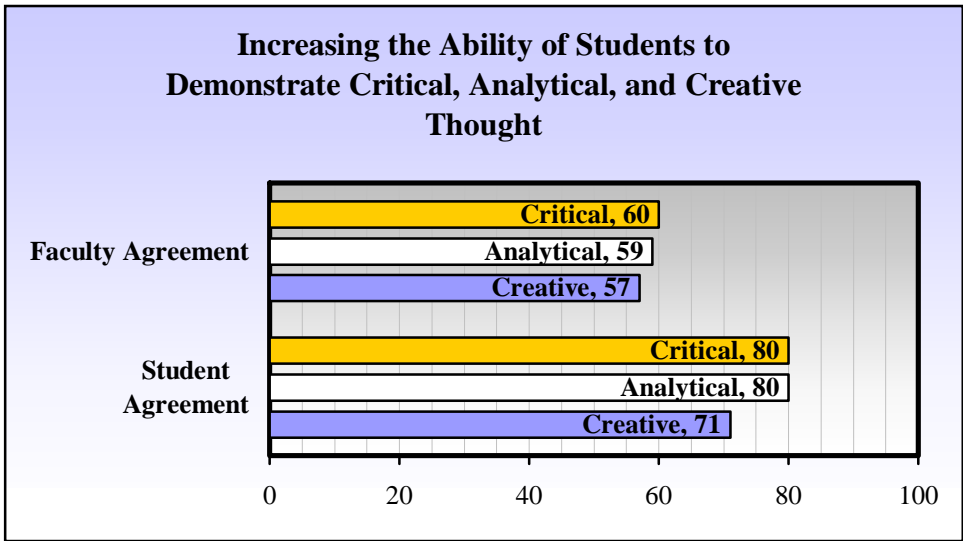


Figure 5.14b — Faculty and Student Agreement That General Education Goal One Is Being Addressed



Faculty and students agree that goal 2 (breadth) and goal 3 (obtaining knowledge) are being addressed in the curriculum (Figure 5.15). Faculty report that quantitative abilities are addressed less well than are other areas. Students, however, report that quantitative abilities are addressed at levels similar to those of obtaining knowledge through technology and becoming lifelong learners.

Figure 5.15b — Faculty and Student Agreement That General Education Goal Two Is Being Addressed

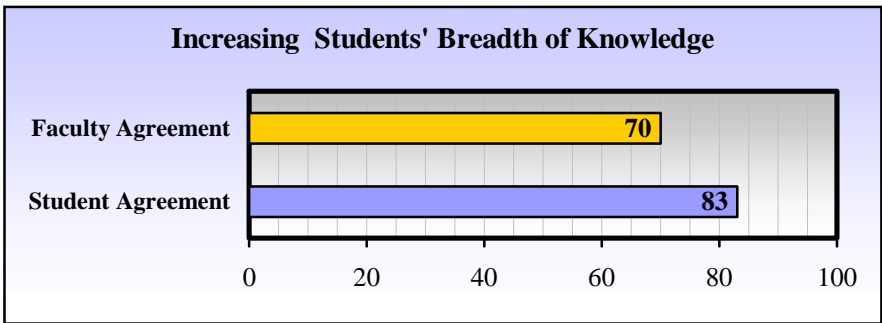
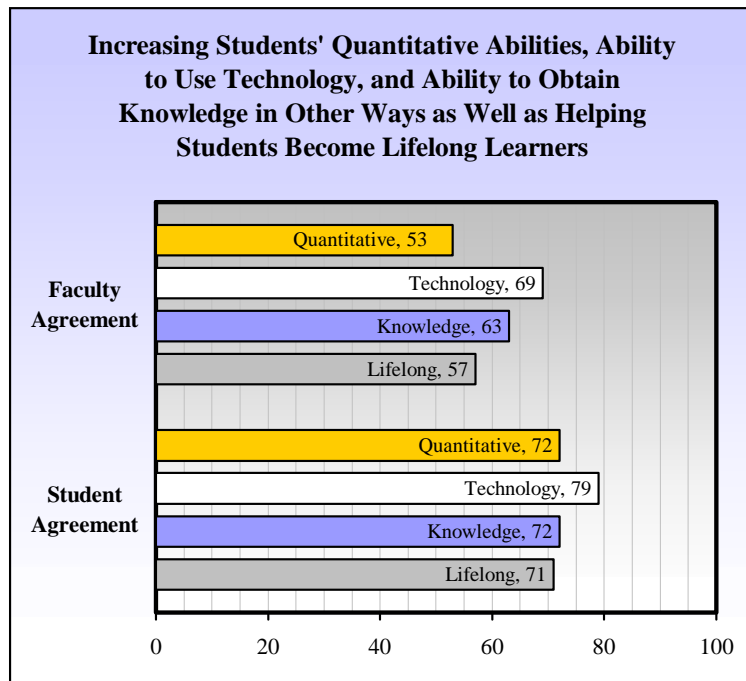
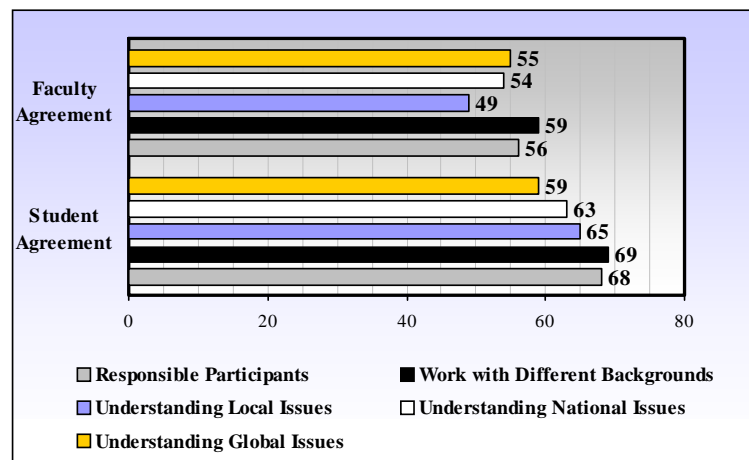


Figure 5.15a — Faculty and Student Agreement That General Education Goal Three Is Being Addressed



Faculty and students report that general education goal 4 (responsible members of society) is addressed by the colleges but to a lesser degree than are the broad general education goals and goals 1, 2, and 3 (Figure 5.16). The individual survey items give a clearer picture of what areas are addressed and at what levels they are addressed. For example, less than half of faculty respondents agreed that “understanding of issues that may affect society locally” is being addressed well or very well. However, 65 percent of students reported this area as being addressed.

Figure 5.16 — Faculty and Student Agreement That General Education Goal Four Is Being Addressed



The responses from 998 UCCS faculty and students within the four undergraduate colleges give evidence that general education goals are being addressed in each of the colleges. The survey results will help UCCS to maintain efforts in areas where specific goals are being met and pinpoint areas for improvement.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

As the history of the University of Colorado at Colorado Springs (UCCS) clearly shows, the campus is deeply woven into the fabric of Colorado Springs. Far from moving away from that historic anchor, the campus has become even more connected with the community. Whether campus programs serve the community's needs for educators, nurses, business people, and technology experts or simply individuals' needs to pursue their dreams, UCCS has always been a core part of Colorado Springs and the Pikes Peak region. In addition, much of the campus' research, scholarship, creative work, and service are intended to meet the region's needs. From TheatreWorks to the Small Business Development Center, UCCS faculty, staff, and students are thoroughly engaged in this community.

One confirmation of UCCS' success in engaging its community is the recognition of the campus in the American Association of State Colleges and Universities' 2002 publication, *Stepping Forward as Stewards of Place*. Based on the methodology used on behalf of the American Association of State Colleges and Universities, the National Center for Higher Education Management Systems identified institutions as exemplars of success in public engagement. UCCS was selected as one of two most engaged campuses in the country. (The other was Arizona State University-West.)

*Core Component 5a — The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

### Formal Campus Interactions with Community

UCCS employs a number of formal means to receive counsel and input from various constituencies important to the university's success. Some of the most visible of these include the following:

#### ***Chancellor's Roundtable***

Chancellor Pam Shockley-Zalabak uses a 20-member advisory board to provide input about UCCS activities and serve as a strategy team in achieving university objectives. Members represent current and retired leaders from private and public sectors and include former elected officials.

#### ***University Club***

For more than 20 years, UCCS has operated an organization that allows local business community members to interact with university faculty and staff and provide feedback about the university's activities. Following a format similar to large, national service organizations, club members attend monthly luncheons that feature faculty members as guest speakers and interact with faculty and top campus administrators — chancellor, vice chancellors, and deans. Dues paid by club members support student scholarships and an annual teaching award. By having faculty members speak at luncheons, members are kept abreast of faculty activities. An example of the interaction among University Club members, faculty, and staff is its participation in the formation of the university's academic strategic

plan. Specifically, academic deans and vice chancellors facilitated a discussion with club members about community needs as UCCS developed plans for additional degree programs.

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### *The EDC named UCCS one of Colorado Springs three economic anchors*

#### ***Colorado Springs Economic Development Corporation***

University officials work closely with the local economic development organization charged with attracting new employers to and retaining current employers in the community. University officials serve on the Colorado Springs Economic Development Corporation's (EDC's) Board of Directors since they are frequently called upon to assist in recruiting new businesses. An example of the university's close interaction with the EDC was evidenced in 2005, when the EDC named UCCS, along with the downtown business corridor and the airport, as one of Colorado Springs' three

economic anchors. Moreover, maintaining a relationship with EDC allows the university to receive feedback about the needs of current and future employers.

#### ***Colorado Springs Chamber of Commerce***

Chancellor Pam Shockley-Zalabak is a member of the Colorado Springs Chamber of Commerce Board of Directors, and other members of the campus actively participate in chamber events. Through participation in an organization directed at fostering a positive environment for business development, UCCS officials receive feedback about university programs and employers' needs. An example of the close interaction between the Chamber of Commerce and campus leadership is the chamber's continuing support of the university in a number of forums, including the chamber's support of Referendum C. This claim is evidenced by the fact that chamber members and university officials made legislative relations trips to Denver and Washington, D.C., in support of the referendum.

## **College Advisory Boards**

In addition to these and other campus-level interactions, each of the colleges maintains a diversity of formal and informal mechanisms for soliciting community input. Taken together, these efforts form a powerful bond between the campus and community.

### **College of Business and Administration**

The College of Business and Administration (COB) is in the process of rebuilding the college's primary advisory board, whose responsibilities include providing input on program offerings and long-term planning. Other advisory boards in the college include the Southern Colorado Economic Forum (SCEF) Advisory Board and the Center for Entrepreneurship Advisory Board. The SCEF board assists in finding keynote speakers and panelists, identifying the forum agenda, fundraising, providing marketing support, and monitoring the budget. The advisory board is instrumental in setting the overall direction of the forum. COB also has student advisory boards such as Students in Free Enterprise (SIFE) that help enhance the student's professional experience while in a college setting.

Besides college-level boards, each department has been charged with establishing an advisory board to help identify emerging business and economic trends within the community. One example of such a board is the Professional Golf Management (PGM) Advisory Board. It is responsible for assisting in program review and ensuring that the program complies with accreditation standards.



## **College of Education**

The College of Education (COE) incorporates advisory boards and consults with community organizations at several levels. The college-level boards are the Dean's Advisory Council, the Diversity Committee, and Pikes Peak Area Superintendents Association. Several other departments in COE have advisory boards, too. The Teacher Education Council in Curriculum and Instruction along with the Community Advisory Committee in Special Education are additional examples. The following highlights the various advisory boards' roles.

### ***Dean's Advisory Council***

The Dean's Advisory Council consists of UCCS and Pikes Peak area community representatives. Members come from diverse segments of the community. Those segments include school districts, businesses, and UCCS faculty, as well as parent, civic, and military organizations. The board meets twice each semester to assist the college in strategic and tactical planning in connection with its goals.

### ***Diversity Committee***

The Diversity Committee helped design COE's Diversity Action Plan, a document that delineates COE activities to actualize college, campus, and University of Colorado System (CU System) goals regarding diversity. The committee consists of UCCS faculty and staff who represent UCCS academic and administrative departments, representatives of area school districts, and Pikes Peak area community members.

### ***Pikes Peak Area Superintendents Association***

The Pikes Peak Area Superintendents Association consists of Pikes Peak area school superintendents, the dean of education at UCCS, the president of Pikes Peak Community College (PPCC), representatives from the Board of Cooperative Educational Services (BOCES), and representatives from the Council for the Advancement and Support of Education (CASE). The association focuses on PK – 16 initiatives to spark the genius of all children.

### ***Teacher Education Council***

The Teacher Education Council is an advisory council for the Teacher Education Program that focuses on how to enhance teacher education. The council consists of representatives from UCCS departments, Pikes Peak area school districts, and civic organizations.

### ***Community Advisory Committee***

The Community Advisory Committee is an advisory committee for the Special Education Department. The committee consists of representatives from Pikes Peak area school districts, civic groups, and government agencies that provide services for individuals with disabilities or special needs. The committee focuses on reauthorizing the Individuals with Disabilities Education Act (IDEA) and aligning COE goals with federal mandates.

## **College of Engineering and Applied Science**

Initiated in 2003, the Rocky Mountain Technology Alliance (RMTA) is both a powerful community organization and the primary advisory board for the College of Engineering and Applied Science (EAS). RMTA is a network of industry, academic, and government organizations that work as partners to strengthen individual communities by expanding the Rocky Mountain technology corridor's global leadership in the research, education, application, and commerce of technology.

While RMTA is divided, or structured, into chapters that range from New Mexico to Wyoming, the first chapter originated in Colorado Springs, and EAS is the permanent host of this chapter. RMTA also supports college fundraising projects and provides feedback on proposed college-wide curricula, such as the approved MEng System Engineering degree.

The departments of computer science, electrical and computer engineering, and mechanical and aerospace engineering each host an advisory board that can provide corresponding departments with feedback about the curriculum. These boards are invaluable to the ABET accreditation process. Board members who are involved in the Colorado Springs technology community provide continual feedback on the educational objectives of each program. In addition, departmental advisory board members connect EAS departments to local industry and support students by providing mock interview practices.

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

The College of Letters, Arts, and Sciences (LAS) uses advisory boards at a number of levels. Advisory boards within LAS take on very different forms, forms customized to the particular mission of each board. Nonetheless, they provide a vehicle for campus programs to reach the public. Effective communication is a two-way exchange. Board members become aware of UCCS program activities and pass on this awareness to the community, and UCCS becomes aware of community needs and expectations. The next section describes the roles these boards play in helping the college understand the needs and expectations of its constituencies.

### ***LAS Advisory Board***

LAS' Advisory Board was established shortly after the last NCA visit. It consists of local members who have been invited to join because they represent influential segments of the community (downtown businesses, real estate, and banking industries) and have solid public relations and/or fundraising skills. The board has 14 members and meets two to three times per semester. Typically, meetings involve (1) a report from the dean that usually generates lively discussion, (2) a presentation from a faculty member about activities in research, teaching, or community service, and (3) a discussion on topics brought to the table by the dean or board members. The meetings involve the reciprocity of information — the college keeps the community apprised of what is happening on campus, and board members provide an assessment of community needs.

The most useful connections, however, often happen at the individual level when board members help with specific university projects. For instance, they may network best when promoting speakers or symposia of interest to the community, fundraising for special projects, or serving on hiring search committees.

### ***LAS Science Advisory Board***

LAS's Science Advisory Board, like LAS's Advisory Committee Board, was established shortly after the last NCA visit. It, too, meets two to three times per semester and follows a similar agenda. The original intent of the board was to help UCCS connect to local industry and gain support for UCCS science departments. Yet, in several instances, board members have assisted UCCS in other areas, such as obtaining used, but functional, equipment. Science and LAS Advisory Board members have also helped define the skills needed by graduates entering fields in the sciences. Meetings are usually attended by the dean of LAS and the Science Department chairs.

LAS's Science Advisory Board is composed of seven members who either work or have recently worked in various capacities in local industry. During the last economic downturn, the board consisted primarily of retired industry individuals. While retirees have provided beneficial advice on issues con-

fronting science departments, they do not always have the networking connections UCCS needs. For this reason, UCCS is currently reexamining the board's structure. Recently, a representative from the K – 12 community was added to reinforce connections between UCCS and K – 12 science education.

### ***LAS Departmental Advisory Boards***

Several LAS departments have advisory boards. The Communication Department has an External Advisory Board of working professionals in organizational communication and the media. The board provides advice on issues related to undergraduate and graduate curricula, reviews departmental assessment materials, and serves as a liaison to the business community. Board members have toured the Communication Lab and Studio facilities, assisted with fundraising, and helped to forge a stronger relationship with the Colorado Broadcasters Association (CBA). Currently, the board has six members who meet with department members each semester. As a result of this productive relationship, board members and other working professionals make annual visits to UCCS communication courses.

Within the English Department, the Professional Writing Program (PWP) has a five-member advisory board, consisting of local technical writers and managers. The purpose of the PWP Advisory Board is to maintain strong connections with the community and help secure internships and jobs for students taking upper-division courses. Together with the Professional Writing faculty, the board meets on campus each fall and spring semester. These mutually beneficial sessions help board members learn about the program and, in turn, help program faculty acquire valuable input about current industry practices. UCCS can better adapt course content to trends in the fields of professional and technical writing because of these partnerships.

### ***Advisory Boards for Interdisciplinary Centers***

LAS has several interdisciplinary centers with advisory boards whose membership includes faculty and community leaders. The Gerontology Center has a Faculty Affiliates Advisory Board (AAB) and a Community Advisory Board. The AAB faculty board members who work in the area of aging come from all campus disciplines and meet at least once a semester to discuss the Gerontology Center's goals and ongoing activities. The Community Advisory Board consists of community leaders, selected by the center director, who provide input on Gerontology Center activities.

The CU Aging Center has a Community Development Committee whose focus is community education and fundraising. Members of this committee are expected to advocate for the Aging Center's mission and goals. UCCS counts on board members partnering with university administrators and staff to provide a fundraising strategy and stewardship plan, identify potential donors, and host community fundraising events.

The UCCS Center for Colorado Policy Studies (CCPS) has an advisory board that consists of community members and UCCS administrators and faculty. The board meets once or twice a semester to review center activities. The advisory board is invaluable in the operation of the Colorado's Future Annual Symposium, particularly when it comes to ensuring that the symposium is well connected to community interests and needs. Members of the board also assist with defining topics, selecting papers, fundraising, and organizing details of the symposium.

TheatreWorks, UCCS' professional theater company, has a very active advisory board that also combines community members with UCCS administrators and faculty. This board meets monthly to review the operation of TheatreWorks and discuss the organization's financial status and future program opportunities.

In addition to faculty advisory boards that guide program development, shape strategic planning, and make decisions about the curriculum for a program's available minor, such as which classes to cross list, the Ethnic Studies and Women's Studies programs have recently formed a combined community advisory board as part of the Matrix Center for the Advancement of Social Equity and Inclusion (Matrix Center). The goal of the Matrix Center is to provide the Ethnic and Women's Studies programs with community input and fundraising potential. UCCS hopes to increase communication with the community and help the university meet the needs of its diverse population more effectively. This board meets three to four times a year and communicates through email. Already, this board has helped expand the community's knowledge about upcoming activities, which has resulted in increased attendance at special events such as guest speakers and feature films. To this end, UCCS administrators and faculty serve as liaison members of the board.

## **College of Nursing and Health Sciences**

The College of Nursing and Health Sciences (Beth-El) has a strong community connection, one directed toward improving program quality, strengthening public relations and marketing, meeting the community's health care educational needs, and bolstering fundraising. The College Development Board, made up of community and health care representatives and alumni, meet every two months to promote the goals of the college. Fundraising is a major component of their responsibility. Members identify prospects — individuals, foundations, and corporations — host events for prospective donors, represent the college within the community, and give the dean feedback about fundraising issues. In addition, the board is very involved in identifying the types of programs needed to serve constituents more adequately.

The college has other boards and volunteer groups that identify specific areas of interest and support the endeavors of academic departments and centers. For example, the Nutrition Community Advisory Group was very instrumental in developing the Nutrition Option within the Health Care Services degree. Violence Intervention and Prevention (VIP) Center board members also support community efforts and future planning of the center.

Community and statewide groups have been named as task forces to work on various projects such as the medical technology and dental hygiene proposals. College representatives meet frequently with community representatives from health care agencies to work on issues such as clinical rotations for students. The college hosts several events per year for its "Friends of the College" as a way of updating community members about what is happening at Beth-El and seeking input about the college's role in the future of health care delivery. The college also hosts an appreciation dinner in honor of those who contribute to the college's success.

## **Graduate School of Public Affairs**

UCCS strives for expanded and strengthened community partnerships because building strong community relations is an integral part of the Graduate School of Public Affairs (GSPA) community engagement strategy. Community partners provide field placements and sites for classroom and capstone projects as well as valuable feedback about GSPA's programs. GSPA's Advisory Board consists of individuals from El Paso County who jointly serve both the UCCS and University of Colorado at Denver and Health Sciences Center (UCDHSC) campuses. The dean oversees this board and makes sure that relevant input is provided at both campus locations.

While GSPA at UCCS does not have a separate formal advisory board, it does regularly engage members of the community in an effort to learn something new and analyze their own needs and expectations. This happens in several ways. First, members of the community who work in public and

nonprofit organizations regularly serve as clients for GSPA students' capstone projects. In the final semester of the program, students take a course entitled Advanced Seminar. The purpose of this course is for students to pull together all they have learned from the program and produce either a research paper or complete a client-centered project, one of significance and utility for the client organization.

Clients give input to students throughout the semester, attend final presentations, and complete assessments of the students' work in terms of quality and utility for the organization. Thus, the Advanced Seminar provides opportunities for service to the community and offers feedback from community members. Very often, clients comment not only on specific projects but also on the general preparation level of students, which provides valuable insights into both their needs and how GSPA can continually improve its programs.

Secondly, GSPA conducts an alumni survey to assess what ways the program has benefited its graduates in general, what aspects of the program were most useful, what graduates are currently doing with regard to employment, and how graduates think the program could be improved. Approximately every two years, GSPA holds a focus group of graduates prominent in public and nonprofit sectors and talks with them about the issues they face in recruiting, hiring, and retaining qualified employees. GSPA learns from them what knowledge, skills, and abilities are most notably needed in the workplace and then assesses the curriculum against those findings.

GSPA sponsors an annual leadership conference. The steering committee is comprised of local community leaders, GSPA faculty and staff, and other UCCS faculty. The 2005 conference steering committee included the city manager, police chief, deputy county administrator, sheriff, and executive directors of the Urban League of the Pikes Peak region and Pikes Peak United Way. These community leaders helped shape the conference by identifying the leadership issues, challenges faced, and types of professional development needed.

In addition, many GSPA faculty members serve on community boards and task forces and regularly engage in networking opportunities that keep the school in touch with community perspectives on, needs regarding, and opinions about GSPA. These contacts are highly valued by the college.

## **Kraemer Family Library**

The Kraemer Family Library learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations through input from the Library Faculty and Programming Advisory Committees.

The Library Faculty Advisory is a committee of the Faculty Assembly. Membership includes a faculty member from each college, the library, and undergraduate and graduate student representatives. The committee meets three to four times a semester to review library planning, budgets, policies, and faculty and student concerns. The committee chair reports regularly to the Faculty Assembly about the committee's discussions and recommendations. The committee also serves as an advocate for library issues and sends recommendations to the CU System and campus administration regarding library funding and policies.

The Library Programming Advisory Committee was established in FY 2004 to provide ongoing input into the design and development of a library lecture series. The goals of the lecture series are to provide students with opportunities to engage faculty outside the classroom and help create a campus living-learning environment. Committee members consist of faculty and staff from across the campus, a student, and three local community members. The committee has identified program topics and speakers as well as supported attendance at the programs. Beginning in the spring of 2004 and each



consecutive semester, the library has offered three or more lectures or panel discussions for the benefit of the campus community.

## Other Input from Constituents

### *Civic Organizations*

Academic deans, department chairs, and academic program directors are encouraged to participate actively in civic organizations. UCCS is represented on the board of directors for the Greater Colorado Springs Chamber of Commerce and the Colorado Springs EDC. The university is a member of the Hispanic, Women's, and Black Chambers of Commerce. It holds membership in local chapters of the Rotary International, Sertoma, Lions, and Optimist clubs. These memberships provide the university with valuable feedback about community expectations.

### *State Elected and Appointed Officials, Federal Authorities*

UCCS officials, especially those in Academic Affairs and Student Success, interact regularly with members of the [Colorado Commission for Higher Education](#) (CCHE) and coordinating board for higher education in Colorado. Through the VCAA, UCCS (and other CU campuses) entered into a [Performance Contract](#) with CCHE that identifies measurable goals and outcomes for student performance. Top-level CCHE staff and commissioners are appointed by the state governor.

Contact with elected officials occurs regularly and is coordinated by the Office of State and Federal Relations. This office responds to inquiries from state and federal legislators and initiates legislative contact on bills affecting the university. Chancellor Shockley-Zalabak is active with elected officials at the local, state, and federal levels.

### *Alumni*

Alumni remain an important constituent for UCCS. In 2004, the Alumni Relations office was reorganized and enhanced through a joint effort among the University of Colorado Foundation (CU Foundation) and chancellor's offices. Most UCCS alumni are recent graduates and relatively young. In fact, 50 percent of the university's 26,000 alumni graduated within the past decade. This young alumni base led to changes in the way the university communicates with them. For instance, a monthly e-newsletter replaced the biannual printed publication, saving funds and improving both the frequency and quality of communication with alumni. Additionally, the alumni board structure was simplified to provide more direct feedback from former students about those university activities more closely connected to UCCS and less directly connected with other campuses in the CU System. The online publication and restructuring of the board allowed for improved interaction with the university and better opportunities for input from the alumni base. In addition, since 2004, through creative entrepreneurial ideas, the university has almost tripled the amount of funds provided in alumni scholarships for deserving students.

Furthermore, alumni are surveyed roughly 12 to 18 months after graduation to gauge their opinions about the education they received and solicit areas of improvement. Highlights from the most recent survey (2005) include these points:

- A high degree of satisfaction with the education alumni received (93 percent)



- A ready willingness to recommend the campus to others (93 percent; 58 percent strongly)
- A belief that UCCS had prepared them well for their field of specialization (80 percent)

### ***Potential Donors***

UCCS fundraising activities are coordinated through the CU Foundation, which follows the ethical codes set by the Council for the Advancement and Support of Education. Donor information is gained through subscription to various foundation data bases, personal contacts, and alumni.

*Core Component 5b — The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

## **Educational Outreach**

### **Extended Studies**

The purpose of the Extended Studies (ES) program is to extend the resources of the university in non-traditional ways by doing the following:

- Increase the ability of academic units to respond to the educational, training, and professional development needs of current and potential students
- Provide educational, training, and professional development opportunities to the public beyond what is offered on campus
- Create opportunities for academic units to develop and deliver innovative programs

UCCS uses a decentralized administration for ES, one where each college is responsible for following the rules, regulations, and proper management applicable to ES. While decisions regarding the control of academic programs reside with the dean of each college, Campus Extended Studies (CES) represents the interests of the campus, the CU System, CCHE, and other external constituents. To the extent possible, CES supports the colleges in complying with all applicable rules and regulations. ES college units work through CES to obtain all required program approvals.

The dean of each college is responsible for the effective management of all ES funds coming into the college. ES units work with the Controller's office to ensure compliance with state fiscal rules and recognized accounting practices. Credit is awarded by academic colleges. Each college ensures that appropriate standards are given to all its offerings, including the consistent appointment of faculty, faculty control of curriculum, academic processes, grading, and the means to assess teaching effectiveness.

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*UCCS' extended studies program is administratively decentralized.*

### ***Current Organization and Policy Structure***

The director of CES reports to the associate vice chancellor for academic affairs and has these responsibilities:

- Facilitates unit ES activities through the Extended Studies Coordinating Committee, academic deans, and external agencies such as the CU System, CCHE, and other professional organizations
- Represents the ES Coordinating Committee when attending other campus committees
- Approves appropriate academic and financial records and other information to the CU System and CCHE
- Establishes reporting procedures for ES accounts in collaboration with each unit

ES directors within each college have these duties:

- Report to the appropriate academic dean
- Coordinate, plan, schedule, and organize noncredit and credit courses, workshops, professional development activities, seminars, and conferences
- Monitor unit ES accounts to ensure accuracy and operation within budgets
- Follow established campus and unit policies and procedures for course approval, instructor approval, and other academic processes
- Submit information, documentation, and other reports to the CES director or designee per published schedule or when requested for a special purpose

Centralized services are provided to students in ES programs from a variety of campus offices, based on a revenue-sharing arrangement. Besides the Kraemer Family Library and Information Technology, campus units have formal roles in providing the services outlined below to ES students:

#### *The Office of Admissions and Records*

- Follows established policies and procedures for admission, retention, and program completion for ES students
- Registers undergraduate, graduate, and unclassified students in ES programs and courses
- Ensures that ES students' information and grades are correctly recorded in the Student Information System (SIS)

#### *The Office of Financial Aid and Student Employment*

- Processes financial aid applications for students enrolled in ES courses (in process of being implemented)
- Provides financial aid information for potential and current ES students

#### *The Bursar's Office*

- Collects tuition and fees in a timely manner and records them in the correct unit's ES account
- Ensures that all ES funds are maintained in separate accounts and are not commingled with state appropriated funds

- Creates students’ records in billing and receivable systems
- Generates student, down payment, and census bills as well as fee schedules
- Monitors student accounts and responds to students’ inquiries regarding account balances

***Enrollment and Finances***

As a result of credit course expansion in the colleges, FY 2005 ES revenue is up from FY 2004 by \$884,747

*Figure 6.1 — Enrollments and Revenues by College, FY 2005*

UNIT	ENROLLMENT	CREDIT HOURS	NONCREDIT HOURS	REVENUES
BUS	227	1,108	0	\$1,387,073
EDUC	1,044	3,475	0	\$730,564
EAS	65	160	25	\$273,476
LAS	283	956	0	\$217,234
NUR	197	266	51	\$176,467
NISSC	12	79	3	\$86,100
CAMPUS	0	13	6	\$10,741
Total	<b>1,828</b>	<b>6,057</b>	<b>85</b>	<b>\$2,951,880</b>

***Major Areas of Service***

*Campus-Wide Activities*

CES works closely with the military to assess the needs of military personnel. The director attends military counselor meetings that pertain to education and training and acts as a liaison with campus services. CES facilitates open forum training with military education counselors and students on degree completion at UCCS and provides marketing material on all university programs, those on and off campus.

As a result of the increased collaboration with military bases, courses in homeland security have been offered as part of a certificate program through the Center for Homeland Security (HSC), GSPA, and LAS. In 2005, COB offered a certificate in project management on Peterson Air Force Base, and in 2006, COB received a request for proposal for an undergraduate program and a certificate program in project management. In April 2007, most military installations will initiate an online education service center called “Go Army Ed,” and CES is actively involved in importing all courses, certificates, and degrees related to the “Go Army Ed” campaign.

The CES director attends all meetings and participates as a board member for the community outreach program Alliance of Colleges & Corporations for Education and Leadership (ACCEL). ACCEL is an outreach educational program that partners with employers to bring higher education programs to employees, increase awareness of local programs, and meet the needs of working adults.

Some noncredit activity is housed in CES as well. For example, the Child Welfare Training Institute (CWTI) provides 12 contact hours of foster parent training under the sponsorship of the Colorado Department of Health and Human Services. This past year, CES partnered with the American

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*Extended Studies gives open advising to military counselors and students on degree completion at UCCS*

Management Association to deliver noncredit leadership and business seminars to local Colorado Springs businesses and those in contiguous states.

### *Extended Studies Efforts in Individual Colleges*

LAS is a major contributor to serving military students and school districts through ES. In the fall of 2005, the Pikes Peak Regional Initiative for Science and Math was started, and 18 teachers of biology, chemistry, geology, and physics have enrolled. LAS has also partnered with PPCC to provide a 60 + 60 agreement in criminal justice. PPCC's Centennial Campus anticipates legal studies course work to be offered in the fall of 2006.

In addition to these efforts, the college began offering an online gerontology certificate program, GRE and GMAT prep courses, sports and leisure courses, and remedial English. As of July 2006, the Mathematics Department decided to move its ES programs into LAS. ES in LAS will administer the remainder of the CU Succeed offerings, all math online program offerings, and MATH 090-1 (Fundamentals of Algebra).

Similarly, efforts to expand ES offerings that serve the educational needs of private businesses in the Colorado Springs area have been ongoing. A master's degree in business administration began at T. Rowe Price in February 2005, and COB continues to provide the campus' largest ES program across the U.S.: the Distance MBA. This past year, COB added professional golf management courses in ES, which allow students to engage in community internships.

COE launched a new program in 2003: the master's in counseling for officers at the U.S. Air Force Academy (USAFA). The college also expanded its open enrollment offerings and ongoing contract offerings with area school districts. In 2004, the college reaffirmed its relationships with the Space Foundation and Sopris West Educational Services. Launched in 2004 – 05 were an online Principal Licensure Program and online certificate programs in English as a Second Language (ESL), reading, and special education. An online master's in curriculum and instruction is scheduled to begin in the fall of 2006.

Beth-El expanded its noncredit programs to launch certificates in health care careers, IV therapy, venous blood sampling, and palliative- and end-of-life care. Beth-El has partnered with Gatlin Online Education to provide medical coding, pharmaceutical information, and HIPAA compliance. To offer an undergraduate program degree in medical technology, Beth-El is looking to partner with the University of Nebraska.

## **Service and Research Outreach Efforts**

### **Campus External Service and Community Research**

External service and community research themes run through the core of the campus' mission and goals. "Enhance research, scholarship, and creative works on the campus and in the community" was the direction set in the Total Learning Environment Planning Initiative of the early 2000s. This goal was adopted and reinforced within the subsequent VISION 2010 planning process. The subsequent effort, SILO, continued this emphasis in stating that "community-oriented" and "research culture" are concepts that should be clearly stated aims within the campus' mission, values, and vision. The following examples illustrate several of the campus-wide avenues that UCCS uses to carry out the goals of external service and community outreach.

The Kraemer Family Library functions as one of the key community resources offered by the campus. In FY 2005, 21.9 percent of the library's registered borrowers were from the general public (other universities, K – 12, and the local community), and they were responsible for 19.6 percent of the library's circulation or 18,360 items a year. Extrapolating from the documented borrower numbers, a reasonable estimate of total library use by non-campus users is around 12,000 visits per year. In addition, the library also provides two to four formal instructional sessions per year to K – 12 groups.

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*The library is one  
of the campus'  
key community  
resource offerings*

Another way in which UCCS demonstrates its commitment to external service and community outreach is its participation in the Partners for Change network within the Pikes Peak region.

UCCS' Office of the Chancellor coordinates related activities for the campus within the Partners for Change. Other partners include the CU Center for P – 16 STEM Education, the Colorado Institute for Technology Transfer and Implementation (CITTI), the CU System, the U.S. Space Foundation, USAFA, PPCC, U.S. Northern Command, the Greater Colorado Springs EDC, and the Colorado Springs Chamber of Commerce. Harnessing the shared resources and expertise of the above organizations provides the Pikes Peak region with a rare, powerful engine to drive community service and research. Partners for Change spearheads the following efforts:

- New Science and Engineering Complex
- Renovation of existing science and engineering buildings
- New teaching and research opportunities
- New curriculum
- New training for STEM Education
- Intensified recruitment and retention of students

UCCS is also a leader in another organization of powerhouse entities who come together as RMTA. This network of industry leaders, academic institutions, and government organizations cooperate to expand the Rocky Mountain technology corridor's global leadership in the research, education, application, and commercialization of technology. RMTA has formed alliances and enlisted cooperation among these three major elements of the technology community:

- Educational institutions that conduct research of regional importance to produce intellectual property and provide workforce training and development
- Government agencies that participate in policy, research, and technology applications
- Industry and business members that contribute to RMTA's overall approach to the research, development, innovation, and commercialization of technology

RMTA's business and industry members include the following:

Abbarno Enterprises	Lockheed Martin
Acordia	LSI Logic Corporation
Add Staff	Metso Minerals Industries, Inc.
Advanced Business Systems	MITRE Corporation

Aptek	Momentum
Aspire Biotech, Inc.	NAVSYS Corporation
Atmel	NSS/Mgmt SW Replication Products Group
ATR Mission Concepts, LLC	Organizational Logic
Black White Box	Perot Systems
Boeing	Prescient Software Engineering
Calispell Business & Engineering	Pro-Concessions, LLC
CAP Gemini	Protogenic, Inc.
Chris Consulting	Quantum Corporation
Compaq	Raytheon
COMSYS	Science Applications International Corp.
Core Capital Group	SemQuest, Inc.
Delta Solutions & Strategies	Sierra Consulting
Fairchild Semiconductor	SNIA Technology Center
Gefinor Ventures	Sparks, Wilson, Borges, Brandt, & Johnson
ICG Communications	Stockman, Kast, Ryan, and Company, LLP
Imprimis, Inc.	Strategic Perspectives LLC
Information Technology Services, Inc.	Telematrix, Inc.
Innerwall, Inc.	The Art of Business Analysis
Integrated Companies, Inc.	Triune Services, Inc.
Intel Corporation	Vanderplaats R & D, Inc.
Intelligent Payload Solutions	Xpiori

*Other RMTA members are as follows:*

Academy School District 20  
 Colorado College  
 University of Denver  
 DeVry University  
 Regis University  
 USAFA  
 Colorado Springs Technical  
 Incubator  
 Greater Colorado Springs  
 Chamber of Commerce

Media Services represents UCCS at Western Cooperative for Educational Telecommunications



(WCET) conferences, seminars, and the like, which is another example of the extended networking in place to augment campus-wide service to the greater region. WCET was started by the Western Interstate Commission for Higher Education (WICHE) in 1989 to support educational telecommunications and distance learning. Through WCET, UCCS provides international television news and programming to the Pikes Peak region. For many residents in the area who come from countries outside the United States, the UCCS television channel with WCET programming is their sole source for up-to-date coverage of news events broadcast from their native countries in their mother tongues. Last of all, UCCS faculty and staff regularly participate in conferences, seminars, and other events sponsored or organized by WCET.

Students from each of the four UCCS undergraduate colleges may participate in the Chancellor's Leadership Class (CLC). This class is a highly selective undergraduate honors program designed to develop effective leaders. Through coursework, community service, skill building, and mentoring, students are given opportunities to enhance their leadership skills. In order to allow students to focus their full attention on the program, the CLC provides a \$3,500 scholarship that is renewable for up to four years.

Freshman Seminar service learning is part of the national movement to link academic study and community service more effectively. Students contract with organizations to accomplish goals that directly benefit the community and originate from the needs of a community group. Service learning allows students to apply both concepts from course work and, through reflection, gain a deeper insight into the nature of class material as it relates to them and their service learning projects. This reflective component is what makes service learning unique and unlike most volunteer work or internships.

An exciting plan currently being developed by UCCS is the creation of a research park on undeveloped land owned by the campus on North Nevada Avenue in Colorado Springs. The research park is envisioned as a master planned property with buildings designed primarily for private and public research, development facilities for high technology and science-based companies, and support services. In 2005, CITTI hosted a community symposium focused on "Innovating the Innovation Zone." The symposium discussed the possibility and implications of a research park on the North Nevada corridor. Speakers at the community gathering included Jackie Kerby Moore and Bruce Wright, who direct university research parks in Albuquerque and Tucson respectively.

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*UCCS is planning the creation of a research park.*

## **College, Department, and Individual Faculty Efforts**

The following are representative examples of external service and community research completed by UCCS faculty during FY 2005 – 06. These examples are extracted from the office of the vice chancellor for academic affairs' Report of Scholarly, Professional, and University Activities. This section of the self-study does not depict the scope and volume of service and research efforts undertaken by UCCS over this period. Rather, it provides only selected submissions contained on the scholarly report that pertain to issues of special concern within the Pikes Peak region.



***College of Business and Administration****Publications*

Zwirlein, T. "The Southern Colorado Economy in the 41st Annual Business and Economic Outlook Forum." Business Research Division, CU-Boulder. Dec. 2005.

Zwirlein, T. and Crowley, F. "Ninth Annual Southern Colorado Economic Forum." Southern Colorado Economic Forum. Nov. 2005.

*Grants*

Network Information and Space Security Center (NISSC), Air Force Office of Scientific Research (AFOSR), Jan. 1, 2005 – Dec. 31, 2005, \$2,450,000

*Service*

Accounting Advisory Council, PPCC

Board of Directors, Homeland Security/Defense Education Consortium

Manufacturing Committee, Business and Research Division, CU-Boulder Strategic Planning, Pikes Peak Manufacturing Task Force

Volunteer Income Tax Assistance (VITA), Internal Revenue Service

***College of Education****Grants*

ESL Asynchronous Education Project, Colorado Department of Education English Language Acquisition Unit, \$1,050,000

Online Principal Licensure Program, CCHE, \$5,000

Project H.E.L.P., Rocky Mountain Public Broadcasting System, \$228,748

Smart Girl Bully Prevention Initiative, Colorado Trust, \$122,872

UCCS Teacher Cadet Alliance, Daniel's Fund, \$50,000

*Service*

LOGO Project, provided books for low-income families and 421 packets to local elementary schools

Science/Literacy Strategy Guide, Academy School District Twenty, Space Foundation Professional Development

***College of Engineering and Applied Science****Service*

Consultant, programs for middle school math teachers, Harrison School District Two

Executive Board, Rocky Mountain Technology Alliance

Instructor, Calculus I for Hurricane Katrina students, Sloan Foundation

Member Energy Taskforce, Colorado Springs EDC

Presenter, Microelectronics Fabrication Principles, U.S. Space Foundation

Presenter, Number Theory Workshop, Pikes Peak Regional Initiative for Science and Math (PPRISM)  
 Research and Consulting, Pericle Communications, Inc.; Real-Time Logic, Inc.; Atmel Corporation;  
 Compact Power, Inc.

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

#### *Grants*

African American Women's Health Care in El Paso County, Colorado, Department of Public Health  
 and Environment, \$2,500

Nurse Traineeship Grant, Health Research and Service Administration, \$64,677

#### *Service*

Advisory Board Member, El Paso County Department of Health and Environment Nurse Family  
 Partnership

Board Member, Fountain-Fort Carson Community Advisory Board

Board Member, Tobacco Education Partnership Program

New Nurses Orientation, Memorial Health System

President, Southern Colorado Society of Pediatric Nurses

Research and Consulting, Colorado Department of Corrections

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

#### *Publications*

Church, M.C. "Historic Hispanic Settlement and Land-Use on the Pike and San Isabel National Forests  
 and the Comanche and Cimarron Grasslands." National Park Service, Midwest Archaeological Center.  
 Funded by the United States Forest Service, Pike-San Isabel National Forest, Historical Anthropology  
 Report.

Companion, M. "The Impacts of Public Policy Implementation on Tribal Health Care Management:  
 The Case of OEO/CAP." *Research in the Sociology of Health Care* 23. 217 – 32.

Pigage, H.K., Pigage, J.C., and Tillman, J.F. "Fleas Associated with the Northern Pocket Gopher  
 (Thomomys Talpoides) in Elbert County, Colorado." *Western North American Naturalist* 65 (2): 210  
 – 14.

#### *Grants*

Bioengineering Certificate Research Program, Colorado Institute of Technology, \$300,000

Development of an Online Gerontology Certificate Program, CCHE, \$8,400

Family Caregiver Consultation and Counseling Services, Pikes Peak Council of Governments Area  
 Agency on Aging, \$32,000

Lopez Plaza Archaeological Project, United States Forest Service, Comanche National Grassland,  
 2004 – 05, \$9,000

Pikes Peak Regional Initiative for Science and Mathematics, Colorado Department of Education Math & Science Partnership, \$546,524

### *Service*

Academic Advisory board member, Rocky Mountain Model United Nations, University of Denver

“Evaluation of Citizen Survey Methodology: A Report to the Colorado Springs Police Department” and “A Model of Citizen Satisfaction with Police: A Report to the Colorado Springs Police Department,” UCCS Center for Social Science Research

Board of Directors, Center for Colorado Policy Studies

Chair, Biomechanics Research Advisory Board, USA Volleyball Association

Executive Producer bimonthly broadcast, “It’s Like This: What Youth Has to Say,” CU Net-Adelphia Channel 20

Mathematics/Science Enrichment for Teachers Workshops, Academy District Twenty and Colorado Springs School District Eleven

Member, Sport Science Advisory Committee, USA Cycling, Inc.

Nutrition Consultant, Denver Broncos Football Club

President, Colorado Council of Professional Archaeologists

## Recognition of Service

UCCS supports faculty involvement in external service through awarding an annual Bank One Community Service Award. The winner of the Community Service Award receives a custom-made freestanding sculpture and a check for \$1,000. Plus, the award recipient is nominated by the campus for the system-wide Bank One Community Service Award. This award, given annually to one faculty member in the CU System, includes a cash stipend of \$10,000. UCCS staff can obtain administrative leave for participating in university-sponsored community service events. Discretion for granting staff leave is left to department managers. Participation in such events is encouraged throughout campus. Furthermore, each college recognizes in their internal criteria and rewards the roles community service and research play in the professional lives of faculty members.

### **College of Business and Administration**

COB recognizes that service beyond the college, campus, and CU System is an important responsibility. The COB Privilege and Tenure policy defers to the Annual Workload policy, which states, “Certain service to the community is also considered if it is related to the faculty’s academic expertise and the goals of the college or university.” The document further notes, “To satisfy this requirement, all faculty are expected to actively participate in the governance and essential functions of their profession, college, and department.”

### **College of Education**

As a professional school, COE assesses the service of its faculty on the profession and its constituents. Naturally, service is evaluated as part of the tenure, promotion, and annual merit review processes.

During the tenure and promotion process, service, teaching, and research are reviewed. Faculty members develop portfolios that provide examples of their service activities. Using COE guidelines, external portfolio reviewers comment on faculty service in review letters. Portfolios are reviewed in the following sequence:

Step 1 — Primary Committee (departmental level committee)

Step 2 — Dean's Review Committee (appointed by the dean)

Step 3 — Vice Chancellor for Academic Affairs Committee (recommended by the dean)

In the annual merit review process, faculty members complete a self-evaluation that includes a ranking and narrative descriptions of their activities in three areas: service, teaching, and research. To determine a final merit rating, department chairs and the college dean also evaluate the faculty in each of the three areas.

## College of Engineering and Applied Science

EAS incorporates service to external constituents in its strategic plan and merit, promotion, and tenure processes. One of the four primary goals of the college is to provide engineering leadership along with educational and technical support to the community.

Service and leadership are put into action through the following:

- Presentations and lectures by the faculty to professional societies and other engineering and applied science organizations in the Colorado Springs region
- K – 12 outreach — the Annual Summer Teacher Institute and the Science Olympiad support
- Technology development with local industry
- Joint research and program activities in engineering, computer science, K – 12 outreach, and mechanical engineering
- Committee work in professional societies
- Student mentoring in senior design projects
- Consultations

Service work is acknowledged and rewarded in the merit, promotion, and tenure processes. Review committees and external reviewers consider service work in their decision-making process.

## College of Letters, Arts, and Sciences

LAS explicitly recognizes service as part of the annual merit review, tenure, and promotion processes. The nature of this service varies, but it typically involves a combination of service to the campus, profession, and local and regional communities. LAS considers both of the latter examples as service to external constituents.

### *Annual Merit Review Process*

In the annual merit review process, faculty provide self-evaluations, which involve both a ranking and narrative description of their activities in three areas: teaching, research, and service. Department chairs, the Dean's Review Committee, and the dean are then asked to evaluate tenure-track faculty in each of these three areas. The actual weight of each area in determining a final merit rating varies

among faculty, depending on their assigned workload. A typical weighting, however, is 40 percent teaching, 40 percent research, and 20 percent service.

Some departments have developed relatively detailed lists of the types of activities regarded as service. By way of illustration, the Physics Department names the following as examples of service to external constituencies:

- Participating in the Science Olympiad
- Participating in science fairs
- Talking at K – 12 schools
- Acting as an officer or board member of a professional organization
- Acting as a reviewer for a journal, conference, or granting agency
- Becoming a member of the editorial board for a professional publication
- Consulting without compensation

The English Department is another unit that provides guidance to faculty on types of acceptable service. The department list includes, but is not limited to, the following:

- Providing service to the profession and discipline
- Consulting or engaging in public service
- Mentoring and role modeling at any educational level
- Reviewing research proposals and books
- Joining or holding office in professional associations
- Contributing service in education at any level and at any institution in addition to the University of Colorado (CU)

### ***Tenure and Promotion Process***

In the tenure and promotion process, service is again explicitly identified for review. In preparing their dossiers, faculty are asked to provide examples of and comments on their service activities. Letters from external reviewers also comment on faculty members' service work. Each dossier is then reviewed by a departmental level committee, the Dean's Review Committee, the dean, the Vice Chancellor's Review Committee, and the VCAA. Each review stage involves an examination of and recommendation on a faculty member's service, teaching, and research. All recommendations eventually reach the chancellor.

#### ***Primary Unit Promotion and Tenure Criteria***

All departments have developed primary unit review criteria that define expectations for faculty at various stages in the promotion and tenure process. Several examples are provided here, although each department develops criteria appropriate to their specific discipline.

*At the time of the comprehensive renewal (fourth year), the Communication Department expects a candidate to have met his or her department, university, discipline, and community service obligations. Service contributions in these instances include the following examples: committee work, administrative service, journal reviewing, service to professional*

*organizations, volunteer work, presentations, and related activities in the public and private sectors.*

*At the time of promotion to associate professor and the awarding of tenure, the History Department describes service to the campus and then discusses service to the profession and community this way: In addition to meeting his or her obligation to department and university service, the candidate must also have contributed service to the historical profession. Service may include reviewing books in scholarly journals, refereeing manuscripts, participating in professional conferences, and joining or holding office in professional associations. Service to the community through activities such as lecturing to public or school audiences or being a historical consultant on a grant for public benefit may also count as a valuable part of a candidate's service record.*

*As service at this level is a very important part of a faculty member's contributions, promotion to full professor in the Political Science Department involves fulfilling the following service criteria: At a minimum, the candidate should demonstrate a continued commitment to service both inside and outside the department. Some service activities such as acting in an administrative capacity within the university (e.g., serving as department chair) or engaging in extensive community activities may be much more appropriate now than at earlier levels.*

These examples from both the annual merit review and tenure and promotion processes indicate the importance of service, especially service to external constituents, in LAS.

## **Beth-El College of Nursing and Health Sciences**

The nature of the programs within Beth-El requires a strong community involvement. Students and faculty serve on boards of health care agencies, present educational programs, act as consultants, and provide community-wide health fairs. They also organize and participate in health promotion activities such as immunization clinics, teenage pregnancy clinics, and a range of other services for external constituents. Nurse practitioner faculty provide primary care and promote health throughout a variety of local settings. A particularly strong emphasis is placed on nursing and health care services for the region's indigent and underserved populations. College valuing of these service endeavors is noted during merit and promotion processes as well as tenure review processes. Tenure-track and non-tenure-track faculty receive 20 percent and 30 percent of their ratings for service-related activities.

## **Graduate School of Public Affairs**

GSPA conforms to CU's Laws of the Regents in its merit, promotion, and tenure processes. The following section reflects GSPA's policies and procedures for faculty evaluation and explains the role of external service in these processes.

### ***Criteria for Assessing Service Activities***

In keeping with the general policies of CU, criteria for the evaluation of service activities include contributions of professional expertise to the school, campus, university, community, and professional societies and organizations. Given the mission of GSPA, activities that link academic and practitioner realms, featuring contributions of professional expertise to governmental institutions and nonprofit organizations, are also included. Contributions to the university, professional recognition brought to GSPA by a faculty member's service, activities that build public support for GSPA, and the impact of a faculty member's activities on policy and practice count as well.

*Evidence of Service Activities*

- Membership on and leadership of committees and task forces at the school, campus, and CU System levels
- Participation as an office holder, chairperson, committee member, editor, panelist, or convener in professional societies
- Receipt of awards from campus, university, or external organizations in recognition of service contributions
- Supervision of or assistance to students or community members involved in community problem solving
- Performance of public addresses and presentations
- Participation in task forces, committees, special research teams, or advisory groups
- Service to relevant local, state, regional, national, or international agencies or institutions on issues of public policy, administrative reorganization, service delivery, or related activities
- Advisement to public or nonprofit agencies or community interest groups in the role of analyst or expert in the public policy process or otherwise assisting such organizations in the accomplishment of their objectives. Specify whether advising is remunerated or volunteered (the latter may include expense reimbursement). Both forms of service merit recognition, but some portion should be pro bono
- Deliverance of public addresses, newspaper columns, and presentations on issues relevant to the missions of GSPA

All required personnel reviews are conducted as required by the regents. Faculty members submit required materials by the stated timelines, and materials are then reviewed by the Faculty Retention, Tenure, and Promotion Committee with recommendations to the Dean's Review Committee and dean.

Each instructor, assistant professor, associate professor, and full professor completes an annual Report of Scholarly, Professional, and University Activities. This report includes a section called Public Service in Professional Capacity. Once submitted, each report is reviewed by the dean and vice chancellor for academic affairs. NOTE: GSPA's Faculty Council is currently studying this policy because several revisions are under consideration.

## **Kraemer Family Library**

The Kraemer Family Library's mission is to serve the information needs of the campus community. Meeting this mission requires the service and recognition of the library's faculty and staff in the evaluation, merit, promotion, and tenure processes. Librarians are evaluated for promotion and tenure in the three areas of the practice of librarianship: research, creative work, and service. Librarians, either as a group or individually, often work cooperatively on programs, standards, and guidelines that enrich and strengthen the position of the library on the campus and in the wider library community. Participation in such activities is required for fulfillment of the substantial service involvement expected of library faculty. Consequently, library faculty place significantly more emphasis on the area of service than is the case for most other academic departments. Librarians are represented on nearly every committee of the UCCS Faculty Assembly and have often filled leadership roles. In addition, they serve on system-wide and statewide library committees to ensure UCCS' participation in regional resource sharing and joint purchasing.



*Core Component 5c — The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

As described earlier in the self-study, UCCS was created to serve the growing metropolitan area of Colorado Springs. Its inception and existence are based upon responding appropriately to the higher educational needs of its service population and applying its expertise to the concerns present within the university's primary service area. Open, two-way communication has been the trademark characteristic of this "town and gown" relationship for over forty years. An ongoing giving and sharing partnership between UCCS and Colorado Springs has allowed both parties to thrive together in the multitude of good years and weather the, fortunately, fewer lean years.

Close cooperation and a mutual dialog, dialog that has been enriched over many years, allow UCCS to know and understand the Pikes Peak region intrinsically. The instruction, research, and service undertaken by UCCS since its earliest days are oriented to providing high quality programs tailored specifically to constituents living in the greater Colorado Springs region. Constituencies contribute in meaningful ways toward guiding the institution's direction and aid in keeping the campus intimately associated with the greater community.

## Instruction

A significant example of the responsiveness of UCCS to its constituencies rests with providing public higher education opportunities to those who are geographically limited by employment and/or family commitments. Many students attending UCCS would have limited ability to obtain a bachelor's or advanced degree if the campus was not geared to meet their needs or did not exist. Since the vast majority of graduates stay in the Colorado Springs region, local businesses, industries, and government agencies benefit from an ample supply of knowledgeable workers. The region's economic base is enhanced with the infusion of personal spending provided by these college graduates.

From its earliest years forward, UCCS' instruction programs have been centrally figured around employers' workforce needs. Today, UCCS plays a major role in its constituents' needs by providing qualified college graduates ready to enter the worlds of business, industry, education, and government. Specific examples of the responsiveness of UCCS to local employers are listed below by college.

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

Beth-El garnered a 90-year record of instruction and service to the greater Colorado Springs region prior to its merger with UCCS in 1997. Its undergraduate and graduate degree programs in nursing and health sciences supply the region with highly qualified graduates who fill critical roles in the areas of forensics, clinical nursing, nurse practitioner, and nursing administration to name a few. Some of the health care organizations that Beth-El collaborates with are included here:

- Memorial Health System
- Penrose-St. Francis Health Services
- Evans U.S. Army Hospital
- Healthsouth Rehabilitation Hospital
- Cedar Springs Behavioral Health System

- Colorado Mental Health Institute at Pueblo
- Parkview Medical Center
- St. Mary-Corwin Medical Center

## **College of Business and Administration**

The bachelor's and master's degrees in business administration offered by the college are the only AACSB-accredited programs in the region. The college works closely with large and small businesses in the area to provide highly qualified professionals who possess a detailed understanding of contemporary business principles along with proved expertise in such areas as accounting, finance, information systems, marketing, service management, human resources management, and organizational management. Additionally, a professional golf management emphasis was developed several years ago in response to community demand. An online MBA program serves students who cannot attend courses on campus due to location constraints or other personal or career reasons. COB was recently recognized for excellence by the readers of the Colorado Springs Business Journal who voted the college as the Best Business School in Colorado.

## **College of Education**

In response to the teacher shortage in Colorado Springs, COE instituted several programs. The Alternative Licensure Program allows individuals, perhaps those changing careers or retiring from the military, to enter secondary teaching in English, social studies, science, or math on a fast track and complete their education coursework while doing "resident teaching" in public schools. The Special Education Department has just instituted a Teacher in Residence Program, again to respond to the critical shortage of special education teachers in the area. This program, too, allows people to work on their teacher licensure while on the job. An ESL program, which is supported by both federal and state grants, has helped address the growing body of English language learners in area schools.

## **College of Engineering and Applied Science**

UCCS traces its origins to David Packard, of Hewlett-Packard, who insisted that a good public higher education institution be established in Colorado Springs prior to his company's expanding in this region. Packard was particularly interested in that envisioned institution having a college of engineering. So began UCCS and its dedicated responsiveness to a city where high technology and defense research compose a significant segment of the local economy. The college's undergraduate and graduate programs in computer engineering, computer science, electrical engineering, and mechanical engineering supply the region's many high tech companies with highly trained computer scientists and engineers who contribute to keeping these enterprises at the forefront of technology development. The college's specialty areas in space studies, information system security, and homeland security are responsive to such local entities as NORAD, U.S. Northern Command, USAFA, and U.S. Space Foundation.

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

LAS is generally responsive to the needs of the community, but some of its programs have demonstrated this responsiveness to a special degree.

*Anthropology*

This bachelor's degree program features historic and prehistoric field schools at sites within the southern Colorado region.

*Geography and Environmental Studies*

The bachelor's degree offered by this department includes the study of topics of regional importance. Cartography, remote sensing, resource conservation, and natural hazards are among some of the choices. Earning a master's degree in applied geography enables students to address community concerns through applied geographic research.

*Master of Sciences Degree with Sports Medicine Emphasis*

This interdisciplinary program was developed in response to the professional needs of the many national and international sports organizations headquartered in Colorado Springs, particularly the United States Olympic Training Center.

*PhD in Geropsychology*

The Department of Psychology offers an advanced program in aging studies. Graduates of the program are able to work in a range of settings, including mental health clinics and clinical practices, hospitals, nursing homes, colleges and universities, state offices, and research institutes. They also consult for a wide variety of housing and social service providers that serve older adults. This program addresses the national needs of professional aging specialists and responds to the growing number of older adults and retirees relocating to Colorado Springs.

**Graduate School of Public Affairs**

A master's of public affairs and a master's of criminal justice are offered at UCCS with the criminal justice degree being conferred by the Denver campus. The Pikes Peak region and Southern Colorado are home to numerous governmental bodies, law enforcement agencies, correctional facilities, and nonprofit organizations. GSPA's programs respond to community needs for professional education in the areas of government and nonprofit administration. Numerous local, county, and state administrators as well as heads of local and regional nonprofit organizations are graduates of GSPA.

**Academic Strategic Plan**

Over the course of the 2005 – 2006 academic year, the VCAA led a campus committee in formulating a new Academic Strategic Plan to guide the process of expanding and redefining the campus' degree offerings. The following are examples of potentially new or revised programs, discussed during the planning process, that have a particularly high chance of meeting educational needs specific to this community.

*Possible New Programs*

## Undergraduate

- Criminal Justice (GSPA)

## Masters

- Homeland Security (GSPA)
- Sports Marketing and Management (COB)

- Leadership (COB, LAS)
- Nanotechnology (EAS)
- Information Technology (EAS)

#### Doctoral

- Nursing Practice (Beth-El)
- Educational Leadership (COE)

### ***New Emphasis or Redirection of Existing Programs***

Current support exists for emphasizing and/or redirecting several programs that are now being offered. These include the following:

- Homeland security (track in existing GSPA PhD in public affairs at CU-Denver)
- Marketing program (BS), to become sports marketing and management (COB)
- Registered nurse-to-bachelor of science in nursing (BSN) program; resources to be redirected towards traditional and accelerated BSN program (Beth-El)
- Emphasis on sustainability (currently available as a minor) (LAS)
- Sports science (Beth-El, Biology Department)

The Seven Year Growth Plan outlines the potential for a number of new programs at all three levels: undergraduate, masters, and doctoral. Beyond the programs and emphases outlined above, the Seven Year Plan acknowledges the need for the university to engage in providing curriculum and education in the following areas:

- Community development
- Economic development
- Risk management
- Professional continuing education in a variety of fields
- International initiatives

## **Research and Service**

Most of the research, service centers, and institutes operated by UCCS are directed at responding to specific constituents' needs. Some of the centers and institutes fulfilling vital research and service roles in the region are listed here.

### **Matrix Center for the Advancement of Social Equity and Inclusion**

The Matrix Center advances research, curriculum, and faculty development that examine the dynamics of oppression and privilege in the United States and around the globe with respect to the intersections of gender, race/ethnicity, and sexuality as they interact with each other and other dimensions of inequality. The Matrix Center houses and collaborates with the Ethnic Studies program and the Women's Studies program at UCCS and sponsors curricular transformation projects across the campus,

including the Knapsack Institute: Transforming the Curriculum. The center sponsors a range of extra-curricular programming, including conferences, workshops, a film series, and visiting speakers. The Rosa Parks and Cesar Chavez Student Scholarship Competitions are well-known and highly respected throughout the campus. The center also encourages community outreach programming and sponsors two K – 12 outreach programs: the Centennial Elementary School Creative Writing Partnership and the Smart-Girl Program for girls in middle school.

### **Center for Colorado Policy Studies**

The Center for Colorado Policy Studies applies economic principles and research results to critical policy issues at state and local levels and commits to nonpartisan, fact-based examinations of issues facing the Pikes Peak region and the state of Colorado. Faculty with expertise in a variety of areas and some of our best students conduct applied research and provide advice and information to state and local governments and nonprofit organizations.

### **Center for Economic Education**

The primary objective of the Center for Economic Education is to promote and improve the quality and quantity of economic education in Colorado's K – 12 schools. The center is affiliated with the Colorado Council on Economic Education (CCEE) and the National Council on Economic Education (NCEE). The center and CCEE offer classes, workshops, and more importantly, a comprehensive library of instructional resources designed to equip teachers with the background of economic understanding and the finest classroom materials available for students. Each year the center serves over 2,000 teachers. Since its founding in 1976, CCEE, in cooperation with the center, has trained teachers from nearly every public, private, and religious school in Colorado. Many schools and school districts have benefited greatly from center/CCEE curriculum design assistance.

### **CU Aging Center**

The CU Aging Center, a community clinic, specializes in addressing daily living challenges, social problems, and mental health needs unique to individuals in the second half of life. Assessment, treatment, and consultation services are provided for adults 55 years of age and older, their families, and other service agencies. The nonprofit clinic operates as an auxiliary of UCCS. It serves as a training facility for UCCS graduate students and those in other programs. Students are closely supervised by faculty who are trained as experts in geropsychology. Research on aging issues is also conducted at the center.

### **Colorado Springs Small Business Development Center**

The Small Business Development Center's (SBDC's) vision is to foster the successful growth and development of small businesses in El Paso and Teller Counties that result in positive economic impacts by providing information, leadership activities, and high quality, cost-effective small business assistance through consulting, training, financial analysis, and networking with other resources.

### **Colorado Institute for Technology Transfer and Implementation**

CITTI serves as a bridge between the intellectual resources of the university, three El Pomar chairs, and high tech community. Its mission is to:

- Support economic development by providing technology-centered enterprises with access to capital and business information that emphasizes sectors recognized as critical to the regional economy

- Utilize research with other organizations which assist companies
- Provide services through a web of personal connections and information resources
- Catalyze changes in the business climate to establish Colorado Springs as a center for entrepreneurial high tech companies

## **Colorado Springs Technology Incubator**

Since opening in March 2001, the Colorado Springs Technology Incubator has served to foster the development and success of high-growth companies in the greater Colorado Springs area. The incubator provides business advice, office facilities, and access to educational resources for entrepreneurs, allowing them to successfully grow their companies into major employers in the area.

## **National Institute for Science, Space, and Security Centers**

The National Institute of Science, Space, and Security Centers (NISSSC) grew out of local and national needs around homeland security and defense. In response to this need, UCCS established a Memorandum of Understanding with United States Space Command to establish a certificate in homeland security, also under the title of NISSC. Areas of interest and funding sources for the center grew, and in 2005, the institute was formed, consisting of four centers:

- CHS (formerly NISSC)
- Center for Space Studies (CSS)
- Center for Science, Technology, Engineering, and Mathematics Education (CSTEME)
- Center for Trauma, Health, and Hazard.

The vision for NISSSC states that “the National Institute of Science, Space, and Security will make a material difference in strengthening the global competitiveness and security of the U.S. through educational and research programs in science, space, and security.”

## **Southern Colorado Geodata Laboratory**

The Southern Colorado Geodata Laboratory is devoted to education, research, and outreach in the latest geographic technologies and applications. Projects within the university and larger community have included map creation for various nonprofit organizations, GPS outings with local elementary students, habitat characterization/identification studies, and an interactive, informative Web map of geologic hazards in Colorado Springs and El Paso County. The base of excellent undergraduate and graduate student workers and researchers allows the Geodata Lab to conduct topnotch GIS projects and geo-spatial research at a lower cost than private GIS companies and consulting firms.



*Core Component 5d — Internal and external constituencies value the services the organization provides.*

## Community Support of UCCS

UCCS has been closely linked to the Colorado Springs community throughout its history. The land on which the campus was founded was sold to the university at the sale price of \$1. Since that time, multiple community donors have gifted the bulk, over 90 percent, of the university's more than 500 acres, giving UCCS the largest land holdings in the CU System.

As outlined in its mission, vision, and core values, UCCS is committed to working with the community and region. In 2001, UCCS was one of only two universities in the nation recognized by the American Association of State Colleges and Universities (along with Arizona State University-West) as the most engaged with its community.

Recognition of the community's support for and value of the university started in 1978 when community and university leaders worked together to start what today is called the University Club. Initiated to foster mutual understanding and support between UCCS and the business and professional communities of the region, club members now contribute their time, talent, and financial resources to sustain university excellence.

Many community members are active on college and department advisory boards and committees, linking the academic mission of the university to community needs. In addition, the chancellor's office started a community roundtable group in 1998 to bring community leaders to the campus on a quarterly basis to meet with the chancellor and staff. Roundtable members are asked to support the university with legislative matters, military relationships, economic development programs, and various community issues.

University administrators and faculty also serve on all the major nonprofit and business organization boards in Colorado Springs. Most of the major private gifts to UCCS have come from community donors. Besides the major gifts of land that were donated to create and expand the campus, five of the six endowed faculty positions have been funded by community supporters. The city's two main health care entities — Memorial Health System and Penrose-St. Francis Health Services — joined together in 2002 to fund over 30 annual scholarships in Beth-El. The community's El Pomar Foundation funded the lead gift to build the El Pomar Center in 1999, and the Kraemer family of Colorado Springs donated land to the university in 1995, to name the Kraemer Family Library and establish the Kraemer Family Endowment. In 2000, community leaders Bruce and Anne Shepard endowed the Bruce and Anne Shepard Reach Your Peak Scholarship program. In 2005, longtime Colorado Springs resident, Betty Taylor, established a trust to benefit the renovation of the university's Heller Center for the Arts and Humanities. Beginning in 2006, UCCS will be the recipient of 20 to 25 annual scholarships established by the estate of a Colorado Springs rancher. This is the largest scholarship gift from an individual in the university's history.

In the last five years, the community's involvement with and value of UCCS has grown tremendously. Two major military commands in Colorado Springs — U.S. Northern Command and Air Force Space Command — have developed memorandums of understanding with UCCS to take lead roles nationally in the education and training of our military professionals. These agreements have improved university



resources, raised enrollment, increased research, and propelled UCCS into the national spotlight with regard to military education and homeland security.

The city of Colorado Springs has recently contracted with Beth-El to establish wellness clinics in Colorado Springs to reduce employees' health expenses. Through these clinics, Beth-El can offer important clinical experiences to students, retain experienced faculty, and provide an invaluable community service.

As a national leader in geropsychology, UCCS established the CU Aging Center in Colorado Springs as a community nonprofit clinic to provide specialized service to an aging population. A few of the centers and activities that have been funded by community donors and organizations include the CITTI, the Center for the Study of Government and the Individual, and TheatreWorks.

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*UCCS is part of  
an urban renewal  
project along North  
Nevada Avenue.*

Finally, in 2004, the Greater Colorado Springs EDC named UCCS as one of the three economic anchors for the region over the next decade. The university and surrounding area were labeled the "Innovation Zone" for the city. To that end, community leaders teamed up with UCCS' leadership in November 2005 to gain approval by the city to establish an urban renewal zone along North Nevada Avenue and on the university's western campus. Today, university and city officials are working together on a new retail complex in addition to a research and development park along the North Nevada corridor.

The university has been able to grow and develop because of widespread community recognition and support. The next decade holds the potential to be transformative in the university's development, for its support in and of the community and region is escalating.

## Legislative Relations

The CU System maintains an Office of State and Federal Government Relations to support the building of effective partnerships between the university and state and federal governments. This is achieved through the representation and advocacy of CU's needs and interests with state and federal elected officials in Colorado and Washington, D.C. Efforts are coordinated between the three CU campuses by staff members assigned to state and federal relations.

In coordination with centralized efforts, UCCS officials maintain close contact with state-level elected officials (representatives and senators) and members of the Colorado Springs City Council. Annually, the Alumni and Friends Association recognizes a member of the local state delegation for efforts benefiting the campus, and campus officials regularly participate in visits sponsored by the local Chamber of Commerce to both Denver and Washington, D.C.

Additionally, the former dean of LAS, a current member of the political science faculty, is a former member of the Colorado Springs City Council. A faculty member in economics is a former state legislator. Other staff and faculty have served in various elected and appointed offices in the community and state, and several members of the university staff serve in both formal and informal advisory capacities. These relationships are not a part of the formal legislative process, but such connections certainly enhance the institution's ability to work productively with the various governmental entities that have an impact on the university.

The fruits of all these efforts can be seen in such things as the passage in several recent years of congressionally specified federal funding for projects at UCCS, state funding for capital construction projects, and the partnership with the city in the redevelopment of the North Nevada corridor. The support the campus receives from local elected officials, whether they are representing El Paso County at the local, state, or national level, is warm and widespread.

