

INSTITUTION: UNIVERSITY OF COLORADO AT COLORADO SPRINGS

This analysis paraphrases or provides excerpts from an institution's role and mission document on market niche; role and mission; and strengths, weaknesses and opportunities. Page references to the final role and mission document are included. Each analysis section is followed by standard questions prepared by CCHE staff as a context for the Blue Ribbon Role and Mission discussion.

MARKET NICHE (p. 33)

CU-Colorado Springs, while located in the Pikes Peak Region, has a market appeal to graduating seniors from several distinct regions within commuting distance to our campus. The regions include our entire home-county - El Paso, plus Teller County to the West, and Douglas, Arapahoe and Jefferson counties to the North. Our market is self-identified by the areas and regions from which we receive significant students.

Is it unique? Yes in the fact that the market niche serves high school seniors graduation El Paso and four contiguous counties to west and north.

Has it changed? Expanded from serving El Paso exclusively although the over 90% of freshmen are from El Paso.

How will it provide increased access to Colorado residents or the market that is tied to this institution's role and mission?

With the building of dormitories, UCCS provides a viable option for traditional high school graduates who wish a small to mid-size campus with dormitory facilities.

ROLE & MISSION

Current Statutory R&M

23-20-101 (1) (c) The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with selective admissions standards. The Colorado Springs campus shall provide selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area, emphasizing those professional programs not offered by other institutions of higher education. (C.R.S. 23-20-101)

Proposed Role and Mission (p. 5):

The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with selective admission standards SERVING SOUTHERN COLORADO AND THE STATE OF COLORADO. The Colorado Springs campus shall provide selected professional programs and such graduate AND RESEARCH programs as will serve the needs of SOUTHERN COLORADO, AND UNIQUE PROGRAMS THAT SERVE STUDENTS STATEWIDE.

Is the proposed change consistent with the statutory role and mission?

The proposed role and mission changes (in CAPS) imply several consequences.

- (1) The role and mission is not consistent with UCCS's defined market niche. If UCCS intends to serve southern Colorado at the undergraduate level, does this imply that one four-year college is sufficient to serve the needs of southern Colorado?
- (2) Addition of research mission implies the investment of considerable funds to attract research dollars to support this agenda. In a state with five public "research" institutions (45% are research classified) and two others aspiring to become research intensive, is this the right mix for the public higher education system?
- (3) Expanding the graduate role of UCCS to serve southern Colorado significantly extends UCCS's original role and mission to serve Colorado Springs metropolitan area, not only in scope of delivery but type of program. What are the implications for ASC and USC's graduate programs?

What parts of the proposed role and mission statement differentiate this institution from other Colorado public institutions of higher education?

None. Indistinguishable from CSU, UCB, and UNC in program authority.

Does the institution suggest a statutory change? Yes

How is it built on the institution's strengths? Unclear. The proposed change expands the role of this institution. It is a request to expand program authority based on aspirations. The size of the institution (6,000) suggests a more focused role. According to national authorities, it is difficult to attain research status with a base of less than 10,000 students.

What other R&M statements are contained in the proposal but not captured in the role and mission statement?

INSTITUTIONAL STRENGTHS (pp. 7-8; 71)

1. *CU-Colorado Springs instructional-, research- and community-focused programs are aligned with the economic growth of the region and the priorities of the Greater Colorado Springs Economic Development Corporation (EDC).*
2. *CU-Colorado Springs attracts high quality students with diverse backgrounds.*
3. *The quality of instruction and faculty-student relationships makes CU-Colorado Springs a great value for students*

Strengths	Examples
University mission aligned with regional needs	<ul style="list-style-type: none"> • Strong community support and engagement • Minority student population (18 percent) • Advanced degrees applied to community needs (Engineering, Business, Aging, Education)
Selective admission standards and high-quality students	<ul style="list-style-type: none"> • Attractiveness to students (designated CU and state growth campus) • High-quality instruction • Superior technology infrastructure (“most wired”) • Innovative teaching style • Student opportunities for research • Student/Faculty ratio • Accreditation
Value to students and community	<ul style="list-style-type: none"> • Lower-than-average tuition costs • High-quality graduates who remain in area • High percentage of students who work while attending school • High utilization of facilities (8 a.m. to 10 p.m.) • U.S. News and World Report ranking “Best in the West” • Low student/debt ratio
High impact through research	<ul style="list-style-type: none"> • Faculty research in targeted high-need areas (Computer Science, Geology, Aging, Nursing)

Weaknesses	Examples
Student financial aid	<ul style="list-style-type: none"> • Insufficient funds to meet need • Lower per-capita income in market area than state average • Small alumni base • State policies conflict with federal policies
Community traits	<ul style="list-style-type: none"> • Lack of corporate headquarters in community • High population turnover (“churn”) • Undiversified economy • Lack of visibility in Denver
Resources	<ul style="list-style-type: none"> • Lack of operating funds for new buildings
State/University procedures	<ul style="list-style-type: none"> • State contracting procedures • Inability to meet fast-moving community needs • Inflexible faculty reward processes

MARKET OPPORTUNITIES

Opportunities	Examples
Growth	<ul style="list-style-type: none"> • CU growth campus • Community support • Entrepreneurial spirit • Room to grow (property) • Room to grow (applications)
Connection to community, K-12	<ul style="list-style-type: none"> • Undergraduate teacher education • Collaboration LAS, College of Education • External research funding • Private resource generation • CITTI, Business Incubator
Faculty	<ul style="list-style-type: none"> • Faculty base willing to address positive change • Solid core upon which to attract area's highest quality students
CU brand name	<ul style="list-style-type: none"> • CU brand presence in southern Colorado

ADMISSION STANDARDS

Maintain 92 admission index. UCCS's admission policy assures admission of freshmen students who are in the top 40 percent of their graduating class, who score a 24 composite ACT or SAT combined equivalent 1080 (verbal plus math), and who meet the Regents' Minimum Academic Preparation Standard (MAPS) in high school. We have a required index score of 92. Of the freshmen enrolled in 2001, 89 percent meet the entering index requirement, and 51 percent have an index score above 102.

What number of freshmen applicants meets the current admission index?

94% (p 13)

If the window was decreased to 10% or less how would this impact freshmen enrollment?

Approximately 51 freshmen would not enroll if window closed completely. Less than that at 10%. UCCS seems to have an appropriate index score and high quality student base.