University of Colorado Boulder - CO

HLC ID 1038

OPEN PATHWAY: Reaffirmation Review

Review Date: 12/9/2019

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Context and Nature of Review

Review Date

12/9/2019
Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

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

There are no forms assigned.

Institutional Context

The University of Colorado at Boulder is the flagship university among the four public universities governed by the University of Colorado Board of Regents Colorado. CU Boulder was established in 1876 in the town of Boulder as one of the first acts of the new state of Colorado legislature with a mandated purpose to be a *"comprehensive graduate research university with selective admissions standards…offer(ing) a comprehensive array of undergraduate, master's and doctoral degree programs."* Since it's founding CU Boulder became classified as a Carnegie research intensive university and one of the 38 public research members of the AAU. The University of Colorado system is governed by an appointed President and each campus is led by a Chancellor. Chancellor Philip DiStefano has led CU Boulder since 2009.

To accomplish its mandated mission, the university is organized into nine colleges and schools and numerous research institutes and centers. CU Boulder employs 3,412 full-time faculty and 3,986 staff and operates on a Current Funds Budget of $1.95 billion (FY 2019-20). Within this budget, the Education and General budget is $932.3 million. The university offers over 150 degree programs and 4,000 academic courses. The fall 2019 student enrollment totals 35,528: undergraduate students total 29,624 (state resident enrollment 17,093 non-resident, 12,531) and graduate students total 5,904 (state resident 3,607, nonresident 2,297). In fall 2019, 2,928 international students enrolled.

CU Boulder's investment in research is substantial. In FY 2019 the university received research awards for a total of $631million. The university's leadership in sustainability spans nearly six decades. CU Boulder enrolls one of the largest numbers of undergraduate and graduate students in STEM disciplines among national universities.

In a climate of diminished state funding and near-future changes in national demographics projected to impact enrollments, CU Boulder faces multiple challenges in finding and keeping the resources necessary to achieve its goals At the direction of the Chancellor, the university community is extensively engaged in visioning, developing and implementing five strategic initiatives: Academic Futures; Foundations of Excellence; the Inclusion, Diversity and Excellence in Academics Plan; Financial Futures and the Strategic Facilities Visioning initiative that will lead to the Campus Master Plan.

Interactions with Constituencies

Senior Administrators: Philip DiStefano, Chancellor, Russell Moore, Provost, Kelly Fox, Chief Operating Officer, Robert Boswell, Vice Chancellor for Diversity, Equity and Community Engagement, Terri Fiez, Vice Chancellor for Research and Innovation, Ann Schmiesing, Ex. Vice Provost for Academic Resource Management, Katherine Eggert, Senior Vice Provost for Academic Planning and Assessment (ALO), Mary Kraus, Vice Provost for Undergraduate Education, Michele Moses, Vice Provost for Faculty Affairs, Scott Adler, Vice Provost for Graduate Education and Dean of the Graduate School,

Academic Affairs: Shelly Bacon, Assoc. Vice Provost for Advising and Exploratory Studies, Beth Myers, Asst. Vice Chancellor for Student Success Initiatives, Kirk Ambrose, Professor and Director, Center for Teaching and Learning, Robin Swift, Accreditation Project Manager, Heidi Mallon, Assessment Coordinator, , Erica Ellingson, Professor and Director, First-Year Seminar Program, Michael Simmons, Director, University Exploration and Advising Center, Dyonne Bergeron, Asst. Vice Chancellor for Inclusion and Student Achievement, David Aragon, Asst. Vice Chancellor for Diversity, Learning and Student Success, Karen Regan, Asst. Vice Chancellor for Research Development, Alaina Beaver, Initiatives Director of Social Climate Strategy, Emily Cobabe-Ammann, Director of Strategic Projects, Research and Innovation Office, Kris Livingston, Associate Athletics Director for Student Success,

Institutional Research: Robert Stubbs, Director of Institutional Research, Erika Swain, Assistant Director for Compliance and Authorization, Institutional Research, Amy Nakatani, Assistant Director for Assessment, Institutional Research,

Student Affairs: Jennifer McDuffie, Associate Vice Chancellor for Student Affairs, Kimberly Kruchen, Manager of Assessment and Planning, Student Affairs, Kristen Rollins, Director of Student Activities, Crystal Lay, Director of Residence Life,

University Operations: Kristi Wold-McCormick, University Registrar, Dan Jones, Assoc. Vice Chancellor for Integrity, Safety and Compliance, Jon Leslie, Interim Senior Associate Vice Chancellor of Strategic Communications, Bronson Hilliard, Asst. Vice Chancellor for Strategic Academic Communications, Kevin MacLennan, Asst. Vice Chancellor of Enrollment Management, Clark Brigger, Ex. Director of Admissions, Jonathon Anderson, Associate Director for Research Computing, Orrie Gartner, Directeor of Operations, IT, Teresa Hernandez, Diversity Search and Outreach Program Manager, HR, Merna Jacobsen, Assistant Vice Chancellor and Deputy Chief HR Officer, Julian Kinsman, Associate Director for Learning Spaces Technology, Shelley Knuth, Associate Director of User Services, Research Computing, David Pacheco, EEOC/Affirmative Action Officer, Viktoriya Oliynyk, Learning Technology Consulting Service Manager, Louise Vale, Director of Integrity and Compliance, Julie Volckens, Director of Assessment, Office of Institutional Equity and Compliance, Teresa Wroe, Senior Director of Education & Prevention & Deputy Title IX Coordinator, Office of Institutional Equity and Compliance

Finance: Brett Cassell, Campus Bursar and Director of Student Business Services, Katie Walker, Director of Fiscal Planning and Analysis,

University Libraries: Robert McDonald, Dean,

Colleges/Schools:

Arts and Sciences: James White, Dean, David Brown, Divisional Dean of Social Sciences, Lang Farmer, Divisional Dean of Natural Sciences, Ruth Ellen Kocher, Divisional Dean of Arts and Humanities, Daryl Maeda, Assoc. Dean for Student Success, Theresa Hernandez, Assoc. Dean for Research, Patrick Tally, Asst. Dean of Academic and Curricular Affairs, Michael Simmons, Director, First Year Advising, Rolf Norgaard, Teaching Professor, Robert Ferry, Assoc Professor and Chair of the Boulder Faculty Assembly, Beth Osnes, Assoc. Professor and Faculty Advisor, Arts & Sciences Support of Education Through Technology (ASSETT), Celeste Montoya, Assoc. Professor and Director, Miramontes Arts and Sciences Program, Daniel Jones, Sr. Instructor, Juan Herrero-Senes, Assoc. Professor and Director, Program for Writing and Rhetoric, Lonni Pearce, Sr. Instructor

Continuing Education: Sara Thompson, Dean, Scott Battle, Assistant Dean for Online Academic Programs, Geoffrey Rubinstein, Director of Online Learning, Continuing Education

Leeds School of Business: Al Smith, Assoc. Dean for Undergraduate Affairs, Bree Orozco, Asst. Director of Undergraduate Advising

Education: Elizabeth Meyer, Assoc. Professor and Assoc. Dean of Students, Alicia Weaver, Director of Planning, Assessment, and Reporting, Krishna Pattisapu, Director of Diversity, Recruitment and Retention

Engineering: Bobby Braun, Dean, Keith Molenaar, Incoming Dean, Rhonda Hoenigmann, Assoc Dean for Undergraduate Education, Vanessa Dunn, Director of Analytics, Assessment and Accreditation, Leland Giovanelli, Director, Herbst Program, Megan Harris, Director of Student Success

Graduate School: Scott Adler, Dean, Ginny McNellis, Asst. Dean,

Law School: James Anaya, Dean, Mark Loewenstein, Assoc. Dean for Curricular Affairs, Fernando Guzman, Asst. Dean for Diversity, Equity & Inclusive Excellence

Media, Communications and Information: Lori Bergen, Dean, Stephen Jones, Asst. Dean for Student Success, Cindy White, Assoc. Dean for Undergraduate Curriculum and Programs, Andrew Calabrese, Assoc. Dean for Research, Karen Ashcraft, Assoc. Dean of Diversity, Equity, and Inclusion, Peter Simonson, Professor

Music: Robert Shay, Dean, Matthew Roeder, Assoc. Dean of Undergraduate Studies, Margaret Berg, Assoc. Dean of Graduate Studies, Victoria Ibarra, Sr. Academic Advisor,

Environmental Design: Peggy Gordon, Assistant Program Director for Academic Services, Robert De Mata, Academic Advisor

In addition to those named, in Open Forums and Drop In Sessions

57 staff and administrators

35 faculty

39 graduate students; 3 masters degree, 36 doctoral degree

Additional Documents

University Documents

"Strategic Initiatives Update", December 2019

Creating Buff Portal: Designed with Students for Students (graphic)

Current Budget Overview, a handout of powerpoint slides used in a presentation to the Faculty Assembly Budget and Planning Committee, October 2019

CU Boulder FY 2019-2020 Operating Budget materials

Other Documents Reviewed

US Census Bureau [www.census.gov/quickfacts/fact/map/CO/RHI225218]

Accreditation Public Information: [https://www.colorado.edu/accreditation/][https://www.colorado.edu/accreditation/specialized-programmatic-accreditations]

Colorado State Constitution [https://advance.lexis.com/]

Board of Regents agenda & minutes [https://go.boarddocs.com/co/cu/Board.nsf/vpublic?open] laws and policies under review [https://www.cu.edu/regents/rlpreview]

University of Colorado System [https://www.colorado.edu/controller/2019/04/01/update-regent-laws-and-policies-and-apss] https://www.cu.edu/ope/policy/resources

EthicsPoint / NavexGlobal reporting portal [https://secure.ethicspoint.com/domain/media/en/gui/14973/index.html] [https://secure.ethicspoint.com/domain/en/report_company.asp?clientid=15135&override=yes&agreement=no] [https://secure.ethicspoint.com/domain/en/report_company.asp]

Colorado General Assembly [https://leg.colorado.gov/committees/legislative-audit-committee/2019-regular-session]

[https://leg.colorado.gov/audits/university-colorado-fiscal-years-ended-june-30-2018-and-2017]

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Rationale

Discussions with multiple campus stakeholders and a review of CU Boulder's Assurance Argument and related evidence indicate that CU Boulder's mission is mostly understood within the institution and guides its operations.

CU Boulder has four campuses, each with its own statutory role and mission. A review of the Constitution of the state of Colorado (i.e., C.R.S. 23-20-101) confirms that a portion of CU Boulder’s statutory mission as a comprehensive graduate research university (i.e., the flagship institution) is to “offer graduate as well as undergraduate programs and to focus on research excellence.” Board of Regents Policy 1.B indicates that the entire University of Colorado system has a mission of ethical standards, valuing of diversity, supporting innovation and entrepreneurship, and meeting educational and workforce needs of the state and residents. A review of Article VIII of the Constitution of the State of Colorado and Article 1 of the Laws of the University of Colorado Board of Regents confirms the adaptation of the CU Boulder mission. The university webpage states, "CU Boulder believes that its students, both graduate and undergraduate, benefit from the comprehensive mix of programs and research excellence that characterize a flagship university. Thus, CU Boulder’s statutory mission is relevant today and will remain relevant tomorrow." The mission is silent on educating and preparing students to function in a multicultural, global, interconnected world.

In meetings with faculty and staff, the review team noted a wide variation in the ability of faculty and staff to articulate the CU Boulder mission and/or gave differing versions of what the mission is and how it guides what they do. The team wonders how such a broad, generic mission, without consensus about what specifically is the mission, can help guide decisions such as resource allocation and deciding on new programs.

As evidenced in the CU Boulder Approved Degree Programs, CU Boulder offers a wide array of undergraduate, graduate, and certificate programs. For example, they have launched a new biomedical engineering degree as reported in *CU Boulder Today*, which sets it apart from the other universities in the CU system. A review of the CU Boulder website for research institutes indicates that CU Boulder has 12 research institutes accounting for $574.4 million in sponsored programming.

A review of CU Boulder's Division of Student Affairs website indicates that that this Division hosts a variety of student support services. Examples include academic resources, diversity and inclusion resources, resources surrounding volunteerism and social and environmental justice, health and wellness, student involvement, and a handful of others pertinent to the student experience.

According to the CU Boulder Fall Enrollment – Campus Total Summary, 58% of the undergraduate and 61% of the

graduate student population are Colorado residents, which adheres to the state statute that 55% of the students be Colorado residents. The U.S. Census Bureau, 2018 Population Estimates report that 4.6% of the Colorado population is African American and 21.7% Hispanic. The CU Boulder Fall 2019 Enrollment Campus Total Summary indicates that 24% of CU Boulder's undergraduate population were domestic minorities (2.7% African American and 12.7% Hispanic), 50% of the current state population of these demographic groups. To better serve the university's public mission, the team encourages the university to move towards a student body more representative of Colorado's significant minority population.

A team review of the Chancellor's Strategic Imperatives and current five strategic initiatives: 1) Academic Futures, 2) Foundations of Excellence, 3) Inclusion, Diversity and Excellence in Academics, 4) Financial Futures, and 5) Strategic Facilities Visioning revealed a visioning and strategic planning attempt with strong mission alignment. This alignment to CU Boulder's mission is most evident in the related website provided in the Assurance Argument. The Financial Futures section of the website outlines CU Boulder's strategy for developing projects focused on the alignment of institutional resources to their mission, the Chancellor's Strategic Imperatives, and the five strategic initiatives. The review team learned that more than 140 projects have been approved under the Financial Futures initiative. Some project examples are increasing prospective student yields, increasing external revenue, increasing research funding, improving gift fund awareness and utilization, improving contractor sourcing and management, and improving operating efficiencies. Non-fiscal projects are also presented that tie back to CU Boulder's mission, the Strategic Imperatives, and the five initiatives like enhancing course offerings and improving the transfer student experience as well as the student experience overall.

During the site visit, CU Boulder strategic initiatives committee chairs provided the team additional evidence of alignment of budget to mission. Specifically, goals of Financial Futures which include creating new revenue streams, engaging cost avoidance, and producing cost savings are intended to support broader thematic areas of the student experience, contributing to the public good, and creating or sustaining programs that address innovation.

During the site visit the team confirmed that work on the strategic initiatives involves broad campus engagement, vetting, and calls for feedback. Many campus stakeholders noted that emails were sent out to faculty and staff offering opportunities for engagement in the strategic initiatives visioning process. Most noteworthy was the collection of 160 white-papers submitted by the campus community for the Academic Futures initiative, which have been and are currently being sourced for relevant ideas.

During the site visit the review team learned of the strong interconnections between the various initiatives. For example, Strategic Facilities Visioning paused their vision for a year so their planning and initiatives would be informed by Academic Futures. This speaks to broad collaborative efforts and understanding of the relationships among the initiatives. The peer review team cautions that careful consideration of the long term changes of some of the strategic initiative costs may not be fully understood such as the long term costs of back-filling the eliminated student and athletic fees to units More in depth budget discussions occur in Criterion 5.C.1.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Rationale

There is evidence to confirm that CU Boulder's mission is publicly articulated.

CU Boulder surpasses expectations for articulating its mission. The mission statement is published in various places – both online, orally during speeches, and in hard copy print format, along with CU Boulder's vision and strategic imperatives, and is accessible to internal and external constituents. CU Boulder's articulation of its mission is evidenced through the Chancellor's State of the Campus address, in Leadership Corner columns, videos, and via CU Boulder Today social media updates.

CU Boulder has an integrated communications strategy that supports messaging of the mission, goals, and institutional priorities. A review of CU Boulder's 2017 Strategic Vision Framework and the Laws of the Board of Regents provides additional support regarding the variety of ways the mission is articulated. The on-site visit confirmed a strong communications infrastructure; however, the review team also discovered that there is neither consistent nor holistic understanding of the CU Boulder mission across multiple campus stakeholders. The review team found this was surprising given CU Boulder's varied and broad mission communication.

Review of multiple sources indicates that CU Boulder maintains updated and current mission documents. CU Boulder is very transparent in providing easily accessible information on its website regarding the nature, extent and timing of updates of the mission. For example, Article 1 of the Laws of the Board of Regents was revised in 2018. Similarly, the Colorado Statute defining the mission of CU Boulder was amended in 2011. According to the CU Boulder website, the Chancellor's strategic imperatives, which were established in 2016, align with the CU Boulder mission. For example, Strategic Imperative 1: Shape Tomorrow's Leaders indicates the value of "understanding, sharing, and engaging diverse perspectives" which aligns with CU Boulder's mission of valuing diversity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

Sufficient evidence was presented in the Assurance Argument and during the onsite visit that CU Boulder understands the relationship between its mission and the diversity of society.

A review of the University of Colorado 2017 - 2018 Diversity Report suggests that CU Boulder is working towards addressing diversity and understands its mission as it relates to human diversity. For example, the Diversity Report indicates that undergraduate minority enrollment increased from 15% in 2007 to 25% by 2017. The Diversity Report further outlines the CU LEAD alliance initiative, which is a collection of 14 academic units that work to provide support to students of color via academic access points like theses, scholarships, internships, and so forth. As noted in the evidence statement for Criterion 1A, one component of CU Boulder's mission is building an educational community in which diversity is a fundamental value. As described in the Assurance Argument and confirmed during the site visit, CU Boulder has various programs and services for K-12 students with marginalized identities such as their Upward Bound program which serves native tribes.

Further evidence of CU Boulder's attention to human diversity is found in the Board of Regents Strategic Framework, which indicates a University of Colorado System guiding principle to "promote faculty, student and staff diversity to ensure the rich interchange of ideas in the pursuit of truth and learning, including diversity of race, culture, geography, and political, intellectual and philosophical perspectives." The October 2017 Letter to Graduate Students provides evidence of how this commitment is enacted at the graduate level. Examples range from the implementation of a graduate peer mentoring program to help build identity-related community to the establishment of a diversity recruitment fellowship. A review of the University of Colorado 2017 - 2018 Diversity Report and available documentation on the IDEA Plan provides additional confirmation that CU Boulder pays attention to human diversity as it relates to its mission.

The on-site visit provided further evidence of a variety of diversity and inclusion programs and initiatives. For example, the Strategic, Targeted, and Accelerated Recruitment Program (STAR) in the Office of Academic Affairs focuses on increasing faculty of color hires. The review team learned from multiple campus stakeholders that the STAR program is the most current iteration of the Special Opportunity Hire program, which had been in existence for many years. The review team also learned during the site visit that programs like the Conference in World Affairs and CU Boulder's annual diversity summits increase community awareness of diversity and inclusion issues and connect the wider Boulder community to campus.

The 2017 - 2020 Division of Student Affairs Strategic Plan includes a variety of focus areas, one of which is Inclusion, Intercultural Awareness, and Intercultural Competence. The plan notes a commitment "to embracing and celebrating our difference and to holding our staff and our campus partners accountable to advancing our shared values of inclusion, equity, and social justice." The Student Affairs 2017 - 2018 Assessment Highlight Report indicates various ways diversity and inclusion are operationalized within the division. A review of the division's web page provides evidence of trainings and sustained engagement like the "Wait Your Turn: Recognizing and Interrupting Sexism" training and the Transforming Gender Conference.

The team noted pockets of particular success. A review of the CU Boulder Fall Enrollment – Summary by School/College for the College of Engineering and Applied Science (CEAS) points to a marked increase in the enrollment of women students in CEAS (25% of first-year students in CEAS in 2010 and 45% in 2019). Similarly, a review of the web page for

CU Boulder's Center for Inclusion and Social Change indicates that CU Boulder offers a variety of workshops and trainings related to diversity and inclusion like Safe Zone, intersectionality training, and interrupting racism training.

The review team noted a number of opportunities for CU Boulder to make additional positive gains in diversity and inclusion. For example, the 2014 Undergraduate Social Climate Survey states that 84% of the students who took the survey feel at least mostly welcomed and feel they belong at CU Boulder. However, once the data in the 2014 Undergraduate Climate Survey is dis-aggregated, the percentages of students who feel welcomed at CU Boulder decrease along racial/ethnic lines. The survey findings indicate that only 65% of African American undergraduates feel welcomed or that they belong at CU Boulder vs. 86% of white students. The team noted similar qualitative responses in the HLC Student Survey and the open third-party comments.

Despite these efforts, multiple sources of evidence and discussions during the site visit suggests that CU Boulder still has far to go with faculty and staff racial/ethnic minority and gender representation.

- The University of Colorado 2017 - 2018 Diversity Report indicates that in 2009, 18% of tenured or tenure-track faculty members were of color. In 2017, eight years later, the percentage point increased only to 21% (3 percentage points).
- In 2009, 32% of tenured and tenure-track faculty at CU Boulder were women and by 2017 that percentage also only increased by 3 points to 35%.
- A review of the 2019 Demographics of Doctoral Students by Gender Race and Ethnicity indicated that although women make up 40% of the CU Boulder Ph.D. student population, there is a minimal number of domestic Black/African American and Native American Ph.D. students at CU Boulder. As stated in the document, White students (57.3%) and international students (22.7%) comprise a total of 80% of the Ph.D. students. There is an opportunity for CU Boulder to assess their Ph.D. acceptance guidelines and doctoral pipeline process in light of this. During the site visit, the review team learned from multiple campus stakeholders that students, faculty and staff have concerns around diversity as it relates to undergraduates and graduate students with lower socio-economic status.
- For example, graduate students from low income backgrounds expressed that stipends were too low to live in Boulder. The graduate students also expressed food insecurities as a result of insufficient stipends.
- The site visit provided evidence that some CU Boulder decisions involving diversity-related initiatives may not have had the intended outcomes for students and staff of color. For example, some students and faculty shared their perception that services provided through The Center for Multicultural Affairs became less effective for students of color when it was consolidated with centers for other disadvantaged groups, shifting the focus away from racial/ethnic minorities and their unique needs at CU Boulder.

The above findings suggest that CU Boulder has had less success with the constituents it serves with diverse backgrounds. During on site discussions, graduate students, faculty and staff acknowledged that there continue to be opportunities for the CU Boulder community to embrace, strengthen and actualize processes and activities that demonstrate a sustained attention and commitment to human diversity as articulated in CU Boulder's mission. (See 4C for a set of recommendations that members of the CU Boulder community provided to the review team to help CU Boulder continue to address its role in a multicultural society and undertake a set of intentional activities related to CU Boulder's mission driven commitment to address human diversity.)

Interim Monitoring (if applicable)

1.D - Core Component 1.D

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

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

Rating

Met

Rationale

There is evidence to confirm that CU Boulder's mission demonstrates a commitment to the public good.

A review of the CU website and discussions during the site visit confirm that CU Boulder's actions and decisions reflect a deep understanding of its educational role in serving the public. The Public Outreach and Community Engagement webpage outlines over 260 programs and services devoted to outreach and public engagement. Some of these programs are for CU Boulder students, others are for faculty and staff, while others target community members or K-12 educators. There were numerous examples of ways in which CU Boulder engages with and responds to the needs of its external constituencies. Two examples are:

1. The CU Boulder Venture Partners brings "together industry partners, entrepreneurs and investors to help CU Boulder researchers solve important problems and improve quality of life worldwide." A variety of technologies available for licensing are listed on the Venture Partners website along with patents awarded to CU Boulder. Information related to commercializing new emerging technologies is also included.
2. During the site visit, the review team learned about the "Science Discovery" programs and CU Boulder's involvement in the Colorado Shakespeare Festival.

A review of the webpage for the Herbst Academic Center suggests that CU Boulder holds its athletes to high standards of academic performance. The website highlights athletes earning academic honors, postgraduate scholarships, and other academic-related recognitions; including an article about the Department of Athletics earning a semester GPA over 3.0.

A review of the various CU Boulder academic department websites confirms that CU Boulder's academic departments engage with external constituents and communities and provide a variety of public services. For example, the Department of Psychology and Neuroscience Clinical Psychology website indicates that the Raimy Psychology Clinic sponsors low-cost clinics for the community at large on a sliding fee scale based on the client's income. The Department of Speech, Language, and Hearing Sciences website indicates that their clinic offers low-cost audiology, speech, and language services to children and adults in the Boulder and Denver Metro area. A review of the CU Boulder Law School website indicates the Law School has nine clinics that provide legal counsel and support the Law School's values of civic engagement and social responsibility. Lastly, a review of the Leeds School of Business website indicates that they offer tax preparation services for low-income community members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

CU Boulder's mission is clear, broadly publicized, and guides the institution's operations. The institution offers a variety of undergraduate, graduate, professional, and certificate programs appropriate to its designation as a flagship institution. CU Boulder's 2017 Strategic Vision Framework and site visit discussions provide evidence that the institution has an integrated communications strategy with a strong communications infrastructure.

CU Boulder understands the relationship between its mission and the diversity of society. Evidence collected from the Assurance Argument and the site visit suggests CU Boulder offers multiple diversity and inclusion programs, services, and initiatives.

CU Boulder's mission demonstrates strong commitment to the public good. A review of the evidence provided, and site visit discussions indicate the institution engages with a variety of external stakeholders and provides them with a broad range of public services.

Multiple campus constituencies are poised to implement the many initiatives that CU Boulder has planned as it relates to the human diversity component of its mission. Faculty and staff highlighted ways in which CU Boulder could continue to advance in the diversity aspect of its mission. Examples include creating and supporting a Native American land acknowledgement, investing in increased funding for scholarships that help recruit students of color, implementing the IDEA Plan within a reasonable time frame, offering in-state tuition for students from native tribes, increasing stipend amounts for lower income graduate students, and providing financial assistance to transfer students from community colleges.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Rationale

There is evidence that CU Boulder operates with integrity in its financial, academic, and personnel functions and that it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

As noted in Article 1 Part D of the Laws of the Board of Regents, all individuals associated with CU Boulder are expected "to understand and uphold the highest standards of legal and ethical conduct." CU Boulder has established general ethical principles and standards of conduct laid out in the "Colorado Creed", a social responsibility code for all members of the university, as well as ethical expectations of faculty and department chairs detailed in the CU Boulder policy on "Professional Rights and Duties of Faculty Members and Roles and Professional Duties of Department Chairs."

The review team confirmed during the site visit that faculty, staff, administrators and the Board of Regents are expected to read, agree to follow and submit a form on Conflict of Interest and Conflict of Commitment. CU Boulder maintains a database that indicates who has and has not submitted the form. The review team learned that CU Boulder has a plan to hire someone to assist with this process.

The CU Boulder Office of Integrity, Safety and Compliance supports and coordinates a commitment of ethics, integrity and safety in the conduct of CU Boulder's operation. The office's website links to key institutional ethics and compliance policies (e.g., the Code of Conduct) and resources related to environmental health and safety, general counsel, human resources, risk management, and athletic compliance. The website also provides links (i.e., Report It) for anonymously reporting sexual misconduct, discriminatory actions and harassment and to anonymously report misconduct, legal violations or misuse of funds or authority.

CU Boulder uses EthicsPoint to facilitate reporting related to business integrity, academic or research integrity, environmental health and safety, human resources and other matters. EthicsPoint is a third-party solution offered by Navex Global, an ethics and compliance firm employed by many universities. Discussions during the site visit confirmed the notice on the EthicsPoint website indicating that reports submitted through EthicsPoint are sent to the Office of Internal Audit, where they are read and forwarded on to the appropriate campus officials.

A review of CU Boulder's website confirms that the Office of Institutional Equity and Compliance (OIEC) is responsible for training and enforcement of discrimination and harassment, sexual misconduct, intimate partner abuse and stalking, and conflict of interest in amorous relationships. In addition, FAQs related to the policies were accessible from the OIEC website, in addition to contact information and assurance of anonymity of the reporter.

A review of complaint logs and OIEC reports confirms that CU Boulder has processes in place to handle a variety of issues, concerns and complaints dealing with students, staff and/or faculty. For example, undergraduate and graduate student concerns are addressed through Student Conduct and/or the Graduate School as applicable. The Office of Institutional Equity and Compliance provided the team the statistical reports for Student Respondents for the past four

fiscal years which detail the number and types of cases reviewed and the disposition of those cases. The team encourages the appropriate offices to use these reports to identify trends and frequent complaints to improve the student experience at the university.

The institution and all university employees are governed by Board of Regents existing fiscal policies and practices. A review of these fiscal procedures and webpages for several CU Boulder administrative functions confirms that there are mechanisms in place to guide and govern any transaction that involves the commitment or expenditure of University monies or resources.

CU Boulder has external and internal audit procedures in place to guide the ethical and fair use of institutional resources. As noted in the Assurance Argument, in addition to system level annual financial audits for each campus, an independent external audit firm prepares an annual financial audit of the four campus University of Colorado system. A review of the web page for the Colorado General Assembly's Legislative Audit Committee confirms that the financial audits are conducted and filed as required, providing information on the institution's assets, liabilities, revenues, expenses and net position.

The Campus Controller's Office is responsible for developing, implementing and maintaining an annual internal review plan to identify areas of financial and operational risk. A review of the controller's office website confirms that annual reports are publicly available and linked to overall University of Colorado fiscal reporting. The controller's office also provides policies and guidance "intended to promote sound stewardship of the university's financial resources" and "mitigate risk to the university." Examples of areas covered include budget and fiscal planning, procurement services and the office of the treasurer.

CU Boulder's Office of Budget and Fiscal Planning provides policies and procedures for budget reporting for all members of the institution on their website. CU Boulder also provides processes for campus stakeholders to be a part of decisions with budgetary implications. For example, the Academic Affairs Budget Advisory Committee, consisting of faculty and student membership, advises the Provost on budgetary matters including "strategic resource planning, faculty salary policy and allocations for new investments."

A review of CU Boulder's Academic Integrity Policy and webpages associated with academic affairs confirms the requirement of academic integrity for both faculty and students. For example, faculty are provided with information regarding their rights and responsibilities. Faculty are also provided with information like the "Memo to Boulder Faculty Regarding Cheating in the Classroom" to help recognize and minimize student academic misconduct detailing their rights and responsibilities. Policies and processes outlined in "Student Appeals, Complaints & Grievances: A Brief Guide" ensure a means for students to report academic misconduct, issues about faculty behavior, discrimination, sexual harassment, and civil rights violations.

Processes for hiring of CU Boulder employees are governed by the Laws of the Board of Regents as well as the Office of Faculty Affairs and the Department of Human Resources. A review of the Faculty Search Process Manual shows that it provides a detailed process to ensure equitable and fair search processes.

A review of the institution's website indicated that CU Boulder has processes in place to ensure regular review and updating of the policies for the Board of Regents and other campus policies. The schedule of applicable policies under review, status of the reviews and subsequent changes are readily available from the University of Colorado system website and the webpage for CU Boulder's controller's office.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Rationale

There is evidence that CU Boulder presents itself clearly and completely to its students and to the public regarding its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

A review of the University of Colorado Boulder "Your Right to Know Website" confirms that the institution has a comprehensive listing of information on programs, requirements, faculty and staff, costs to students, and accreditation. From the site's homepage students and the public can link to specific CU Boulder webpages that provide detailed information related to 26 broad categories and instructions on how to obtain additional information. Examples of some of the other information made available via this portal include FERPA, transfer and graduation rates, financial aid, athletics, and campus safety. The review team confirmed that additional information related to costs to students including tuition history and fee planning is provided on the CU Boulder Budget and Fiscal Planning website.

As noted in the Assurance Argument and confirmed by a review of the CU Boulder website, the Office of Data Analytics provides public access to a range of data on undergraduates, graduate students and employees, including surveys of students and faculty/staff. The department and institution data that are publicly available include the Common Data Set, Integrated Postsecondary Education Data System of the US Department of Education (IPEDS) submissions and comparisons, as well as comparisons to peer institutions with respect to time to degree, graduation rates, state appropriations and tuition and fees.

Information on academic programs, courses and faculty members is readily available via CU Boulder's online University Catalog. In addition to an overall comprehensive listing of curricular matters, there are clearly delineated links to catalogs for four populations of students -undergraduate, graduate, law, and continuing education.

Accreditation information is available from the webpages of the Provost's office and various colleges/departments with links to the applicable accrediting bodies for HLC as well as specialized and programmatic accreditation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

There is evidence that the Board of Regents for the University of Colorado is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The University of Colorado Board of Regents is the state constitutionally mandated and elected governing board of CU Boulder. A review of the state constitution indicates that the Regents are elected for staggered terms of six years; and the Governor of Colorado has responsibility for filling any vacancies that occur prior to a general election. The nine-member Board is constitutionally charged with the "general supervision of the university and the exclusive control and direction of all funds of and appropriations to the university." The review team confirmed that the powers and responsibilities of the Board of Regents are detailed in the state constitution and reaffirmed in the Laws of the Regents.

As discussed for Core Component 2A, Article 1, Part D of the Laws of the Regents makes clear that members of the university community are responsible for understanding and upholding the highest standards of legal and ethical conduct. These ethical standards are reinforced in the "Principles of Ethical Behavior (Board of Regents' Policy 1.C) and the university's Code of Conduct (Administrative Policy Statement 2027)." Board of Regent Policies 1.A and 1.B specify the responsibility of the Regents to "govern or enact policy" and to "make decisions in the best of the university."

A review of Colorado law and the Regent Laws confirms that the Board has open and transparent decision-making deliberations in place. A review of publicly available University of Colorado Board of Regents' agendas and minutes demonstrates ongoing and active deliberations regarding the best academic and financial interests of CU Boulder. Additionally, each September the system President is constitutionally mandated to report to the Board on the condition, progress and health of each campus. The review team confirmed during a meeting with Regents that the Regents engage in deliberations that reflect priorities to both preserve and enhance the institution.

As evidenced in agendas and minutes from the Board of Regents' regular meetings and confirmed during the site visit, Board meetings include reports from various Board committees. The review team also confirmed from meeting minutes and during the site visit that executive sessions are conducted to undertake personnel actions.

A review of Laws and Policies of the Board of Regents and minutes from various meetings confirm that the Board of Regents delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. For example, Article 3 of the Laws of Regents establishes the President as the principal executive officer with day-to-day administration management of the institution delegated to the chancellors and other officers. Board of Regent Policy 3.B.1 details the responsibilities of the chancellor as "the campus's chief executive officer and shall be the chief academic, fiscal and administrative officer responsible to the president for the conduct of the in accordance with the policies of the Board of Regents." Board of Regents' Policy 4 affirms that the dean shall be the principal academic and administrative officer of a school or college.

Regent Law 5.E.5 specifies the shared governance principles of participation. The CU Boulder Faculty Assembly is the representative body of the faculty in the shared governance of the institution. According to the Boulder Faculty Assembly website, the assembly has primary responsibility for setting academic policy and advising the administration on other policies. A review of the Faculty Assembly minutes for the academic year 2018-2019 confirmed that faculty have active and ongoing oversight of academic matters as well as input in policy revision, major institution decisions, and strategic planning.

During the site visit, the review team learned that College of Arts and Sciences and the College of Media, Communication and Information maintain additional faculty governance at the College level, unique among the other colleges at CU Boulder (also see 5.B.2). The Board of Regents recently called for greater faculty shared governance across all University System institutions in decision making and policy setting. In response CU Boulder is working to develop faculty governance at the college level in all the Colleges and Schools across the institution, in addition to the university level faculty governance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

CU Boulder is committed to freedom of expression and pursuit of the truth in teaching and learning. A review of the CU Boulder "Free Expression" website indicates that the institution provides a comprehensive overview of the principles, history, FAQs, campus resources and campus policies related to freedom of expression. This resource provides information related to academic freedom and the distinctions between free speech and academic freedom.

The articles of the Laws of the Regents also provide a clear delineation between the freedom of expression and academic freedom. Article 1.E. outlines the guiding principles associated with its commitment to freedom of expression as "embodied in the First Amendment to the United States Constitution and Article II, Section 10 of Colorado's State Constitution." Within Article 1.E. of the Regents' Laws is a definition of freedom of expression with examples of what would and would not be considered as freedom of expression. This same Article also clearly notes that the scope of this provision is limited to speech that occurs on the campus, it does not address what occurs in the course of teaching and learning in the classroom or the conduct of research.

Additional articles of the Regents' Laws address matters related to the pursuit of truth in teaching and learning. Article 5.D. of the Laws of the Regents defines academic freedom "as the freedom to inquire, discover, publish and teach truth as the faculty member sees it." The same article notes that students also "must have freedom of study and discussion. The fullest exposure to conflicting opinions is the best insurance against error." Article 5.D. also states that "academic freedom does not give either faculty or students the right to disregard the standards of conduct [for the campus];" and further notes that faculty are "entitled to freedom in the classroom in discussing the subject, but should be careful not to introduce into teaching controversial matter that has no relation to the subject." Article 7.C. delineates academic freedom as it relates specifically to students' course discussions, course assignments and scholarly work and notes that CU Boulder "shall have policies and procedures to investigate claims of, and remediate confirmed violations of, student rights of academic freedom."

During the site visit, the review team confirmed that the CU Board of Regents actively reviews and maintains university system policies and that CU Boulder actively follows these established policies and procedures related to academic freedom. The CU Boulder Academic Affairs policy website contains links to Professional Rights and Duties of Faculty as well links to College specific policies

Meeting with team members, the Provost expressed a strong commitment to academic freedom. He is declaring the year of 2020 as the year of Academic Freedom. The intent is to advance improvement on campus climate and diversity and move from practices of exclusive pedagogy to inclusive pedagogy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

There is evidence that CU Boulder's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

A review of the website for the Research and Innovation Office (RIO) confirms that CU Boulder has a rich set of policies and resources available to individuals engaged in research with animals and/or humans. The resources tab on the RIO webpages, includes links to policies on a range of research matters including, export controls, conflicts of interest & commitment, and controlled substances used in research. The RIO also provides training in the responsible conduct of research (RCR) and has policies and procedures for addressing research misconduct.

During the site visit the review team learned that CU Boulder continues to evolve its approach to addressing issues of academic and research misconduct. For example, CU Boulder has typically provided workshops on plagiarism and prior to 2017 there was a student run process to address academic misconduct. After an institution-initiated assessment of how the process was functioning, CU Boulder has initiated a new process and has been focusing on increasing the timeliness of case resolutions. To date, CU Boulder has been able to move from a 70 day cycle of case resolution to 30 days and continues to work to resolve cases satisfactorily even more quickly.

With respect to research with animals, according to its website, the CU Boulder Animal Care & Use Program consists of the "Office of Animal Resources (OAR), the Institutional Animal Care and Use Committee (IACUC), Occupational Health & Safety and all active researchers in labs or in the field." Information on the website clearly states that any and all "research, teaching and testing projects conducted by faculty, staff or students involving vertebrate animal subjects at CU Boulder must be reviewed and approved by the IACUC prior to engaging in the research or other endeavors."

As noted on its website, and consistent with practices at other research focused institutions, CU Boulder has an Institutional Review Board (IRB) that is responsible for reviewing "all human subject research when conducted by the university's faculty, staff, students or other affiliates and agents." Links to policies, procedures, forms and points of reference with respect to human research protections are easily accessible.

During the site visit, the review team learned that information on responsible conduct of research and the research misconduct policy is sent by email to all research appointed faculty. It was not clear that graduate students and undergraduates receive the same type of email notice. Graduate students on NIH grants are required to take a face-to-face course on research conduct. CU Boulder has a general expectation that all researchers read and agree to follow policy requirements related to research misconduct. However, it was reported to the team that researchers are not required to sign any documents to confirm that they have read the policy requirements nor is there a database record of those who read and agree to follow the policies.

Research misconduct procedures & guidelines are readily available on the CU Boulder website. Links are provided to system wide University of Colorado policies, CU Boulder specific policies and procedures regarding research misconduct, and an overview of the process for misconduct investigations. According to multiple CU Boulder webpages, allegations of research misconduct are to be reported to the campus Research Integrity Officer. The CU Boulder webpage for Integrity

and Compliance provides a direct link to the EthicsPoint incident management software that provides a confidential, anonymous, third party system for reporting concerns about unethical or illegal activities. In discussions with graduate students, the review team learned that graduate students may not have as clear an understanding of how to report research misconduct.

The review team was unable to determine from the available evidence and discussions with multiple campus stakeholders how academic and research misconduct cases are tracked from initiation through resolution.

As noted in the evidence statement for core component 2A, CU Boulder has and enforces policies on academic honesty and integrity. The review team confirmed that students are offered guidance in the ethical use of information resources via the range of workshops and programs available through the University Libraries.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

A review of the available evidence and discussions with multiple campus constituencies confirmed that CU Boulder acts with integrity; its conduct is ethical and responsible.

The institution supports and coordinates a commitment of ethics, integrity and safety in the conduct of the institution's operation and has a robust set of policies and procedures addressing financial, academic and personnel functions. These policies are readily available through the institution's website. Similarly, CU Boulder follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

A careful review of the CU website confirms that the institution presents itself clearly and completely to its students and to the public regarding its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Discussion with the Regents and a review of the Laws and Policies of the Board of Regents and minutes from various meetings confirm that governing board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The CU Boulder "Free Expression" website provides information related to academic freedom and the distinctions between free speech and academic freedom. It serves as an exemplar to other institutions interested in being transparent about their commitment to freedom of expression and the pursuit of truth in teaching and learning.

The review team confirmed that CU Boulder's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff. The team noted the lack of evidence documenting that these policies for instances of academic dishonesty and research misconduct are followed and procedures implemented.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The university offers 81 baccalaureate, 91 master's, and 64 doctoral degrees along with 236 certificates. In addition to the main campus, instruction is offered at a South Denver location (HLC approval letter Sept. 4, 2015). The range and type of degrees listed in the CU Boulder catalog are appropriate for a comprehensive university. The degrees are appropriate for the mission, state, and the special role given to CU Boulder in graduate education by the University of Colorado Board of Regents. The institution works to keep these graduate programs relevant. On November 2019, the Provost charged a strategic planning committee with "envisioning the future of graduate education at CU Boulder" and "seeking ways to position students, graduate programs and the Graduate School to meet the needs of a rapidly changing economy, and the academic and professional job markets." A report from this committee is expected by the end of spring 2020.

The team reviewed Academic Policy Statement 1038, effective January 2018, for requesting new degrees. The policy details an approval process which includes approval by the academic unit, the school/college dean and faculty, and the Provost and Chancellor. Following this approval, the vice president for academic affairs submits the new degree paperwork to the University of Colorado Board of Regents and then to the Colorado Commission on Higher Education for approval. The submission guidelines indicate that the proposal should include information on the following topics: program description (and student outcomes), workforce and student demand (and enrollment projections), role and mission criteria, duplication, statutory requirements, curriculum description, professional requirements or evaluation, institutional factors, physical capacity and needs, cost description and source of funds. An example of the program approval process is provided in the Assurance Argument (3.B.2) for the new College of Media, Communication and Information. This 2015 proposal was very detailed and included budget information.

The CU Boulder Assurance Argument states that student learning goals are required in proposals for new degrees. A review of the CU Boulder catalog found that learning outcomes are listed for many programs (for example, BA in English, BA in anthropology, and BSEE in electrical engineering) but not for others, particularly graduate programs (e.g., MS in aerospace engineering, PhD in biochemistry, or PhD astrophysical and planetary sciences).

Upon team request, syllabi were provided and reviewed by team members. The syllabi of most courses have learning goals, learning outcomes, or course objectives indicating what students should be able to do upon completion of the course. In one example (ATLAS 4606/5606), a co-convened undergraduate and graduate course listed different/higher level learning outcomes for the graduate students as is appropriate. The CU Boulder website for the Leeds School of Business indicates that the Master of Business Administration (MBA) is offered as a full-time program during the day, an evening program on the CU Boulder campus and a part-time evening program on the CU Boulder campus program and at the South Denver

location. All require the same core curriculum. CU Boulder offers a correspondence, online MOOC-based professional master's program in electrical engineering in which "students earn the same credentials as [the] on-campus students" (CU Boulder website).

As indicated in the evidence file, CU Boulder has a number of professional society accredited programs. The team reviewed the list provided of the accreditations, the date of the most recent accreditation for each and the date of the next review. Another document provides links to accreditors' websites that confirm the accreditation status and next review date. All of these programs hold full accreditations.

High school students are able to take a CU Boulder course on campus through concurrent enrollment via the Available Credit Courses for Eligible Special Students program (ACCESS). The addendum document *06.04 Courses.Dual Enrollment* describes the university processes for dual credit course offered at high schools. There are currently only two such courses, GRMN 1010 and EDUC 2800. These courses are administered by the School of Continuing Education, subject to the same review and evaluation processes for all CU Boulder courses. CU Boulder assures that instructors of these dual credit courses are qualified. This document states the Dean must approve the instructor's qualifications, but also states that the high school instructors have terminal degrees in the discipline or have 18 units of graduate credit. During the visit, we were told by a faculty member from Arts and Sciences that a dual credit course on Ethnic Studies in one of the high schools was closed because the instructor did not have the appropriate qualifications.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met With Concerns

Rationale

The Assurance Argument states that all general education curricula share elements of the institution learning goals for all CU Boulder undergraduates, approved by the Provost and Council of Deans on September 13, 2011. However, during multiple meetings on campus the team did not find evidence that CU Boulder has a unified approach to general education for all undergraduates. Currently CU Boulder does not have a clearly identified, institutional philosophy or framework developed to ground and guide general education for all undergraduate students. The institution has not "articulated the purposes, content, and intended learning outcomes of its undergraduate general education requirements." Rather, each of the colleges/schools and the separate Program in Environmental Design plan, implement, and review their own general education requirements.

The team found general education ranging from 18 to 45 credit hours for undergraduates with learning goals and requirements varying greatly among units. The general education curriculum for the College of Arts and Sciences (CAC) was implemented in 2018 after a four-year, faculty-driven planning and approval process. Its stated learning goals are to: 1) develop the skills of communication, expression, and reasoning and 2) understand our world, in all its dimensions, through critical inquiry. In actuality, general education in the College of Arts and Sciences is a distribution model requiring 45 credits: nine credits across skills-based courses and 36 credits across distribution requirements which include 6 credits from diversity-related courses. Among these 36 distribution credits, twelve credits can also count towards the major. This academic year (AY 2019-2020), the College of Arts and Sciences general education requirements also serve as the basic general education model for the Leeds School of Business, the School of Education and the College of Music. The requirements for general education in the College of Media, Communication, and Information, the Program in Environmental Design, and the College of Engineering and Applied Science are particular to each college/program for students. The least number of required general education credits is for an undergraduate degree in the College of Engineering and Applied Science; an 18 credit hour distribution requirement in general education, 5 courses from arts, social sciences and humanities and an upper level Engineering writing course taught by college faculty.

Using current enrollment data by college, the team estimates that in AY 2022-2023, with the first cohort of entering CU Boulder students having completed the 2018 CA&S model for core, approximately 68% of the undergraduates will have completed a similar general education (statistics from the CUBoulder Data Analytics Fall 2019 Undergraduate Profile; College of Arts and Sciences, 53% of undergraduates; Leeds School of Business, 13% of undergraduates; School of Education 0.7% of undergraduates and College of Music 0.9% of undergraduates).

Student learning outcome data is not collected to substantiate that students achieve general education goals within and across colleges, schools and programs.

In a meeting with the team focused on general education, several faculty expressed an interest in having a university-wide, cross-college structure to facilitate the process of transferring to a major in a different college and to improve community college transfer. Several other faculty indicated that CU Boulder "needs a campus management structure for what fulfills a general education requirement." The team notes that a common set of general education requirements would assist students transferring from Colorado community colleges with an AA degree and following the GT Pathway, the state mandated transfer articulation agreement pathways for community college students, transfer credits into specific Boulder colleges and programs. The team learned from faculty and students that different general education requirements are a barrier to switching colleges at Boulder. A common set of requirements would facilitate CU Boulder students changing to a major in another college or seeking a double major from another college.

Assessment of general education and institution-wide learning has not taken place. CU Boulder relies on the eleven learning goals for all Boulder baccalaureate degree programs and for general education (see 4B). Without having mapped the learning outcomes onto the curriculum and co-curricular activities, it will be difficult to know where opportunities to learn specific skills or content areas exist and where changes might be needed for improved learning.

CU Boulder recognizes the need for a unified general education. In Oct. 2018, as part of the Academic Futures strategic initiative, the Academic Futures planning committee released a paper "The Future of CU Boulder as a Public University". One of their recommendations was a common general education liberal arts curriculum be developed for all undergraduates. A committee has been tasked by the Provost to begin discussions about developing a common curriculum in spring 2020. A second recommendation was adoption of a common, one credit hour CU 101 academic skills course for freshmen. During the team visit, several faculty members expressed doubts that the recommendations for a common core would actually happen and other faculty attending the general education meeting did not seem to agree with this plan.

Like general education, engagement in courses and experiences about diversity varies among colleges. Undergraduates in the College of Arts and Sciences are required to complete two diversity-related courses in general education. A CAS faculty committee must approve courses that can be used to meet the diversity requirement. The Program in Environmental Design and the College of Engineering and Applied Science general education requirements do not include courses on the human and cultural diversity of the world. During the meeting on general education, a number of faculty indicated that current college curricula are not welcoming to diverse and under-represented students. The team note that several students in the HLC Student Survey mentioned CU Boulder was not welcoming to diverse populations of students. Also a number of comments were made to team members during the visit about the lack of a focus on diversity in the curriculum and some indicated a general lack of strong centralized leadership on this issue. One participant stated "we talk about it a lot but don't do something about it."

CU Boulder is aware of the need to better address diversity on campus including in general education and program curricula. One of the five strategic initiatives (see 1) is "Inclusion, Diversity, and Excellence in Academics" (IDEA). The final version of the plan for this initiative was accepted and approved by the Chancellor, Provost and COO on October 30, 2019. An implementation steering group was appointed and has begun its work.

CU Boulder offers undergraduate students numerous funded research/scholarship opportunities with faculty members through the Undergraduate Research Opportunities Project (UROP). Students may use the UROP funding to complete their honors thesis project. The UROP web page is very comprehensive and answers many potential questions from students. The team requested program participant information (see addendum document "Undergraduate Research Opportunities Participation 2010-2019") and learned that 400 students participated in 2010, a high of 561 students in 2015, 284 students in 2018, and 184 students in 2019. The report did not provide the reason for the variability over the years and the recent decline in projects awarded. Multiple other opportunities are open to students to participate in ongoing projects such as in the Laboratory for Atmospheric and Space Physics, the Shakespeare festival, and the CU New Opera Workshop.

Interim Monitoring (if applicable)

The team recommends that CU Boulder develop and implement a general education/core curriculum which "impart(s) broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess" and ensures that all students receive an education which "recognizes the human and cultural diversity of the world in which students live and work." The team notes that the institution's Academic

Futures Strategic Initiative includes the recommendation for a common general education curriculum and the Provost is forming a Campus Core Committee. In addition, the team recommends that appropriate university resources be devoted to achieve a more cohesive, transfer-friendly, and inclusive general education program.

Given the time it could take for CU Boulder to develop and implement general education, the review team recommends that the university provide a monitoring report as part of the next HLC Fourth Year Review (AY 2023-2024). The team recommends that the anticipated Campus Core Committee and/or similar task forces begin work spring term 2020 to:

1. Identify a university philosophy or framework for the base of the CU Boulder general education curriculum.
2. Develop student learning outcomes for the general education/core curriculum.
3. Develop, adopt and implement a general education curriculum grounded on the chosen university framework to ensure all undergraduate students across all undergraduate degree programs achieve the stated core student learning outcomes.
4. Determine how general education will be evaluated and achievement of student learning outcomes assessed.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

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

Rating

Met

Rationale

CU Boulder has sufficient numbers of tenured/tenure track and non-tenure track faculty to carry out the instructional and research mission of the university. Since the last comprehensive HLC review, the number of faculty in all categories (tenured/tenure track, instructor, lecturer, and research faculty) has increased 22% while the number of students increased 15%. Fifty percent of the faculty are now tenured/tenure track, a modest decrease from 54% in 2010. The student to faculty ratio is now 18:1.

The CU Boulder Assurance Argument states that tenured/tenure-track faculty have terminal degrees in their field and references strong policies for faculty hiring practices, annual reviews, tenure and promotion reviews, and post-tenure reviews. The team reviewed relevant university policies. The policy on faculty promotion through the tenure track is quite clear. (APS 1022) . In addition, Regent policy 11.B and the recently revised Post Tenure Review Policy (Jan. 2018) clearly state what is required and how the annual faculty review should be conducted. Annual faculty merit reviews are done and for tenured faculty, a more detailed post tenure review occurs every five years. Faculty are expected to have a Professional Plan and to update this at least every five years. If the annual merit evaluation is “below expectations”, the faculty member must undertake a Performance Improvement Agreement. Non-tenure track faculty are also required to have annual reviews. In addition, clear guidelines exist in the Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty (March 2011; revised in July 2017) and for promotion within non-tenure track faculty lines beginning with lecturer, instructor, senior instructor, and teaching professor.

The University of Colorado Regent Policy 5L broadly describes educational qualifications for faculty by title (i.e., Professor ranks, Instructor and Lecturer) and by level of instruction (undergraduate, master's and doctoral) for the four system universities. The CU Boulder Office of Faculty Affairs web page *Faculty Career Milestones* has a section link entitled "Faculty Titles" (*Addendum 04.09)* which "outlines the various faculty titles available on campus and the requirements for their use." The requirements are given by title and nearly identical to those of Regent Policy 5L. The Graduate School statement of Qualifications for Graduate Faculty Membership (*Addendum 04.10*) begins "Any faculty member whose duties include teaching, thesis/dissertation supervision, graduate examining committee service, or research supervision of students on this campus must be appointed to the Graduate Faculty of the University of Colorado Boulder." The document then lists qualifications by faculty rank and for special graduate faculty appointments given to those individuals who are not full time members of CU Boulder faculty or do not meet the criteria outlined for regular membership. These policies are implemented two ways. For the initial hiring of tenure-track faculty, the Vice Provost for Faculty Affairs reviews all proposed appointments. The determination of qualified non-tenure track faculty resides in each college/school as does the responsibility for determining that all faculty are assigned to teach in areas for which they are qualified.

Both the University of Colorado Regent Policy 5L and the CU Boulder statement of qualifications for Faculty Titles contain a broad, general statement that individuals without the graduate degree can be hired to teach given a combination

of relevant academic background and career expertise. HLC policy CRRT.B.10.020 *Assumed Practices, Section B.2,* includes the requirement, "when faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. If a faculty member holds a masters degree or higher in a discipline or subfield other than that which he or she is teaching, the faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach." The team suggests that the university create and implement a more specific policy on faculty qualifications to teach that would more fully meet HLC *Assumed Practice B.2.a-c* requirements, effective since September 2017.

The team randomly sampled 15 courses offered in Fall 2019 and checked the CV of the assigned instructors. The review found most (12) of the instructors meet the HLC faculty qualification guidelines; they hold terminal degrees in the areas of instruction. While a few of the courses were taught by faculty without the appropriate degree credentials, their CVs revealed they have tested experience in the areas of they are teaching. For example, one instructor whose highest degree is a Master of Accounting, teaches a 6000-level graduate accounting course. However, he holds a professional license (CPA). Another instructor who teaches an undergraduate dance production course only has a BA in Theatre Arts, however he has been a stage and production manager since 2002.

The university takes care to evaluate teaching faculty. The policy "Professional Rights and Duties of Faculty Members" approved by the Provost in 2013, clearly delineates what characterizes expected and unacceptable conduct. This document provides fourteen examples of expected ethical behavior in teaching and eight clear examples of unacceptable conduct including discrimination of students on political grounds, sexual harassment, and failure to comply with university or college requirements for grading and meeting deadlines. In addition, faculty must have their teaching evaluated by at least three methods. One is the student evaluation on the Faculty Course Questionnaire, and the other methods are determined by the resident department of the faculty member. CU Boulder provides opportunities for faculty professional development via a number of campus units and programs. A few examples include, the Excellence in Leadership Program, Faculty Teaching Excellence Program, and Leadership Education for Advancement and Promotion which assists faculty with teaching and research support. A University of Colorado policy (APS 1021; Mentoring for Tenure-Track and Tenure-Eligible Faculty) requires departments to provide mentoring for junior faculty on the tenure track.

Faculty are required to post office hours and provide students access to meet with them. A team review of various syllabi provided evidence that faculty are meeting this requirement. Office locations and office hours (or procedures for meeting with faculty) are posted in the syllabi.

Evidence of regular graduate student meetings for thesis and dissertation mentoring was not provided to the team. A team review of the Graduate School website did not locate evidence of annual graduate student review requirements or forms. During the onsite visit, the reviewers learned that the new Dean of the Graduate School is developing a strategic plan that should address graduate student mentoring and oversight of academic progress toward the degree.

CU Boulder has practices to assure student support service personnel have the appropriate qualifications. Staff members who serve students have degrees and backgrounds appropriate for their job, such as medical services and counseling personnel are required to be licensed. In addition, academic advisors hold relevant degrees, have relevant experience, and have professional development opportunities at regional and national meetings. The CU Boulder Advising Council provides cross-training among advisors. Furthermore, the Office of Assessment and Planning provides support for the units in the Division of Student Affairs to evaluate and assess the outcomes of their programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Rationale

The CU Boulder student support services, including advising, tutoring, international student services, safety and support newsletter, the Program for Exploratory Studies, infrastructure to support students with disabilities, and professional development support for teaching and learning are well established. Orientation events/information is offered to new students, transfer and commuter students, and online students. The International Student and Scholar Services unit provides peer mentoring, visa information, and informal events for international students.

The team found an array of support services for graduate students. The website of the Graduate College lists several sources of professional development in the areas of mentoring (peer mentoring and resources on mentoring); career planning, preparation for teaching, and career workshops; and research and writing support. New graduate students are sent the Safety and Support newsletter the summer before arriving at campus. This document offers information about emergency alerts, victim assistance, required training on sexual misconduct and harassment, bike safety and registration, counseling and psychiatric services, and the first stipend paycheck.

The Academic Futures Strategic Initiative, one of five strategic initiatives being developed at CU Boulder includes a comprehensive set of recommendations and proposes four significant projects to improve student success, teaching, and learning, and to offer professional development to faculty, staff, and students. A few of the proposals in this plan include enhancing inclusive excellence on campus, co-teaching, more interdisciplinary and international approaches to teaching and research, developing a common liberal arts core for all undergraduates, offering first-year seminars funded by the provost to enable small classes, developing a more coordinated approach to advising, and enhancing instructional technology and online education. At the time of the visit funding was earmarked for specific projects and other projects were awaiting Provost review.

The CU LEAD (Leadership, Excellence, Achievement and Diversity) Alliance is a collaboration among a variety of campus units designed to provide scholarships and support for a diverse student body. Academic learning communities promote student success through cohort experiences, participation scholarships, academic enrichment experiences, and community-building activities. The Academic Success and Achievement Program provides peer tutoring to first year students in residence halls, a local apartment complex, and for commuter students. Tutoring services are also provided through departments, at the Writing Center, through the CU LEAD Alliance, and via other programs across campus. In addition, students who were not admitted to one of the direct-admit programs in engineering, business, or environmental design, can receive advising and career exploration in the Program for Exploratory Studies.

Advisors are currently housed in the schools/colleges and the University Exploration and Advising Center for the Program for Exploratory Studies. The college advisors have strong interactions with each other and the faculty and good understanding of the requirements of the majors in the departments. The Academic Futures Strategic Initiative recommended a more coordinated advising structure with improved student support throughout the degree. The

Foundations of Excellence Strategic Initiative includes recommendations for reduced advising loads, especially for advising first year students, and for adding more advisors. Academic advising for graduate students occurs in the individual degree program, is overseen by the director of graduate studies, a designated graduate advising committee and/or the student's thesis or dissertation director.

In respect to resources, the team noted reports of difficulties with availability of classes.

- In the *HLC Student Survey*, several undergraduates and graduate students mentioned that course availability was a problem. A graduate student commented that many of the advanced level courses in the catalog are not even offered every other year. Another comment was made that better analytics and communication on enrollment numbers are needed to plan for enough seats in critical courses. During the visit, the team learned that the College of Media, Communication, and Information is working to improve alignment between the course catalog and the courses offered each semester.
- In Arts and Sciences, access to writing courses was a problem, but reportedly solved by hiring more instructors.
- The size of existing classrooms was also listed as a potential problem to meet the demands due to enrollment growth.

As CU Boulder intends to recruit and matriculate more resident and non-resident undergraduates, unless addressed, the issues of sufficient required courses will continue.

CU Boulder provides a number of support programs for all faculty. Additional support programs vary by College/School.

- Instructional support to faculty in Arts and Sciences is provided by the Arts and Sciences Support of Education through Technology Program (ASSETT) which has seven professionals, one associate director, five student technology consultants, and a faculty advisor offering a series of programs, services, and resources.
- The Center for STEM Learning coordinates 75 programs across campus and has a national presence through interaction with the Association of American Universities, The Association of Public and Land Grant Universities, American Physical Society, American Chemical Society, and the Society for the Advancement of Biology Education Research. Part of the work of this center includes facilitation of the Learning Assistant (LA) Program that has been replicated nationally as a successful instructional approach.
- For a number of years, CU Boulder has supported a Faculty Teaching Excellence Program (FTEP) offering symposia, short courses, and one-on-one consultation services throughout the year, available to all CU Boulder faculty and postdoctoral scholars.
- CU Boulder also supports a Graduate (student) Teacher Program (GTP) with a director and two lead coordinators. The learning objectives for graduate students participating in this unit include "develop advising, mentoring, and classroom management skills; attend to their skill development in teaching, research, service, and professional development, explore and learn to use effective learning technologies and evidence-based instruction."

In July 2019, as part of the Academic Futures Strategic Initiative, the Provost merged FTEP and GTP to form the new Center for Teaching and Learning. A director was appointed in July 2019. This unit will organize instructional development opportunities for all instructional faculty and graduate students on campus. During the visit the term heard a variety of opinions about this merger; some faculty are concerned that the merger could result in a loss of resources for teaching support while others noted that the merger is likely to improve teaching.

Two team members toured the campus grounds and physical infrastructure with the Vice Chancellor for Infrastructure and Safety and two Assistant Vice Chancellors. The infrastructure is generally in good condition and provides adequate space for teaching and research. One of the five strategic initiatives in planning is Strategic Facilities Visioning with the goal of designing a master facilities plan for the coming decade (See 5.A for additional information). Teaching and learning facilities are regularly reviewed by the Academic Review and Planning Advisory Committee (ARPAC). This review process recently recommended a new animal facility and increased coordination of research computing. A review of the need for central accommodation of testing led to plans for a new facility located in the Center for Academic Success and Engagement (CASE), opening in 2020-2021. The University Libraries provides instruction and support for library research. Undergraduates may develop their research and scholarship skills through the Undergraduate Research Opportunities Program, the Biological Sciences Initiative, and the Discovery Learning apprenticeship program in engineering. During one of the open sessions. we heard about the development and student testing of a new student portal designed to improve the student experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Rationale

CU Boulder provides an enriched educational environment though academically organized programs, student-led programs, and independent groups. For example, the CU Student Government distributes approximately $24 million per year to support co-curricular programs. This funding is provided by student fees and spending decisions are made by the CU Student Government with oversight from the Center for Student Involvement, a unit within Student Affairs. Over 500 programs are supported annually.

Operating to fulfill its state-mandated mission to "serve Colorado, the nation, and the world through leadership in high quality education and professional training, public service, advancing research and knowledge" CU Boulder provides graduate as well as undergraduate education and focuses on research excellence. Several sources of evidence support that CU Boulder meets these responsibilities including the activities of the Office of Outreach and Engagement. The Academic Review and Planning Advisory Committee reviews and reports on academic programs and makes these reports available to the public. The Academic Prioritization Process has been used since 2014 to measure effectiveness of degree programs through a number of metrics (degree uniqueness, resource efficiency, degree production, scholarly accomplishments, and undergraduate teaching effectiveness). In 2016-2017, CU Boulder had $499 million in research expenditures (National Science Foundation website) and ranked 48th in research funding among US institutions. In 2017-2018 these expenditures increased to $551,233,415. The university landing web page states that CU Boulder has a $3.85 billion annual economic impact on the state economy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The reviewers find that in most aspects CU Boulder provides a quality undergraduate and graduate education. In alignment with its state-mandated mission the university offers 81 baccalaureate, 91 master's, and 64 doctoral degrees along with 236 certificates at Boulder with additional courses available at the South Denver location. Degree programs hold the appropriate professional society accreditations and are generally taught by a qualified faculty, some with outstanding national and international recognition. Each college/school Dean is responsible for assuring faculty qualifications in accordance the University of Colorado Regent Policy 5L which broadly describes educational qualifications for faculty by title and by level of instruction and the Graduate School requirements for graduate faculty.

The team found the course and degree requirements are the same regardless of mode of instruction and undergraduate and graduate expectations are differentiated. The team found good, if somewhat scattered, supports for student and faculty teaching and learning. Instructional technology and the libraries are well resourced. The physical infrastructure is attractive and maintained.

The team evaluated Core Component 3B as met with concern. CU Boulder does not fully meet the expectation of a general education provided to all students. The extent to which general education "impart(s) broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess" varies greatly among individual Colleges, Schools, and the Program in Environmental Design. Currently it is unclear how the university ensures that all students receive an education which "recognizes the human and cultural diversity of the world in which students live and work." The university is unable to assure this given the lack of both student learning outcomes for general education and any assessment data of student learning outcomes upon completing general education.

The reviewers recommend that CU Boulder consider a common philosophy and structure for general education across the undergraduate programs that would provide students with core competencies and learning outcomes that can be assessed. Faculty need to participate in the development and implementation of the general education program, the learning outcomes, and the assessment methods/procedures. In addition, this program should include attention to human diversity and emphasize integration for all students into an inclusive environment. The Provost is assembling a Campus Core Committee. The team recommends this committee consist of representatives from each of the colleges assembled to develop, implement, and maintain the new general education program.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Rationale

CU Boulder utilizes a solid process of regular program review which involves self-study, internal review, student survey, and external review. Degree program review is required by Regent Policy 4.B.1. which states that the goal of program review is to "promote and maintain high-quality degree programs that are administered efficiently." This Board administrative policy specifies that degree programs must be reviewed on a regular basis every seven years or less and outlines essential program information to be included in the review. The Board leaves to each campus the exact processes and procedures for program review. The Board of Regents monitors this review policy by requiring each CU campus to annually submit to the system Vice President for Academic Affairs a schedule of degree program reviews to occur in the next seven-year period, a list of degree program reviews completed in the prior academic year and a summary report for each degree program review completed in the prior academic year.

At CU Boulder the Academic Review and Planning Advisory Committee (ARPAC), consisting of two non-voting cochair, the Sr. Vice Provost for Academic Planning and Assessment and the Vice Provost for Faculty Affairs and 13 voting representative faculty members, is tasked with conducting the academic program reviews and managing the review process. The peer review team reviewed the AY 2019-2020 ARPAC Program Review Guidelines (*Addendum 05.07*) and the Program Review Final Reports for AY2018-2019 (*Addendum 05.02, 05.03*), and affirm that robust program reviews are conducted yearly. ARPAC has appropriate authority to make recommendations for improvements to the unit, the dean, and other campus leaders such as the Vice Chancellor for Research and Innovation, the Executive Vice Provost for Academic Resource Management, and the Provost. Once a review is finished, ARPAC requires three annual follow-up reports from unit heads, deans, and campus administration to document the status of implementing their recommendations for improvement. A review of the AY2018-2019 follow-up reports (*Addendum 05.04 - 05.06*), affirmed that ARPAC annually reviews updates from programs flagged for areas of improvement and highlight actions that have been taken to address these areas or point to those areas still in need of improvement. During the on-site interview ARPAC committee

members reported the CU Boulder community sees the value of the program review process and the results have provided opportunities for strategic planning.

CU Boulder has a clear process in place to evaluate all the credits that it transcripts and has policies to assure the quality of the credit it accepts in transfer. In compliance with the Colorado Department of Higher Education's 2018 policy on prior learning assessment, CU Boulder allows students to obtain credit for CU Boulder general education or elective courses through examination (e.g., AP, IB, CLEP, DANTES Subject Standardized Test). CU Boulder also has a policy and guidelines for evaluating military credits listed in a Joint Services Transcript or a transcript from the Community College of the Air Force. For example, for military courses and occupations that have been approved for Guaranteed Transfer (GT) Pathways (see discussion in Criterion 3.B) students will be awarded GT Pathways credit, which applies to many, but not all, programs at CU Boulder. Otherwise, decision making for acceptance of transfer credit varies from College to College at the institution.

The *Graduate School Rules* provide policy and guidelines for accepting transfer credits towards graduate degrees at CU Boulder. Transfer credits from accredited institutions are accepted only after approval by the department chair/program director and under certain rules. All courses accepted for transfer must be at the graduate level and the course grade must be B or higher.

CU Boulder offers two dual credit courses at high schools: GRMN 1010 and EDUC 2800. The Dean of Continuing Education confirmed during the on-site meetings that these courses follow the same review and evaluation processes as all CU Boulder courses.

A team interview with the Registrar confirms that the Registrar's Office at CU Boulder enforces course prerequisites. Any course prerequisites or co-requisites included in catalog descriptions are built into *Campus Solutions*, CU's student information system, which enforces the prerequisites during the student registration process. However, academic advisers and academic department administrators can process enrollment overrides in Campus Solutions to permit students who do not meet prerequisites to be enrolled. These determinations are based on the advisor's opinion that the student has demonstrated the competency and background to be successful in the course. The samples of course syllabi provided for team review (*Addendum)* list the course's prerequisites. The course syllabi in the *Addendum* also include detailed information of course expectations, topics, reading materials, requirements, evaluation, academic rules to follow, and availabilities of accommodations for students of needs.

CU Boulder academic department chairs and Deans conduct annual faculty performance reviews for full-time faculty which include evaluation of the faculty member's teaching and quality of their research, scholarship, and creative work. Tenure-track faculty have periodic comprehensive, reappointment, tenure reviews and tenured faculty, promotion and post-tenure review processes. The Provost's "*Reappointment of Instructor Rank Faculty"* policy indicates that instructors and senior instructors are usually reviewed during the last year of the reappointment period. (*Addendum 04.01-04.06)*

The Assurance Argument's evidence file for 4.A contains a list of *"Specialized or Programmatic Accreditations*"; three colleges (Law, Business, and Music), eleven specific programs in the Colleges of Arts and Sciences, Engineering and Applied Science, Media, Communication and Information and the Museum of Natural History currently hold specialized accreditation. The next accreditation review dates of these units are at 2019-2020 or beyond. The review team confirmed through information provided in the addendum file and during the on site visit that all specialized accredited programs are in good standing.

CU Boulder regularly collects data to evaluate the success of its graduates. Specifically, it has gathered employment profiles (salary, employer, job title) of undergraduate and graduate alumni who graduated between 2007 -2017. Six months after graduation the university surveys the first post graduation destinations of all bachelor's, master's, and doctoral degree recipients, asking about their geographical locations, industries/sectors employed, salaries, and the university at which they are attending graduate school. In a 2016 survey of alumni from all four University of Colorado campuses CU Boulder graduates indicated they were very satisfied (68%) or somewhat satisfied (28%) with the education received at CU Boulder. Also, the Office of Top Scholarships documents CU Boulder students who are winners or finalists for scholarships/fellowships such as the Rhodes, Marshall, Truman and Fulbright, among others. During the on-site visit, College Deans confirmed to the review team that ongoing graduate exit survey and alumni survey data is collected and used in the academic program review and for specialized accreditation reports.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met With Concerns

Rationale

The team reviewed HLC documents regarding CU Boulder and numerous CU Boulder program, policy and committee documents pertaining to course, program, general education and/or university assessment provided by the university in the Addendum. During the onsite visit, the review team conducted two focused meetings on student learning assessment at CU Boulder. The first meeting focused on current assessment components, processes and university expectations; the second meeting focused on the university's use of student learning assessment data to improve student learning.

The 2010 HLC Comprehensive Visit team report evaluated assessment at the university as "requiring Institutional Attention". Concern was noted regarding lack of student learning outcomes, a necessary first step in assessment. While additional academic and co-curricular programs have identified learning goals since then, the team found many units continue without stated learning outcomes and regular assessment practices. The following evidence is organized by assessment elements.

Learning outcomes. The team found the following evidence regarding student learning outcomes at CU Boulder:

- Approximately 75% of the baccalaureate degree programs have published learning goals. The team reviewed each undergraduate program description in the *2019-2020 University Catalog* and identified that about 60 of the 81 programs have stated student learning outcomes in various forms.
- Only seven graduate programs have learning goals published in the *2019-2020 University Catalog.* Faculty and staff acknowledged during the Forum on Assessment Processes that graduate programs at CU Boulder do not have explicit program student learning outcomes.
- CU Boulder does not have a common general education curriculum for all undergraduates (further described in 3B) and no method of assessment to determine what all baccalaureate degree graduates learn from general education.
- The College of Arts and Sciences has learning goals for its general education requirements, which are posted in the 2019-2020 University Catalog under the section of General Education and Core Requirements.
- A search of the CU Boulder website located a list of 11 learning outcomes for baccalaureate graduates 3 layers down on the Academic Affairs landing page. These are footnoted "approved by the Provost and the Council of Deans, September 13, 2011 meeting". An identical list labeled "Learning Goals for all Boulder Baccalaureate Graduates was located under the Data Analytics landing page, 4 layers down. The team wonders the extent to which the academic community, particularly the students, are aware of these goals. During the Focus meeting on Assessment Processes, faculty and administrators stated that these goals are not directly assessed.

Assessment in the Academic Program Review. The Assurance Argument states that as part of the program's academic program review which occurs every seven years, CU Boulder academic programs are required to report and review program assessment activities. The team examined the program review reports from the past three years, Physical Sciences programs (2017), Engineering and Applied Sciences programs (2018) and Life and Earth Sciences programs (2019). Most of these programs stated in their program review that they do not have a formal assessment protocol. Some

programs reported assessing students through surveys and course grades, but their program review report did not link the assessment data to particular program learning outcomes.

Several Deans commented that programs with specialized accreditation are further in development and have operational practices of assessing student learning and achievement. During on-site meetings, the team learned that some of the programs with specialty accreditations such as the ABET accredited undergraduate engineering programs, are using rubrics and senior capstone projects to assess students' achievement of learning outcomes tied to their accreditation standards. The College of Arts and Sciences (CAS) Program for Writing and Rhetoric regularly assesses its lower-division and upper-division courses used to fulfill the written communication requirements for CAS general education.

Improving Student Learning. The team found isolated and independent examples of academic programs using assessment data to improve student learning. The Program for Writing and Rhetoric used information received from other departments and the program's annual assessment data to develop an interdisciplinary certificate in writing. The Teacher Education program made a systematic evaluation of student learning using a national normed exam. Based on the results, the department modified the curriculum to meet a gap in student understanding. That same department has now stopped using the national normed exam and is finding greater success in evaluating student learning using a portfolio model.

The Division of Student Affairs has an Office of Assessment and Planning (OAP) that coordinates assessment of student affairs programs/units. The OAP manager reported in the focus meeting on Assessment Processes that most units in the division have a co-curricular assessment plan and implement it. The team examined the AY 2018-2019 assessment plans for the Office of Student Conduct & Conflict Resolution and the 2019 Recreation Services plan. Both units listed co-curricular learning outcomes for their programs and assessment of student achievement of each co-curricular learning outcome.

The review team found evidence that CU Boulder recognizes the need to develop a more formal and regular student learning assessment system and gain broader participation of faculty and staff across the institution to improve student learning. As described in the assurance argument and confirmed through discussions with key campus personnel, CU Boulder is developing a team to provide leadership and plans to commit resources to for the implementation of regular assessment of student learning outcomes in all programs:

- In summer of 2018, the responsibilities of the Senior Vice Provost for Academic Planning were expanded to include coordinating a university-wide assessment network.
- In 2019, the Graduate School and the Office of Undergraduate Education appointed an assessment specialist to help analyze the effectiveness of their programs.
- The Office of Data Analytics has formed an assessment team to provide leadership and centralized support to CU Boulder in the assessment of student learning and program effectiveness. In August 2019 this Data Analytics team developed a *Three-Year Student Learning Assessment Plan.* The plan calls for programs in areas coming up for academic program review to make an assessment plan for the individual program learning outcomes each year for a three-year period and provide assessment methods and metric/target for each program learning outcome. The director of the Office of Data Analytics stated the *Three-Year Student Learning Assessment Plan* began implementation fall 2019 semester with the programs in social sciences which are up for academic program review this academic year, AY 2019-2020.
- During the Focus meeting on Assessment Processes, the Director of the newly established Center for Teaching and Learning stated that the Center will add a position of assessment specialist in spring 2020 to provide training to faculty on assessment of student learning.
- The Office of Assessment and Planning in the Division of Student Affairs offers training to division staff about assessment, survey design, and qualitative and quantitative data analysis (office website).

At the time of the site visit the team found little evidence of a sustained, widely-practiced, university-wide program of student learning assessment. The team views the recent actions as promising but note most of these efforts are still being planned, in development or not yet fully implemented.

Interim Monitoring (if applicable)

CU Boulder has begun to plan for a more sustained, cross-campus program of student learning assessment. However, until such a program is implemented and maintained, the university is not able to document that students have achieved

the outcomes it claims for programs, general education, and degrees. The team recommends a monitoring report to assure HLC that CU Boulder has made meaningful progress in conducting regular assessment of student learning and is using this information to guide planning and improve student learning. Evidence of meaningful progress would include documentation of:

1. Ongoing efforts to build a campus culture of assessment driven by the faculty.
2. An organized structure to initiate, support and monitor the regular practice of assessment across CU Boulder curricular and co-curricular programs.
3. All undergraduate, graduate, and professional degree programs have published, measurable student learning outcomes available to students, staff, and faculty and have begun to implement assessment of these program learning outcomes.
4. Efforts to develop assessment of university, institutional undergraduate and graduate outcomes.

Given the time it will take to CU Boulder to more fully develop and implement assessment practices, the review team recommends that the university provide a monitoring report as part of the next HLC Fourth Year Review (AY 2023-2024).

4.C - Core Component 4.C

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

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

Rating

Met

Rationale

CU Boulder's commitment to the recruitment, retention and graduation of students is directly addressed in the Strategic Initiative "Academic Futures" (see 1.A). CU Boulder has defined goals for improved student retention and graduation. Using 2017 data as a baseline (69 % six-year graduation rate and 88% first-to-second-year retention rate), CU Boulder set ambitious goals to be accomplished by 2023. These goals are a six-year graduation rate of 80% for the cohort entering as first-year students in 2017 and a first-to-second-year retention rate of 93% for the cohort of first-year students entering in 2022.

During the meeting focused on retention, persistence, and graduation the review team noted that these goals seem to be widely known and supported by administration, faculty, and staff. Several participants noted that these are total student overall goals and targets were not set for specific types of students specifically the graduation and retention rates for African American and Native American students which are lagging.

CU Boulder's Office of Data Analytics collects and analyzes retention and graduation rates of its undergraduate and graduate students annually and provides the data to the campus community and the public. Data for undergraduate retention and graduation rates is available by entry cohort, school or college, and student characteristics. CU Boulder also collects and analyzes other information pertinent to factors contributing to undergraduate student success. For example, the university conducted undergraduate and graduate survey on social climate.

The team found many examples to confirm that CU Boulder includes student retention and graduation data in academic program reviews and planning academic and student-life initiatives.

- As part of the Foundations of Excellence strategic initiative, the "Transitions" committee used data on retention and graduation rates broken down by residence hall to make recommendations for changing the way student housing is assigned and how it corresponds with academic offerings.
- The Physics academic program review described the analysis of retention data resulting in concrete actions to improve student retention in the major.
- In response to their review of master's students' time-to-degree, the Department of Philosophy created a new faculty advisor position specifically for the MA program.
- To better understand why students leave the university, the Office of Data Analytics also conducts surveys with students who do not return or drop-out. After noting the indicators of these students' well-being, the Chancellor made mental health and wellness services a priority. The FY 2019–20 budget includes $1.5 million for the Chancellor's Health and Wellness initiative, focusing on mental health.
- Based on climate survey results, the institution conducted follow-up focus-group discussions on the African American student experience at CU Boulder and created lounge/collaboration spaces in the University Memorial

Center for veterans and for use by recognized student organizations.

Based on discussions with key campus personnel during the onsite group meetings it is clear to the review team that efforts to address retention and progression at the CU Boulder institutional level are in early stages of development. The team did learn of a number of independent activities being undertaken at the college and school level. The College of Engineering and Applied Science is piloting mentoring, implementation of completion scholarships, and initiating a student early alert system to help improve retention and completion of engineering students. The Graduate School is implementing a survey instrument administered every two years to identify areas to help improve retention, progression, and graduation in graduate programs. The Graduate School is also in the process of developing advising agreements that would lay out best practices of what is expected of both the faculty and the teaching assistants. The agreements are being piloted with the graduate programs in the College of Engineering and Applied Science with the intent for a campus-wide roll out by the end of this academic year.

The Assurance Argument describes a Quality Initiative project and the development of a Retention Toolkit as efforts to improve retention. However, when asked about the project and Toolkit meeting participants stated they were not familiar with either. Although many of the retention and progression program efforts are currently decentralized a retention action gaining traction with greater campus wide adoption is a "CU 101" course for incoming first-year students focused on developing college-level skills for success. The course originated in the Leeds School of Business and is being piloted in the College of Engineering and Applied Science and the College of Arts and Sciences.

A specific retention variable revealed during onsite discussions pertains to the high cost of attendance at CU Boulder and the impact of lack of affordable off-campus housing in the surrounding community on student retention and progression. The university has initiated a number of financial aid strategies to address tuition affordability. These include increased funding allocated for need based aid (e.g., CU Promise) originally dedicated for students below the poverty level, now expanded to include students with Pell eligibility and providing students with debt counseling.

Cost of local housing is a particular challenge to the university as on-campus housing is a priority only for freshman students, with limited availability for continuing students and graduate students. During discussions with faculty, staff and graduate students the team found great interest and energy to address affordable housing for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

CU Boulder takes responsibility for the quality of its educational programs, especially as demonstrated by implementing a regular program review process to strengthen programs and conducting regular post-graduation success and satisfaction surveys of its graduates. CU Boulder maintains specialized accreditation of its programs, monitors credits it transcripts and accepts, and offers rigorous courses with qualified faculty.

CU Boulder is committed to its students' success by raising the bar for undergraduate student retention and graduation. It regularly analyzes data and is in early planning stages to make informed changes to improve student retention, progression, and completion. A number of independent units are piloting programs and making efforts in these areas. At present these are special projects and programs, not integrated into regular operations.

CU Boulder has yet to develop a systematic, useful practice for assessing student learning and using assessment data to document and analyze undergraduate and graduate students' achievement of program, general education and university learning goals. (Core Component 4B). In the 2010 HLC Comprehensive Review Report, the lack of meaningful assessment practices was an identified concern, noted for "Institutional Attention". The team found beginning efforts in 2018 and 2019 to develop the structure for assessment at the institution and build faculty capacity to conduct assessment. Individual pockets of effective outcome assessment do exist at CU Boulder including programs with specialized accreditation, specific academic programs and strong efforts by the Division of Student Affairs to assess student support services and student programming.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

The Assurance Argument documents that CU Boulder obtained a 100% increase in its overall budget since the last comprehensive visit; from $922 million in fiscal year (FY) 2008–09 to $1.89 billion in FY 2018–19. Team members met with the Chief Operating Officer, the Provost, the Executive Vice Provost for Academic Resource Management and the Associate Vice Chancellor for Finance and Business Strategy. They credit the size of the increase to a strategy of diversification and growth of revenue sources. The team reviewed the 2019-2020 budget noting increases in revenue from domestic and international non-resident student tuition, research funding, and private giving. State funding contributed 5% to the 2019-2010 annual budget.

Operating revenues are earned and collected at the campus level, meaning that while CU Boulder is a part of the University of Colorado System, its revenue is not disbursed to that superordinate entity. The University of Colorado System office, comprising the Office of the President and numerous shared services such as treasury and procurement, allocates its costs of operation to CU Boulder and the other campuses via a cost allocation formula. Apart from this cost-sharing requirement, resource allocation at CU Boulder is independent and unencumbered. Senior administration consider the allocation formula to be fair to Boulder.

Capital building and infrastructure support is based on state and University of Colorado System policies, including capital policies of the University Of Colorado Office Of Policy and Efficiency, the Office of the State Architect and the Colorado Commission on Higher Education. Team members toured campus facilities and conclude that teaching, laboratory, and student life facilities are adequate and well maintained. The team members noted a range in university research laboratories from the outstanding facilities in Aerospace and the Roser ATLAS (Alliance for Technology, Learning and Society) Building to the out-dated chemistry labs needing updating. The Vice Chancellor for Infrastructure and Safety reported to team members that approximately $558 million dollars in delayed maintenance exists, and shared his plans to strategically address maintenance.

Since the last comprehensive visit CU Boulder has completed many of the projects listed in the 2011 master plan, including both construction and remodeling of significant instructional, research, athletics and student residence space as well as a major utilities system project. The team verified that subsequent facilities projects have in large part carried out the 2011 vision, although challenges remain in terms of state building funds, with several high-priority building

renovations delayed in the queue for years." One of the components of the CU Boulder strategic initiative Strategic Facilities Visioning is creating an updated facilities Master Plan to guide the ongoing process to provide for appropriate facility updating.

CU Boulder's Office of Information Technology (OIT) partners with academic, research and administrative units to provide the university with core IT services and customer-focused IT support. OIT is advised by a number of campus wide governance boards and develops regularly updated strategic plans. Its security system analysts provide guidance for implementing CU Boulder's program to provide information cyber security for the university's communication and information systems.

During the visit, the team learned that academic related information technology is supported in part by the Vice Chancellor for IT and Chief Information Officer, the Associate Director of Research Computing, the Associate Director of User Services in Research Computing, the Director of IT Infrastructure and Engineering, and many others working on learning technologies. Classroom technology is maintained on a regular schedule with upgrades driven by the type of technology. Audio visual equipment in classrooms in all new or renovated buildings is being centralized under the control of CU Boulder central IT with the goal of using common technology that can be maintained by campus personnel.

CU Boulder's mission is clearly supported by the university's allocation and management of its resources. Its mission for graduate education and research is visible in the achievements of faculty, research associates and graduate students in research and creative work. One of the most publicly prominent faces of that work is CU Boulder's connection with federal laboratories, entrepreneurs and industry. Three of CU Boulder's 12 research institutes are joint institutes with federal agencies.

CU Boulder's mission to further the public good is also reflected in its contributing nearly $2.6 billion annually to local economic activity and nearly $3.9 billion to the state. It also makes economic contributions through startup companies that were founded at CU Boulder.

Team members discussed processes in place for recruiting, hiring, orienting, performance appraisal, and evaluation of faculty and staff with the Provost and COO. Faculty hiring and review of faculty qualifications are governed by procedures specific to each college and school and overseen by the Office of Faculty Affairs (please see 3.C for information on these procedures). The University opened the Center for Teaching and Learning in 2019 to provide one location to plan and coordinate the extensive range of professional opportunities for faculty.

The Assurance Argument documents an extensive range of professional opportunities for staff. The COO noted that in FY 2018, $2.5 million was spent on staff development, including tuition remission. Special attention is given to programs that support advancement and inclusion for staff; classes for English as a second language, apprenticeships, leadership workshops, and opportunities for promotion. The peer review team encourages campus leadership to regularly collect outcomes data to determine the impact of these unique offerings and opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

A review of Board of Regent minutes and a team meeting with the Board President and two other Board members verified the Board's strong commitment to meeting the CU Boulder mission. Board members spoke openly and realistically about CU Boulder challenges, and their collective commitment to meeting these challenges. Board of Regents members described CU system and CU Boulder budgetary matters and affirmed they have ongoing oversight of the university's legal and fiduciary matters. The Board's decision to implement a campus-wide Shared Governance model at University of Colorado institutions illustrates the Board's awareness of the changing academic environment and the need to promote a more inclusive approach to mission delivery.

CU Boulder has a well-developed process for development of the yearly budget. All academic and administrative senior leadership and faculty governance representatives engage in a series of strategic budget meetings. These meetings assist the Provost and the Executive Vice Chancellor and Chief Operating Officer (EVC-COO) to form a comprehensive picture of the overall financial status and needs of the university. The dean or director of a unit presents to the Provost and EVC-COO information on the unit's finances and its challenges, successes and strategic visions for the future, including funding requests. When meeting with the team, the Deans verified their participation in this process.

CU Boulder shared governance has four representative bodies: the Boulder Faculty Assembly, the CU Student Government, the United Government of Graduate Students, and Staff Council. The team reviewed the constitution or bylaws of each group provided by the university (*Addendum 02.01-04)* and the minutes from AY 2018-2019 Faculty Assembly meetings *(Addendum 03.01).* These documents specify membership, officers, and the scope of roles and responsibilities of each body in initiating actions, establishing or approving policies and procedures that impact their constituency, i.e., students, faculty, or staff. The Boulder Faculty Assembly minutes clearly document the faculty have involvement in approving academic requirements and curricula.

Campus interviews indicate collaboration over a variety of areas and a commitment to inter-professional education. For example, the new Aerospace building is being utilized by undergraduates as well as graduate students collaborating on an international level.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Rationale

CU Boulder demonstrates its commitment to fulfilling the mission through its processes for prioritizing and monitoring the delivery results for each of the mission components; to educate students, to conduct research and discovery and make education and research contributions for the public good. CU Boulder takes a realistic accounting of the academic environment, and the challenges therein through its use of AAU benchmarks, regional and national demographics, enrollment projections, and yearly academic program performance metrics. The Office of Data Analytics assists the Chancellor, senior administrators, faculty and staff in this through *Analytics360,* an integrated platform for exploring and analyzing University data that includes data from several databases across campus. Analytics360 is connected to the University Data Lake which is the University store of structured and unstructured data.

The CU Boulder External Advisory Council provides input into the University's mission and is composed of a number of individuals who have been highly successful in the business world and appear committed to the University's mission. The team noted that this Council appears to lack representation from underrepresented minorities and thought leaders from other sectors outside the business and financial communities.

Conversations with faculty confirm that the Institution's Academic Review and Planning Advisory Committee (ARPAC) provides a rational process to evaluate programmatic outcomes and recommend change in light of the evolving educational landscape. The institution's Academic Prioritization process utilizes objective data to make programmatic decisions with input from campus-wide constituencies, including students, faculty, and staff. The inclusion of the Division of Student Affairs in this process allows coordination of funding for non-academic programs with the academic component, and provides campus wide input into the planning and budgeting process. The make-up of the Academic Affairs Budget Advisory Committee (AABAC) as well as the Budget and Planning Committee of the Boulder Faculty Assembly provides further evidence the university ensures broad input into the linkage of budgeting and teaching and learning.

The University is engaged in a multi-year ambitious Strategic Initiatives endeavor to revitalize and activate CU Boulder strategic vision and planning about the future. Initiated in 2017 by the Chancellor, Provost and EVC-COO, the review team was impressed by the intentional design of the "visioning" stage for each initiative that obtains broad and in-depth input from faculty, staff, and students through use of committees, white papers, focus groups and frequent campus-wide communications. In the meeting with the review team on strategic initiatives, the co-chairs of each initiative spoke of the positive engagement of the university community in their visioning process.

The development and initiation of the Emergency Tuition Stabilization reserve demonstrates a commitment to dealing with the uncertainties of the educational environment. The goal is to maintain a reserve of funding at the 4% of operating budget goal. This level has not yet been achieved, but good progress has been made with the fund currently funded at 3.4%.

During the campus visit the team had multiple conversations with senior administrators about the work to manage university revenues and costs. CU is heavily dependent on tuition revenue, with the differential between in-state and out-of-state tuition providing a significant source of funds for programmatic efforts as well as scholarship assistance. The Board of Regents has capped out-of-state enrollment at 45% of total student enrollment. International students, who also pay out-of-state tuition, are counted separately, but their enrollment has declined by a third over the past three years. Efforts are underway to stabilize the flow of international students, but discussions with University leadership indicate they are well aware of national demographic changes that could impact enrollment and therefore revenue. Steps taken to address growth in tuition revenue include:

- recruiting top level faculty to insure outstanding programs that are attractive to students nationally and internationally,
- increasing resource allocation to online and distance learning, developing stronger initiatives to recruit and retain transfer students,
- developing additional and enhanced graduate programs, and funding pipeline programs for in-state high school students.

Online education has grown steadily since 2010, as has the development of online credit hours. The appointment of the Provost's Advisory Committee on Transfer Success indicates a real commitment to expanding the University's entrance pathways to a wider variety of potential students.

Recruitment efforts are being focused primarily on in-state students, since the number of qualified out-of-state applicants are significantly greater than available slots. To enhance revenue, campus leaders intend to increase in-state enrollment and thus be able to increase the total number of out-of-state students that can be matriculated while maintaining the 45% cap of the total enrollment.

CU Boulder's investment in research is substantial. In FY 2019 the university received research awards for a total of $631 million. The university's leadership in sustainability spans nearly six decades. CU Boulder enrolls one of the largest numbers of undergraduate and graduate students in STEM disciplines among national universities. University researchers collaborate extensively with international programs and researchers around numerous global issues, particularly sustainability and environmental issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Rationale

CU is the flagship of the University of Colorado system. The *CU Metrics,* maintained by the Board of Regents, provides performance measures across a broad spectrum of operations for each of the four CU campuses. CU Metrics provides the data for CU Boulder to identify areas where it is on par with or exceeding its peers, and in some instances, behind its peers. Such areas as lower six year graduation rates than predicted, a large deferred maintenance list, and only modest growth in enrolling minority students were identified from these comparisons and are currently being addressed in one or more the Strategic Initiatives. The team learned through discussion with campus leadership and faculty members that the IDEA plan, Academic Futures, and the Foundations of Excellence are all focusing on remedying these important issues.

As an AAU member, CU Boulder participates in and uses the AAU Peer Benchmarking for Quality for national comparisons of resources, teaching, and research. The CU Boulder Office of Data Analytics developed *Analytics360*, an integrated platform for exploring and analyzing University data that includes data from several databases across campus. *Analytics360* is connected to the University Data Lake which is the University store of structured and unstructured data. The institution's commitment to effective performance measures is further evidenced by CU's partnership with Academic Analytics.

An example of how the university has used these data sources to identify areas for improvement was provided when team members discussed faculty salaries with the Provost. Analysis of internal and external benchmarked data on salaries had revealed salary discrepancies between CU Boulder Assistant/Associate Professors and full Professors and national norms. The Provost described the history of this salary variance as well as the progress that has been made to date in closing this gap and achieving full professor parity with national norms.

Discussion with faculty and senior administrators indicates that the ARPAC program review process (see 3.C and 5.C) effectively evaluates programs' performance on an ongoing basis. Faculty efforts in outreach, research, and scholarship are effectively documented and monitored through the use of a Faculty Information system. Discussion with the Deans indicates that this information is used at the unit level to incentivize improved performance in the areas of research and scholarship.

The team notes that these are effective uses of ongoing monitoring and evaluations systems. Data from these systems is clearly used to advance the University's mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

CU Boulder provides the necessary financial, technological, and infrastructural resources to allow the Institution to carry out its mission to its students, the region, and the nation. The Board of Regents is clearly aware of institutional strengths and issues, and is invested in ensuring the University's success. An analysis of the University's budget, as well as discussion with campus leadership, reveals that CU Boulder has sufficient resources to fund current programs, and utilizes these resources wisely. The team found effective coordination between academic planning and infrastructure build-out, indicating a commitment to campus-wide stewardship. The Governing Board, University leadership, and campus faculty are aware of the challenges facing the institution as well as challenges to higher education in general, and are committed to addressing those issues in a deliberate fashion. Programmatic performance is effectively monitored by the university and at the CU system level as well. Multiple sets of data are appropriately utilized in decision making and planning. Staff development and support opportunities are robust and mission driven.

The current work on the Strategic Initiatives has energized the university community to closely examine academics, finances, facilities and infrastructure, and student experiences to plan and make improvements to be ready for the future.

FC - Federal Compliance

INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at hlcommission.org/federal-compliance. After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- 1038_20190816_Federal_Compliance_Filing

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion

The institution meets HLC's requirements.

Rationale:

During the visit, CU Boulder provided a document entitled "Instructional Activities Guidelines: Credit and Contact Hours"

that includes the credit hours for various types of courses in relationship to the required contact hours. In addition, the document included a description of the calculation of credit hours for hybrid and fully-online courses that is based on the instructional and student work time. Online contact hours are satisfied by at least two of the following: regular instruction or interaction with the faculty member, assessing or providing feedback on student work, providing information or responding to questions about the content of a course or competency, and facilitating a group discussion regarding the content or competency.

CU Boulder follows the traditional semester calendar with 15 weeks of instruction and a 16th week for exams in fall and spring and several summer sessions of varying lengths (8 weeks, 5 weeks, and 3 weeks). All academic calendars can be viewed at: https://www.colorado.edu/academics/academic-calendar and https://www.colorado.edu/registrar/faculty-staff/calendar.

Information provided on the website indicates the following: “Contact hours for classes offered within special sessions must be maintained; compliance will be monitored by the Office of the Registrar .... The general guideline for each Carnegie credit/unit is 750 instructional minutes (12.5 hours). As such, a 3-credit class must still be scheduled to meet for approximately 37.5 hours during the special session.” A helpful table for credits awarded for the contact hours appears in the *Instructional Activities Guidelines*. A review of a sample of syllabi determined that the credit hours assigned and the course schedule match the credit hour policy within the *Instructional Activities Guidelines.* CU Boulder requires all Bachelor’s degrees to meet or exceed the 120 credit hour requirement. All Masters programs are at a minimum of 30 credit hours beyond the bachelor’s degree requirement.

Class & Facility Scheduling: https://www.colorado.edu/registrar/faculty-staff/scheduling

Calculating Credit Hours: https://www.colorado.edu/registrar/faculty- staff/scheduling/classes/credithours#step_2_calculate_credit_hours-755

All degree programs and their expected credit allocations can be found in the CU Catalog: https://catalog.colorado.edu/

2.INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion

The institution meets HLC’s requirements.

Rationale:

The University has established policies and processes for addressing student complaints. The procedures are appropriate including identification of who to contact and guidelines for addressing and resolving complaints. Information concerning the student complaints was provided in the Addendum. The visiting team reviewed complaint logs from student affairs ("recent"), continuing education (2009- present), Graduate School 2017 and 2018), and the Office of Institutional Equity and Compliance (OIEC for the last three years). The logs indicate the nature of the complaint and the resolution. For OIEC complaints, the Office addresses all sexual misconduct, protected class discrimination and harassment, and related retaliation complaints against University of Colorado Boulder (CU Boulder) students pursuant to the University of Colorado Sexual Misconduct Policy and the University of Colorado Boulder Discrimination and Harassment Policy. For example, "between July 1, 2017 and June 30, 2018, OIEC received 143 complaints against students under the Discrimination and Harassment Policy and 243 complaints against students under the Sexual Misconduct Policy. In addition, there were 41 complaints that did not fall under the Sexual Misconduct or Discrimination and Harassment policies and these cases were referred to other campus offices, resulting in a total of 427 complaints against students that were reported to OIEC during the 2017-2018 fiscal year." The data in these OIEC reports include information the number of complaints for each of the specific categories and the resolutions.

Web addresses for the institution’s complaint policy:

https://www.colorado.edu/policies/student-appeals-complaints-and-grievances-brief-guide

https://www.colorado.edu/policies/academic-integrity-policy

https://www.cu.edu/state-authorization/student-complaint-resolution

https://ce.colorado.edu/resources/topics/student-handbook-policies/

https://www.colorado.edu/graduateschool/current-students/graduate-school-policies-and-procedures

Web addresses for the institution's complaint procedure:

https://www.colorado.edu/policies/student-appeals-complaints-and-grievances-brief-guide

https://www.colorado.edu/dontignoreit/

https://ce.colorado.edu/resources/online-and-distance-education-student-complaint-resolution/

https://www.colorado.edu/graduateschool/sites/default/files/attachedfiles/grievance_process_and_procedures_2019_final_linked.pdf

3.PUBLICATION OF TRANSFER POLICIES

Conclusion
The institution meets HLC's requirements.

Rationale:

CU Boulder has processes in place to evaluate all credits that it transcripts. This information is easily accessed on the university web-sites. Information about transfer articulation can be found at:

Student Right to Know: https://www.colorado.edu/your-right-know

General policies: https://www.colorado.edu/admissions/transfer

General policies: https://catalog.colorado.edu/undergraduate/admissions/transfer-college-level-credit/

General policies/guidance: https://www.colorado.edu/admissions/2018/09/17/will-my-credits-transfer-cu

Guaranteed Transfer Pathways – General Education Curriculum:

https://highered.colorado.gov/Academics/Transfers/gtPathways/Curriculum.html

Guaranteed Transfer information for CO Community College

Students: https://www.colorado.edu/artsandsciences/student-resources/transfer-students/guide-colorado-communitycollege-students

The university has articulation agreements with other institutions that are available on the University's website.

Web address where the public can access a list of institutions with which the institution has established articulation agreements:

https://highered.colorado.gov/Academics/Transfers/TransferDegrees.html

4.PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion
The institution meets HLC's requirements.

Rationale:

The Federal Compliance Filing states that, "The University of Colorado Boulder protects its information technology (IT) resources, supports federal regulations and system policies governing the privacy, accessibility, and security of sensitive data and identities by requiring the use of electronic identifiers and secure passwords to control access." This collection of policies, related procedures, and University services relating to Identity and Access Management (IAM) set the standards for the primary electronic identifier used on the CUBoulder campus – the IdentiKey. "The IdentiKey aids in identifying persons, their relationship(s) to the university and campus, and facilitating their access to those resources their roles and relationships require. The IdentiKey consists of a CU login name and password, which in combination is unique and

allows a user to access to the resources required to enroll, participate, and complete online courses at CU-Boulder." There is no additional cost to the student.

How does the method of verification make reasonable efforts to protect student privacy?

As stated in the Compliance Filing, "Students, and their data, regardless of course or program delivery modality, are protected by the Family Educational Rights and Privacy Act (FERPA). Protecting student privacy is paramount to the application and enforcement of FERPA at the University of Colorado Boulder. As concern for data security and student identity verification has grown, the University of Colorado Boulder has implemented and enhanced IT Security requirements and procedures surrounding the protection of data, including the policies on acceptable use of technology and technology resources, and an Academic Integrity and Honor Code for all students, regardless of location or modality."

The Federal Compliance Filing states that "The University also performs vulnerability assessments to avoid unauthorized intrusion attempts. University firewalls control computer traffic allowed into CU-Boulder's network from outside, as well as traffic into more sensitive areas within CU Boulder's network."

The team met with the University Registrar who confirmed the above statements in the federal compliance filing.

5.TITLE IV PROGRAM RESPONSIBILITIES

Conclusion
The institution meets HLC's requirements.

Rationale:

The Team verified the CU Boulder statements on Title IV responsibilities in the Federal Compliance report during the visit. A member of the team reviewed the audit reports provided in the Addendum for fiscal years 2016, 2017, and 2018 and confirmed the notations below under FY18. The University participates in the following Title IV federal financial aid programs: Federal Direct Stafford Loan, Direct PLUS Loan, Federal Supplemental Educational Opportunity Grant, Federal Work Study and Pell Grants.

The University appears to be in full compliance with all Title IV Program Responsibilities. The University of Colorado Boulder has not had a Title IV program review by the Department of Education since the mid 1990's. The institution has not been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC. The Federal Compliance Filing report stated that the University of Colorado Boulder was recertified on March 15, 2018 with an expiration date of December 31, 2023 (Appendix A, p.16).

The team reviewed the independent audits for CU Boulder including a review of federal aid programs. CU Boulder is audited in a statewide single audit by the State of Colorado. In FY18 the Independent and State Auditors found that the CU Boulder Title IV cash balance was overstated on a June 30, 2018 document, by approximately $5,960,000 (Appendix B, p. 252). Auditors specifically determined that six incorrect automated entries made in the general ledger system in 2017 created the difference; however, neither CU Boulder nor the System University Controller's Office staff identified the errors. State auditors recommended that the University of Colorado as a system should strengthen internal controls over cash reporting by ensuring that all bank accounts are reconciled in a timely manner. System offices agreed and indicated that each campus in the University system set up an individual Title IV bank account in 2016 as a result of new federal regulations.

<u>Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures</u>

The university has not been the subject of any federal investigation related to any of the required disclosures for Title IV responsibilities.

<u>Student Right to Know/Equity in Athletics</u>

The university has not been the subject of any federal investigation related to any of the required disclosures for Student Right to Know/Equity in Athletics. As stated in the compliance filing, the information regarding Student Right to Know is compiled and posted by the various offices responsible for the data.

1. The Office of Data Analytics compiles and publishes the data on graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants, transfer out rates, as well as other necessary data. Information about the

University's accreditation, state recognition, state authorization, and specialized accreditations also emanate from this office, in conjunction with the Office of the Chancellor.
2. The Office of Financial Aid composes and publishes, in conjunction with the Office of the Registrar and the Bursar's Office, the process for student withdrawals, cost of attendance, policies on refunds and the return of Title IV aid.
3. Current academic programs are maintained by the Office of the Provost and Executive Vice Chancellor for Academic Affairs and the Office of the Registrar. Names and contact information for faculty are maintained by the individual departments and the Office of the Provost.
4. The Office of Disability Services, in conjunction with the Office of Institutional Equity and Compliance, maintains and oversees the description of the services and facilities available to disabled students and the University's ADA Compliance.
5. Education Abroad, the University's office overseeing Study Abroad programs, maintains the policies on eligibility and enrollment for those programs.
6. In compliance with the U.S. Department of Education requirements, data on athletic participation rates and financial support can be found on the website for Equity in Athletics Data Analysis. In conjunction with Athletics, the Office of Data Analytics publishes the graduation rates for CU Boulder student athletes, including detailed graduation and transfer out rates broken down by sport group, gender, and ethnicity.

Satisfactory Academic Progress (SAP) Policy

The university has the Satisfactory Academic Progress (SAP) policy readily available to students at the web site: https://www.colorado.edu/financialaid/policies/satisfactory-academic-progress-sap-policy. The policy satisfies the federal requirements. The institution does not have any findings from the Department regarding this policy.

6.PUBLICATION OF STUDENT OUTCOME DATA

Conclusion
The institution meets HLC's requirements.

Rationale:
The student outcome data is published on the institution's website https://www.colorado.edu/oda/student-data. The data at this site includes academic performance, admissions, alumni outcomes, campus life, courses, degrees, diversity, enrollment, financial aid, and retention, graduation rates and time to degree for undergraduates and graduates. The career information for undergraduate alumni from 1997-2017 is available in a tableau public file and presented by college, major, and for those who pursued graduate studies after a CU Boulder bachelor degree. It provides information on median salary and salary distribution, most common job titles, and most common employers beyond the University of Colorado.

7.STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion
The institution meets HLC's requirements.

Rationale:
The appropriate units at CU Boulder have obtained accreditations with the organizations listed below. All of these accreditations are currently in good standing.

College of Arts and Sciences

1. The MA-SLP Clinical Track and the AuD education programs in both speech/language pathology and audiology are accredited by the *Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.*
2. The PhD in Clinical Psychology program is accredited by the *American Psychological Association.*

College of Engineering & Applied Science. Degrees in the College of Engineering & Applied Science are accredited by either the *Engineering Accreditation Commission* or the *Computing Accreditation Commission of the Accreditation Board for Engineering (ABET).*

University of Colorado Law School is accredited by the *American Bar Association (ABA)* and is a member of the *Association of American Law Schools (AALS)*.

Leeds School of Business is accredited by the *Association to Advance Collegiate Schools of Business (AACSB).*

College of Media, Communication and Information is accredited by the *Accrediting Council on Education in Journalism and Mass Communications.*

College of Music has received specialized accreditation continuously since 1941 from the *National Association of Schools of Music (NASM).*

The University of Colorado Boulder is a member of the *University of Colorado System* and is authorized to award degrees by the *State of Colorado Department of Higher Education.*

The web address where students and the public can find information about the institution's standing with state agencies and accrediting bodies: https://www.colorado.edu/your-right-know and https://www.colorado.edu/accreditation/additional-accreditation-colleges-programs

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met With Concerns
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date
Not Set.

Report Focus
CU Boulder will provide HLC a monitoring report on the implementation of two major academic components: 1) a shared program of general education and 2) a regular collection and use of student learning assessments to improve student learning. This report will provide evidence that CU Boulder has developed and implemented an undergraduate general education program for all students and evidence of further implementation of student learning assessment in programs and general education and for university learning goals.

The monitoring report will provide evidence of meaningful progress in implementing general education including:

1. Faculty-developed student learning outcomes for a general education or core curriculum.
2. An approved general education curriculum grounded in a chosen philosophy or framework and the general education student learning outcomes for all undergraduate students.
3. A viable student learning assessment plan for general education.
4. A timeline for full implementation ending in the graduation of the first cohort enrolled under the approved general education.

The report will also provide evidence of effective practices of student learning assessment for academic programs, general education and university learning outcomes including:

1. Ongoing efforts to build a campus culture of faculty-driven assessment.
2. An organized structure to initiate, support and monitor the regular practice of assessment across CU Boulder curricular and co-curricular programs.
3. Undergraduate, graduate, and professional degree programs have measurable student learning outcomes. These are published and available to students, staff, and faculty and units have begun to implement assessment of program learning outcomes.
4. Beginning assessment of university learning outcomes.

Anticipating the time necessary for CU Boulder to develop and implement both general education and student learning assessment, the peer review team recommends that this monitoring report be due in conjunction with the next HLC open pathways Fourth Year Review (AY 2023-2024).

Conclusion

CU Boulder offers a variety of undergraduate, graduate, professional, and certificate programs appropriate to its designation as a flagship institution. The university mission is clear, broadly publicized, and guides the institution's operations. CU Boulder understands the relationship between its mission and the diversity of society. The university offers multiple diversity and inclusion programs, services, and initiatives. It has a strong commitment to community engagement providing a broad range of public services including research. A review of the available evidence and discussions with multiple campus constituencies confirmed that CU Boulder acts with integrity; its conduct is ethical and responsible. A commitment to transparency of operation is most evident.

CU Boulder provides a quality undergraduate and graduate education. In alignment with its state-mandated mission the university offers 81 baccalaureate, 91 master's, and 64 doctoral degrees along with 236 certificates. Degree programs hold the appropriate professional society accreditations. Each college/school Dean is responsible for assuring faculty qualifications. The team found good supports for student and faculty teaching and learning. Instructional technology and the libraries are well resourced. The physical infrastructure is attractive and maintained.

CU Boulder takes responsibility for the quality of its educational programs, especially as demonstrated by a regular program review process to strengthen programs. CU Boulder maintains specialized accreditation of its programs, monitors credits it transcripts and

accepts, and offers rigorous courses with qualified faculty. The team evaluated Core Component 3B as met with concern. CU Boulder does not fully meet the expectation of a general education program provided to all students. The extent of general education varies greatly among individual Colleges, schools, and specific programs.

CU Boulder is committed to its students' success by raising the bar for undergraduate student retention and graduation. It regularly analyzes data and is in early planning stages to make informed changes to improve student retention, progression, and completion. The team evaluated Core Component 4B as met with concern. The university has yet to develop a systematic, useful practice to assess student learning and achievement of program, general education and university learning goals for undergraduates and graduate students.

CU Boulder provides the necessary financial, technological, and infrastructural resources to allow the university to carry out its mission to its students, the region, and the nation. Programmatic performance is effectively monitored by the university and at the CU system level. Multiple sets of data are appropriately utilized in decision making and planning. Staff development and support opportunities are robust and mission driven. The Board of Regents is clearly aware of institutional strengths and issues and is invested in the University's success. An analysis of the University's budget, as well as discussion with campus leadership, reveals that CU Boulder has sufficient resources to fund current programs, and utilizes these resources wisely. The team found effective coordination between academic planning and infrastructure build-out. The Governing Board, University leadership, and campus faculty are well aware of the challenges facing the institution. The team found the current work on the five Strategic Initiatives exemplary. This strategic planning process has energized the university community to closely examine academics, finances, facilities infrastructure, and student experiences to plan and implement improvements to be ready for the future.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Does not require monitoring

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	University of Colorado Boulder, CO
TYPE OF REVIEW*:*	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include a Federal Compliance Reviewer: Dr. Edwin Imasuen
DATES OF REVIEW:	12/9/2019 - 12/10/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029 - 2030

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. Approved for correspondence education courses and programs.

Recommended Change: No change

Accreditation Events

Accreditation Pathway | Open Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change:

Embedded Report. Monitoring Report, to be embedded in next mid-cycle review, on the implementation of two major academic components: 1) a shared program of general education and 2) a regular collection and use of student learning assessments to improve student learning.

Institutional Data

Educational Programs		Recommended Change: No change
Undergraduate		
Certificate	236	
Associate Degrees	0	
Baccalaureate Degrees	81	
Graduate		
Master's Degrees	91	
Specialist Degrees	0	
Doctoral Degrees	64	

Extended Operations

Branch Campuses

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

None

Recommended Change: No change

Additional Locations

CU South Denver, 10035 Peoria St., Parker, CO, 80134 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

14.0101 - Engineering, General, Master, Engineering

14.0201 - Aerospace, Aeronautical and Astronautical/Space Engineering, Master, Aerospace Engineering Sciences

14.1001 - Electrical and Electronics Engineering, Master, Electrical Engineering

14.1004 - Telecommunications Engineering, Master, Telecommunications

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change