This document is prepared in advance of the visit by the Site Visit Team from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), scheduled for April 4-6, 2011.
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1. Frequently Asked Questions about Accreditation

Who accredits the University of Colorado Denver?
Since 1913, the North Central Association of Colleges and Schools (NCA) has accredited the university. The Higher Learning Commission (HLC) of the NCA is one of six regional accrediting agencies recognized by the U.S. Department of Education. Regional agencies provide accreditation at the institution-wide level. Professional accrediting agencies provide review at the school or program level – such as the Business School or for the MD degree program.

What is accreditation and why is it important?
The HLC/NCA evaluates the university in terms of its mission and the agency’s standards or criteria. It assesses formal educational activities, governance and administration, financial stability, admissions and student services, institutional resources, student learning, institutional effectiveness, research, service and relationships with internal and external constituencies. Affirmation of accreditation by the HLC enables students at the university to receive federal financial aid and loans and facilitates transfer of course credit to other institutions. In addition, many specialized or program-specific accreditations require that the institution offering the specialized academic program be regionally accredited.

When was the university last accredited?
Accreditation is ongoing and can be renewed every 10 years. The last comprehensive visits by the HLC occurred prior to the consolidation of the Denver and Health Sciences Campuses. The former University of Colorado Health Sciences Center was last visited in 1998 and the former University of Colorado at Denver was visited in 2001. Following consolidation, the HLC performed a focused visit in 2005 and declared that the next comprehensive visit for the consolidated university would occur in 2011.

What is the purpose of the self-study report?
The self-study report describes much of what the institution learned about itself and its potential during the conception and evolution of the strategic plan during 2007-08. It summarizes the findings of the university's self-study evaluation process and is organized according to the criteria established by the HLC/NCA. In each chapter that discusses one of the criteria defined by the HLC, we provide several examples of evidence that we meet the standard along with identifying several challenges and opportunities for the future that align with the strategic plan.
When will the Site Visit Team visit the university?
Members of the Site Visit Team will arrive in Denver on or before Sunday April 3rd and will likely meet as a group later that afternoon or evening. On Monday April 4 they will visit the Denver Campus and on Tuesday April 5 the Anschutz Medical Campus. They will spend time meeting with university leadership, faculty, staff, students, and others. On Wednesday morning they will present a summary of their findings to the executive leadership of UC Denver.

What information will the Site Visit Team members be seeking?
The Site Visit Team will be gathering perspectives on many aspects of the university from students, staff, faculty, and leadership, as well as external constituents, in order to validate the content of the self-study. They will likely ask questions about individuals’ experiences at the university, as well as questions relevant to individual roles, responsibilities, and expertise. The Site Visit Team will also help advance the university by providing advice and consultation relevant to its future challenges.

How can the Site Visit Team best advise the university?
The university will look to the HLC/NCA Site Visit Team for guidance on many of the same challenges faced by peer institutions, including issues such as helping constituencies understand and value the quality of the faculty and programs at UC Denver, sustaining that quality with limited state funding, and identifying and recruiting the appropriate advocates for achieving the institutions’ vision and potential as a leading urban public research university.

Where can I get more information?
The UC Denver accreditation website (www.ucdenver.edu/Accreditation) has further details, including links to:
- descriptions of institutional accreditation;
- the history of accreditation for the university;
- the self-study process;
- a list of members of the University Planning and Accreditation committee (UPAC);
- a list of the members of the HLC/NCA Site Visit Team;
- the self-study report (www.ucdenver.edu/selfstudy)
- the on-line resource room (some of which is password-protected);
- news and engagement events
2. The HLC/NCA Accreditation Criteria

**CRITERION 1:** “Mission and Integrity”. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**CRITERION 2:** “Preparing for the Future”. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**CRITERION 3:** “Student Learning and Effective Teaching”. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**CRITERION 4:** “Acquisition, Discovery and Application of Knowledge”. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**CRITERION 5:** “Engagement and Service”. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
3. The HLC/NCA Site Visit Team

The Site Visit Team is comprised of 14 members most of whom have extensive experience serving as peer reviewers examining the accreditation of other institutions of higher learning. All of the team either are, or have been, members of an academic institution. Some of the reviewers are high-level administrators (university president, provost, dean) or faculty at a range of institutions including urban serving universities, health science centers, and recently consolidated universities. The team members are:

**Dr. R. Craig Schnell (Team Chair)**  
Provost and Vice President for Academic Affairs, North Dakota State University

**Mr. Geoffrey Chatas**  
Senior Vice President and Chief Financial Officer, Ohio State University

**Dr. William J. Crowe**  
Librarian Emeritus, University of Kansas

**Ms. Ingrid Gould**  
Associate Provost—Faculty and Student Affairs, University of Chicago

**Dr. Lloyd A. Jacobs**  
President, University of Toledo

**Dr. Tamera S. Jahnke**  
Dean, College of Natural and Applied Sciences, Missouri State University

**Dr. Lois Kazmier Halstead**  
Vice Provost and Vice President, Rush University, Chicago

**Dr. Richard McGee**  
Associate Dean, Faculty Affairs, Northwestern University

**Dr. Lisa Bunu Ncube**  
Assistant Professor, Organizational Leadership Supervision, Purdue University

**Dr. Mark S. Paller**  
Executive Vice Dean, Medical School, University of Minnesota-Twin Cities

**Dr. Shirley K. Rose**  
Professor of English, Arizona State University

**Dr. Gary D. Sandefur**  
Dean, College of Letters and Science, University of Wisconsin-Madison

**Dr. George E. Stevens**  
Dean Emeritus, College of Business Administration, Kent State University

**Dr. Mo-Yin S. Tam**  
Vice Provost for Faculty Affairs, University of Illinois at Chicago
4. Overview of the Self-Study Document

The entire self-study report in pdf format is available at the accreditation website (http://www.ucdenver.edu/Accreditation).

The self-study consists of 11 chapters, an appendix and an extensive online resource room in which the reference and supporting documentation are provided. The specific chapters are:

1. Introduction
2. Status of Consolidation
3. Progress Report on addressing previous concerns
4. Mission and Integrity (Criterion 1)
5. Preparing for the Future (Criterion 2)
6. Student Learning and Effective Teaching (Criterion 3)
7. Acquisition, Discovery, and Application of Knowledge (Criterion 4)
8. Engagement and Service (Criterion 5)
9. University Budget and Finances
10. Federal Compliance
11. Request for continued accreditation
12. Appendix

Throughout the self-study, four “cross-cutting” themes that were selected by university faculty, administrators, staff and students to engage the university in the self-study process are incorporated. These four themes are: Emergent; Learning Driven; Collaborative; and Responsible.

The chapters that outline how the university meets and exceeds the standards required by the HLC are organized around four or five designated components in each criterion. Each component describes several “points of evidence” that illustrate some of the ways in which the university demonstrates that it conducts itself in the manner required of an accredited institution of higher learning. In addition, several chapters conclude with a section on “challenges/opportunities for improvement.”

In this document we provide a very brief summary of the key strengths, challenges and opportunities discussed in each chapter of the self-study.
Chapter 1. Introduction

The introductory chapter offers a brief summary of the university’s history; an overview of the academic and research programs at the university; enrollment trends and a description of major developments (such as the move from the campus at 9th avenue to the Anschutz Medical Campus) since the last site visits for re-affirmation of accreditation in 1998 (Health Sciences Center) and 2001 (University of Colorado at Denver).

Chapter 2. Status of the Consolidation

Chapter 2 provides a report on the status of consolidation of the two campuses into a single educational institution. It outlines the reasoning behind the initial decision to consolidate the two campuses, the findings of the focused visit by the HLC in 2005, and the initial changes in leadership and administration that were implemented immediately following consolidation. The chapter also describes several recently established educational and research programs that were facilitated by the consolidation. For example, educational programs such as a new Bachelor’s degree in public health (a collaborative offering by the College of Liberal Arts and Sciences and the School of Public Health); research programs such as the Colorado Clinical and Translational Sciences Institute as well as additional research opportunities at the Anschutz Medical Campus for undergraduate students enrolled at the Denver Campus; pipeline programs such as the BA/BS-MD program and the “artsbridge” and “learning landscapes” engagement activities have all been greatly facilitated by the consolidation.

The chapter acknowledges that consolidation remains a work-in-progress and points out that various activities, such as maintaining distinct budget processes, have deliberately not been consolidated.

The chapter concludes with the identification and discussion of several challenges and opportunities for improvement including:

- overcoming the geographic separation of the two campuses
- resolving issues of identity
- expanding cross-campus initiatives
- continuously improving the student experience
Chapter 3. Responses to Previous Concerns

This chapter outlines the many ways in which the university has successfully addressed each and every suggestion and concern raised by the HLC Site Visit Teams during the 2005 focused visit to the newly consolidated university, the 2001 visit to the former University of Colorado at Denver, and the 1998 visit to the former University of Colorado Health Sciences Center (UCHSC). The HLC suggestions and concerns during these three visits and the university’s subsequent actions included:

Suggestions from the 2005 Report on the focused visit to the consolidated university

The team noted that at the time of the visit Chancellor Shore had announced his intention to retire. The team also commented on the financial resources that would be required to complete the construction of the health science campus. In the areas of focus the team suggested that the university encourage partnerships with other institutions of higher education in Colorado, expand opportunities for undergraduate honors students and accelerate the planning for on-campus housing at the Denver Campus. The chapter outlines the university’s success in addressing all of these issues.

Suggestions from the 2001 Report on the visit to UC at Denver

The concerns and recommendations from the 2001 report included:

- implement assessment of student learning outcomes: as outlined in Chapter 6 (Component 3A), all of the university’s degree granting programs have established learning outcomes and implemented assessment plans;
- adopt policies and expand funding for the Graduate School and graduate programs: in response, a new consolidated graduate school, with a new dean, new policies and additional funding was established;
- attain a higher level of diversity among the faculty: the university has adopted many initiatives to enhance diversity and inclusion throughout the entire university community and these are discussed in Chapter 4 (Component 1B);
- develop and implement an enrollment management plan: a comprehensive enrollment management planning process for the Denver Campus was undertaken throughout 2010 and the several recommendations are currently being studied (see also Chapter 5 Component 2A);

Suggestions from the 1998 Report on the visit to the UCHSC

The major issues identified in the 1998 visit pertain to space constraints, availability of resources and the lack of diversity among the student body, staff, faculty and university leadership. Most of the issues related to space and many of those related to resources have been overcome with the move to the Anschutz Medical Campus. The success in attaining a diverse and inclusive student body in the health sciences programs is discussed in Chapter 4 (Component 1B).
Chapter 4. Criterion 1: Mission and Integrity

“The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”

This chapter of the self-study describes evidence that the goals and aspirations of the university are grounded firmly on the institution’s mission and core values as demonstrated by its plans, decision-making, and actions. It also describes (1) how the university conducts itself with integrity in its dealings with all constituents, (2) the value of its governance bodies and (3) the infrastructure that supports efforts for diversity and inclusion. The evidence is demonstrated in examples provided for the five components (A-E) identified by the HLC.

Core Component 1A. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Key Points of Evidence
- The university has role and mission statements that were defined by the Colorado legislature.
- Following consolidation, a taskforce of individuals from across the university developed draft mission, vision and values statements. After extensive vetting by internal and external constituents, these statements were modified and then approved by the Board of Regents in 2008.
- All schools, colleges and units have examined, and modified their existing mission documents to ensure that they were aligned with those of the university.
- The mission documents of the university and its component schools, colleges and units, are displayed on pages throughout the UC Denver website.

Core Component 1B. In its mission documents, the organization recognizes the diversity of its learners, other relevant constituencies, and the greater society it serves.

Key Points of Evidence
- The university has adopted a broad definition of diversity and inclusion that extends beyond race and ethnicity. Creating a diverse and inclusive environment for all learners is a priority of the strategic plan and is one of the university’s core values.
- The university has administrative structures with senior leadership positions in the university, as well as in the schools, colleges and units that foster efforts to create and maintain a diverse and inclusive environment. Other organizations such as the educational opportunity programs provide support for a diverse and inclusive student body.
- The undergraduate student body has a high proportion of underrepresented minorities.
- Some of the graduate and professional programs that have not always had a diverse student body have made great progress in recent years in attaining a diverse and inclusive student body.
- The university has many pipeline educational programs that assist learners from diverse communities.
- Diversity and cultural competency programming are incorporated into the general education curriculum and into some graduate and professional programs.
Core Component 1C. Understanding of and support for the mission pervade the organization.

Key Points of Evidence
- The university’s mission documents were developed as the first stage of the 2007-08 strategic planning process and formed the basis for the university’s strategic plan. Accordingly, actions that assist the university to achieve its strategic plan are also consistent with its mission.
- Following the development of the university strategic plan, the schools, colleges and units undertook their own planning processes. The strategic plans developed by these entities within the university were analyzed to ensure that their goals were aligned with those of the university strategic plan.

Core Component 1D. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Key Points of Evidence
- The University of Colorado Denver is part of the CU system of universities that is overseen by an elected board of regents who appoint the president and, on the recommendation of the president, the chancellors of each educational institution.
- The leadership structure of the university facilitates the effective operation of the university.
- Faculty, staff and students each have their own governance groups whose representatives are included in discussions with the leadership of the university during planning and implementation processes.
- The structure of the new university website facilitates the dissemination of information from the leadership of the university to all constituents.
- The university has policies that stress the need for openness with the community and external constituents.

Core Component 1E. The organization upholds and protects its integrity.

Key Points of Evidence
- The university demonstrates that its activities are consistent with its mission.
- All of the actions of the university comply with the laws, policies and policy statements of both the Board of Regents as well as those adopted by the CU system and the University of Colorado Denver.
- The university ensures that its activities comply with federal, state and local laws.
- Auditing processes provide oversight of university actions and all fiscal matters.
- The university monitors the quality of academic programs through program review.
- The university acts with the highest standards of integrity in all its dealings with internal and external constituents. This includes the treatment, as well the university’s expectations of conduct, of faculty, staff and students.

Challenges and Opportunities for Improvement Related to the Strategic Plan and Highlighted in Criterion 1
The recent implementation of new branding and marketing initiatives will clarify some of the existing confusion over the identity of the university for both internal and external constituents.
- While the undergraduate student body is diverse and inclusive, there are some graduate and professional programs that lack a representative enrollment. The early successes of several initiatives and newly developed pipeline programs will be closely monitored.
- Increase the diversity of the faculty and staff remains a challenge for the university despite several new initiatives.
- Develop effective mechanisms for two-way communication to better serve internal constituencies.
Chapter 5. Criterion 2: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

This chapter of the self-study provides evidence that since the last accreditation visits to both campuses, the university has undergone remarkable change. Responsible and collaborative planning lead to the development of the Anschutz Medical Campus—a “health care city” with integrated education, research and clinical activity in modern state-of-the-art facilities. Innovative planning also enabled the growth in the enrollment and facilities at the Denver Campus. A new strategic plan was formulated for the consolidated university in 2007-08. The activities of the university are directed toward fulfilling its mission and achieving this strategic plan. In view of the downturn in the global economy, the university in 2009-10 derived a modified strategic plan that was more modest in scope than the original strategic plan. The university monitors its progress and achievements and constantly evaluates whether the allocation of resources is appropriately directed towards its mission.

In addition to the evidence related to budget provided in Chapter 5, the self study includes detailed budget information in Chapter 9. Further, the Vice Chancellor for Administration and Finance, Mr. Jeffrey Parker, will present an overview of the current budget and finances of the university to the entire Site Visit Team in an opening session on Monday morning. Mr. Parker's presentation will include the university’s response to the state budget for higher education that will be outlined in the “long bill” that will be released late March.

Core Component 2A. The organization realistically prepares for a future shaped by multiple societal and economic trends.

Key Points of Evidence

- The university has structures and processes that inform the executive leadership team during its decision-making processes. They include several offices, periodic ad-hoc reports and environmental scanning materials.
- Academic planning arises from interactions among the executive leadership team, deans, department heads and faculty that are focused on offering high quality programs and support for student success.
- The university has provided financial resources for expansion of physical facilities and for the adoption of modern technology to assist student learning.

Core Component 2B. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Key Points of Evidence

- Effective monitoring ensures that the university has an adequate resource base and that revenues are directed to the mission of the university.
- Planning processes enable the university to respond to changes in the economy. The responses include revenue enhancement, cost cutting and cost savings through implementation of efficiencies.
Core Component 2C. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

**Key Points of Evidence**
- The university commits resources for its evaluation and assessment processes including institutional research and institutional effectiveness.
- The university has effective systems for collecting, analyzing and using information about the institution.
- Assessment and evaluation activities extend into most facets of the university and have led to continuous quality enhancements throughout the institution.

Component 2D. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

**Key Points of Evidence**
- Analysis of the university’s activities demonstrates significant progress towards meeting the goals of the strategic plan and thereby fulfilling its mission.
- The university’s planning processes are fluid and can adapt to changes in the global economy and the changing needs of our constituents.

**Challenges and Opportunities for Improvement Related to the Strategic Plan and Highlighted in Criterion 2**
- Incorporate more quantitative metrics, benchmarks and milestones into the goals and objectives of the university strategic plan.
- Identify measures and actions to respond to the anticipated decline in state funds.
- Strategically implement recommendations from the enrollment management report for the Denver Campus.
- Expand space and facilities for clinical activity, research and creative work.
- Continue to utilize existing resources as efficiently as possible.

The Office of Institutional Planning oversees the planning for all major capital construction projects approved by executive leadership. This includes the development of the Anschutz Medical Campus (above).
Chapter 6. Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates that it is fulfilling its educational mission.

The major focus of the university is to provide high-quality educational programs. This chapter of the self-study provides evidence that the academic programs set high standards in their expected learning outcomes and continuously monitor, and where possible improve, student performance. Furthermore, the chapter describes how the university demonstrates to the public, specialized accrediting agencies, prospective employers, as well as current, former and future students, its commitment to maintaining and enhancing the value of its academic programs.

**Core Component 3A.** The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

**Key Points of Evidence**
- Faculty in all of the university’s academic programs have developed expected learning outcomes and implemented assessment activities to inform changes in courses and curricula to continuously improve student achievement.
- Assessment activities are at the program-level and are coordinated by campus committees and by the director of assessment.
- Assessment activities are well entrenched in programs that undergo specialized accreditation and have also been developed for other programs as well as for undergraduate general education.
- Assessment activities are incorporated into learning environments that extend beyond the traditional classroom.

**Component 3B.** The organization values and supports effective teaching.

**Key Points of Evidence**
- The content of all curricula and the methods of delivery are determined by the faculty.
- All courses are supervised by qualified faculty.
- The university, as well as many of the individual schools and colleges, provides mentoring and other programs designed to enhance teaching skills.
- Teaching performance is an important component of the annual evaluation of faculty and of the reappointment, promotion and tenure process.
- The university recognizes and rewards faculty who demonstrate exceptional teaching skills.

**Component 3C.** The organization creates effective learning environments.

**Key Points of Evidence**
- Our students learn in many different settings that extend beyond the classroom.
- Our academic offerings include combined and dual degrees, interdisciplinary and interprofessional programs.
- The university is expanding its reach by offering programs at international locations.
- Learning communities that enhance the student academic experience have been established.
- The university provides additional educational programs, including tutoring, advising and other services, that support the student experience.
Component 3D. *The organization’s learning resources support student learning and effective teaching.*

Key Points of Evidence
- The university provides support for many teaching resources including the libraries and new learning technologies.
- Together with the schools, colleges and other units, the university provides assistance so that learning technologies are used effectively.

Challenges and Opportunities for Improvement Related to the Strategic Plan and Highlighted in Criterion 3
- While all academic programs systematically assess and document students’ learning for key program outcomes, some have not yet demonstrated that changes they have made have resulted in a positive impact on student learning.
- To find additional resources so that services offered by the Center for Faculty Development on the Denver Campus are readily available to faculty at the Anschutz Medical Campus.
- Improve graduation and retention rates at the Denver Campus.
- Improve the student experience at the Denver Campus.
- Establish successful learning communities in Campus Village.
- Enhance interprofessional education opportunities.

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**STUDENTS HAVE ACCESS TO MULTIPLE COMPUTER LABS IN SCHOOLS, COLLEGES, LIBRARIES, AND STUDENT AREAS ON BOTH CAMPUSES.**

**GRADUATE STUDENTS IN THE SCHOOL OF PUBLIC AFFAIRS WORK CLOSELY WITH FACULTY ADVISORS WHILE COMPLETING THEIR THESIS.**
Chapter 7. Criterion 4: Acquisition, Discovery, and Application of Knowledge

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

This chapter describes how our research university provides extraordinary opportunities to acquire the skills and the commitment to engage in a life of learning. Students in our professional, graduate and undergraduate programs have access to learning environments that stimulate their creativity and their desire to embark on careers that involve a life of learning.

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

Key Points of Evidence
- There are many research programs and creative activities conducted at the university that are highly regarded nationally and globally.
- Faculty at the university, and in particular at the Anschutz Medical Campus, have been very successful in obtaining considerable extra-mural funding for their research efforts.
- There are many examples in which the university’s research efforts have enhanced its professional practices and/or educational programs.
- The university and its schools and colleges provide support for research infrastructure and seed monies for research and creative works.
- The accomplishments of the faculty and students are acknowledged by the university as well as their peers and professional societies.
- Support is provided for faculty to commercialize selected discoveries.

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

Key Points of Evidence
- The general education curriculum imparts a culture of lifelong learning and an international perspective.
- Experiential learning opportunities create a wide range of learning environments.
- Many programs that undergo specialized accreditation include opportunities for students to exercise intellectual inquiry.
- The university provides financial support for the Graduate School and students in research programs.
- Funding is provided for research experiences that foster diversity and inclusion.
- Opportunities for lifelong learning are available not just to students, but also to faculty, staff and the citizens of Colorado.
Component 4C. *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

**Key Points of Evidence**
- All academic programs are reviewed at least every seven years to ensure that they continue to meet the goals of the university and the needs of society.
- Some academic programs incorporate input from practitioners in the discipline into their curricula.
- Multidisciplinary, inter-disciplinary and interprofessional programs prepare students for working in contemporary settings.
- Students are provided opportunities to learn in international settings.

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

**Key Points of Evidence**
- The university provides educational programs and infrastructure to ensure that its research and scholarship activities comply with the highest ethical standards.

**Challenges and Opportunities for Improvement Related to the Strategic Plan and Highlighted in Criterion 4**
- Provide even more research and creative work opportunities for students.
- Fully implement the consolidated graduate school.
- Expand the facilities for research and creative work.
- Provide greater recognition for faculty and student research accomplishments.
- Expand interdisciplinary education and research activities.
- Develop a university-wide database that describes the research/creative work interests of all faculty.

A recent survey indicated that 80 percent of students graduating with a PhD in the biomedical sciences at the Anschutz Medical Campus who had decided on their next position were entering positions that involve research. Teacher candidates in the School of Education and Human Development gain hands-on experience teaching in the School’s 27 partner schools.
Chapter 8. Criterion 5: Engagement and Service

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

This chapter of the self-study outlines how the engagement activities and services provided by the university are an institutional strength. Multiple creative partnerships have been established with communities as well as businesses, school districts, non-profit organizations, and many other entities. These partnerships serve the mission of the university by providing valuable learning opportunities for our students and faculty as well as valuable services to many diverse communities and groups. The university’s engagement activities provide mutual benefit, respond to identified needs of the state, are effective, are valued by both parties and are undertaken with the highest degree of respect and commitment.

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

Key Points of Evidence

- The university enters into reciprocal, mutually beneficial partnerships with many different parties, in which all entities learn from each other.
- Experiential learning opportunities provide valuable services in many different areas to multiple communities.
- The consolidation of the university’s campuses has provided additional opportunities for engagement.
- Many professionals working in Colorado and the Rocky Mountain Region are provided with continuing education or customized training through the university’s educational offerings.

Component 5B. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Key Points of Evidence

- The university, along with its schools, colleges and units, provide effective structures that encourage and support engagement activities.
- The university engages with local, state and national legislators, as well as with businesses and industry to advance mutual goals.
- Many co-curricular and volunteer activities undertaken by university personnel provide valuable services to communities in need.
- The university’s pipeline programs serve many students in middle schools and high schools throughout the state.
Component 5C. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Key Points of Evidence
- Partnerships with other institutions of higher learning and clinical affiliates enable the university to offer additional learning opportunities and educational programs.
- The university has policies that are “transfer friendly” for undergraduate students seeking admission from community colleges and other institutions of higher education.
- The university has effective interactions and programs with many underrepresented, underserved and at-risk communities.

Component 5D. Internal and external constituencies value the services the organization provides.

Key Points of Evidence
- The university provides services that really matter to the citizens of Colorado.
- Communities and other groups who are served by the university’s engagement activities readily provide awards and testimonials that attest to the value of these services.
- The university is an economic engine as well as a major provider of a talented workforce and “job creator” for Colorado.
- The university provides major contributions to the cultural life of Denver.
- The university engages with its alumni and continues to connect them with the university.

Challenges and Opportunities for Improvement Related to the Strategic Plan and Highlighted in Criterion 5.
- While engagement activities are a strength of the university, the major challenge in this area that the university faces is to maintain the resources required to sustain these activities.
Chapter 9. University Budget and Finances
The University of Colorado Denver is a state-funded institution. The global economic downturn over the past few years has resulted in dramatic changes in the budgets of most states, including Colorado. The university has responded to these budgetary challenges with revenue enhancing programs, cost reductions, and improved efficiencies. In this chapter we provide a comprehensive description of the current budget and finances of the university that demonstrates that through careful planning the university has the resources to fulfill its mission and has plans to deal with further reductions in state funding should they occur.

Chapter 10. Federal Compliance
This chapter addresses several specific issues defined by the HLC. In particular the university has established policies for: course credits, program length and tuition, addressing student complaints in a timely manner, transfer policies, verification of student identity, compliance with title IV programs and related responsibilities.

Chapter 11. Request for Continued Accreditation
The primary purpose of the self-study report is to assist the HLC Site Visit Team in evaluating the University of Colorado Denver for continued accreditation, but the process itself is helping define the future of the institution. By closely examining its own strengths, challenges and opportunities, the university gains a better understanding of itself and, therefore, can more effectively plan for the future.

Appendices
Included in the appendices are:
- Appendix A: Organization charts for University of Colorado System; University of Colorado Denver Chancellor, Executive Vice Chancellor and all Vice Chancellors.
- Appendix B: Institutional Snapshot
- Appendix C: Campus Maps