University of Denver - CO

HLC ID 1041

OPEN PATHWAY: Reaffirmation Review   Review Date: 10/19/2020

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Context and Nature of Review

Review Date

10/19/2020
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)

- COVID-19 Response Form

Institutional Context

The October 2020 Comprehensive Review in the Open Pathway of the University of Denver (DU) was conducted under the extraordinary circumstances imposed by the COVID-19 pandemic. While one team member (LS) was able to visit the DU campus for part of one day, most of the Comprehensive Review occurred via remote technologies.

The team recognized the difficulties inherent in holding a site-visit at a distance via remote means. Both DU and the review team rose to the challenge. Team members utilized and polished their Zoom-conferencing skills both prior to and during the site visit; the technology supporting the remote review performed well. The review team was pleased that so many DU faculty, staff, and students participated fully in the site-visit meetings. Meeting participants were responsive and informative to the review team's questions. While nuances and impressions typically gleaned from in-person meetings are less noticeable via remote meetings, the review team still believes it has acquired good insights about DU, its culture and operations, and its community. In addition, the team utilized information on DU's strong response to managing health and safety concerns associated with the pandemic as a lens into how its internal processes position the institution to respond to any crisis.

Interactions with Constituencies

During the site visit, the review team interacted with approximately 230 members of the DU community. These included individuals with the following titles:

Academic Director and Teaching Associate Professor, UCOL,
Analyst, Office of Institutional Research
Analyst, Student Success
Assistant Director of Healthcare Management, UCOL,
Assistant Director, Admission
Assistant Provost, Budget and Analysis
Assistant Provost, Student Success
Assistant Treasurer, Staff of Color Association Co-Chair
Assistant Vice Chancellor, Enterprise Application Services, IT
Associate Athletic Director, Athletics and Recreation
Associate Dean for Academic Affairs, GSSW
Associate Dean of Academic Affairs, Sturm College of Law
Associate Dean of Undergraduate Students, RSECS
Associate Dean, CAHSS
Associate Dean, DCB
Associate Dean, NSM
Associate Dean, University College (Criterion 3)
Associate Director of Budget, Research and Analysis, Office of Financial Aid
Associate Director, Center for Community Engagement to advance Scholarship and Learning (CCESL)
Associate Director, Graduate Academic Student Services
Associate Director, Office of Equal Opportunity, ADA Coordinator
Associate Professor and Chair, Religious Studies, CAHSS
Associate Professor and Chair, Theatre, CAHSS
Associate Professor and Director, Knoebel School of Hotel, Restaurant and Tourism Management, DCB
Associate Provost, Budget and Analysis
Associate Provost, Graduate Education
Associate Vice Chancellor of Campus Partnerships, IT (Criterion 1)
Associate Vice Chancellor, Career and Professional Development
Associate Vice Chancellor, Facilities Planning and Management
Associate Vice Chancellor, Student Affairs
Campus Architect
Chair and Associate Professor, Languages, Literatures and Cultures
Chair, Director, and Professor of Anthropology, Museum of Anthropology, CAHSS
Chair and Professor, Media, Film and Journalism Studies, CAHSS
Chair, Political Science, CAHSS
Chancellor
Chief of Staff and Associate Dean of Operations, Graduate School of Social Work
Clinical Associate Professor, GSPP,
Co-Director, Sport and Performance Psychology, Professor, GSPP
COVID Response Coordinator, Professor and Chair, Department of Psychology
COVID Testing Site Coordinator
Dean, College of Arts, Humanities and Social Sciences (CAHSS)
Dean, College of Natural Sciences and Mathematics (NSM)
Dean, Daniels College of Business (DCB)
Dean, Graduate School of Professional Psychology (GSPP)
Dean, Graduate School of Social Work (GSSW)

Dean, Josef Korbel School of International Studies (JKSIS)
Dean, Morgridge College of Education (MCE)
Dean, University College (UCOL)
Dean, University Libraries
Deputy COVID Coordinator, Associate Professor, Media Film and Journalism Studies, Director, Center for Innovation in the Liberal and Creative Arts
Deputy COVID Coordinator, Professor, Graduate School of Professional Psychology
Deputy Title IX Coordinator
Director of Marketing, Communication and Events, RSECS
Director, Academic Assessment
Director, Clinical PsyD, GSPP
Director, Communication Program, UCOL
Director, Cultural Center
Director, Disability Services Program
Director, Environmental Health and Safety
Director, Environmental Policy and Management, UCOL
Director, Inclusive Teaching
Director, Internal Audit
Director, International Student and Scholar Services
Director, Latino Center for Community Engagement and Scholarship, Professor, Graduate School of Social Work
Director, Office of Diversity, Equity and Inclusion (ODEI)
Director, Office of Teaching and Learning (OTL)
Director, Student Rights and Responsibilities
Director, Veteran Services
Director, Writing Center
Executive Assistant to the Provost,
Executive Director, Academic Advising
Executive Director, Health and Counseling Center
Executive Director, Internationalization
HLC Project Manager, Former Project Manager of DU IMPACT 2025
Interim Dean, Ritchie School of Engineering and Computer Science (RSECS),
Interim Executive Director, Office of Equal Opportunity
Interim Vice Chancellor, Diversity, Equity and Inclusion
Interim Vice Chancellor, Human Resources and Inclusive Community (HRIC)
Interim Vice Chancellor, IT
Manager of Talent and Culture, HRIC
Native American Community Liaison and Program Manager
Professor and Chair, Chemistry and Biochemistry, NSM
Professor and Chair, Mechanical and Materials Engineering, RSECS
Professor and Director, International Disaster Psychology Program, GSPP
Professor and Director, Reiman School of Finance, DCB
Professor, Department of Pyschology
Professor, French and Francophone Studies
Professor, Graduate School of Social Work, Faculty of Color Association Chair
Professor, History
Provost and Executive Vice Chancellor
Registrar
Senior Vice Chancellor and Chief of Staff
Senior Vice Chancellor, Finance

Senior Vice Provost, Research and Graduate Education
Teaching Associate Professor, Marketing, Faculty Scholar of Assessment
Teaching Professor and Director, Pioneer Leadership Program,
Teaching Professor, Pioneer Leadership Program
Teaching Professor, Writing
University Counsel
Vice Chancellor, Advancement
Vice Chancellor, Enrollment and Financial Aid
Vice Chancellor, Marketing and Communications
Vice Chancellor, Student Affairs
Vice Provost, Academic Affairs
Vice Provost, Budget, Planning and Analysis
Vice Provost, Faculty Affairs
Vice Provost, Internationalization
Analyst, Office of Institutional Research, Staff of Color Association Co-Chair
Professor, Executive Director of the Writing Program
Professor, Sociology and Criminology, Interim Associate Provost, ODEI
Trustees (5)
Trustee Emeritus

Students attending the Open Student Forum (8)

Faculty attending the Open Faculty Forum (15)

Staff members attending the Open Staff Forum (92)

Additional Documents

There are no additional documents reviewed.

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The University of Denver (DU) mission and vision were developed through a collaborative process starting in 2001 by the University Planning Advisory Council. In 2007 the draft document was revised and ratified by the Faculty Senate, Staff Advisory Council, student government, Deans' Council and other bodies and then approved by the Board of Trustees. The institution is working towards approval of a new values statements by the end of the current academic year; the development of the new statements has been delayed by the COVID pandemic.

All aspects of the institution's vision, values, mission and goals are clearly embodied in DU IMPACT 2025, the institution's current strategic plan as verified in discussions with faculty, staff and students. DU's commitment to the public good is well understood in numerous conversations. The university mission, vision and values are clearly embedded in the DU IMPACT 2025 strategic plan that includes plans for Student Learning, Engagement, Discovery and Inclusiveness. As documented in the Assurance Argument, in 2019 the Chancellor began working with the BOT and senior leadership to develop "Five Strategic Imperatives" with the goal of continuing to move the Strategic Plan forward.

The academic offerings for DU are consistent with the mission, vision and values of the institution providing both on ground and online coursework and degree programs with a total 78 undergraduate

and 124 graduate degree programs supporting over 13,000 students. The Writing Center, Math Center, advising support, the Veterans Services Office and the Health and Counseling Center are some of the structures which provide an appropriate range of student services. Discussion with faculty and staff during the site visit provided further evidence of the effectiveness of student services.

The mission, vision and values statement are easily found on the DU website and can also be found in the Employee Handbook. The university's strategic plan can be found on the university website and academic unit strategic plans describe how the institutional vision and values are reflected in the plans for various academic units.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

DU clearly demonstrates its commitment to the public good. As stated in the university vision, DU is "dedicated to the public good" and the university mission refers to their community partnerships that "contribute to a sustainable common good." Evidence of the institution's intentions are demonstrated in DU IMPACT 2025, which includes International Impact, Initiatives on Social Policy Research, Partnering in Innovation and Entrepreneurship in Denver and through the institutional "Promises" to participate in the community and "The Promise of Service to the Public Good." Conversations during the site visit with administrators, faculty, staff and students demonstrate broad understanding of the importance and university's commitment to the public good and conversations with faculty demonstrated how ideas of the public good are embedded in their courses and classroom discussions.

To support one of the goals of DU IMPACT 2025, the Cluster for the Public Good was recently created. The 2019 document provided in the Addendum describes various successes of the working group including a successful faculty-mentored student public good identity experience. Information on the collaboration for the public good can be easily found on the DU public websites.

Further evidence that DU is achieving it objectives through its interaction with its community is demonstrated by the success of the Professional Psychology Clinic that is focused on community mental health, the top 10 long standing Student Law Office and the yearly reports of the Center for Community Engagement to Advance Scholarship and Learning. Numerous other examples of significant community engagement are listed in the Assurance Argument, including collaborative mental health research efforts by the faculty.

As noted in the Assurance Argument, DU is not subordinate to any entity. Review of recent budget transmittals and review of the last three years of BOT minutes demonstrate the primacy of the allocation of funds to the educational mission of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

DU provides ample opportunities for curricular and cocurricular activities to prepare students for meaningful engagement in the modern world. Noteworthy examples include the Ethics Bootcamp in the Daniels College of Business, DU Dialogues, the Cherrington Global Scholars Program for which the material in the Addendum documents that 70% of graduates have had an international experience, the Pioneer Leadership Program along with the Spectator to Citizen courses. As noted on the DU website, the institution provides many opportunities for students and others to participate in public events and DU provides almost 300 clubs that students may join to engage with students with similar interests.

The IRISE program was created to support interdisciplinary research and ongoing dialogues concerning racial and social inequities and from the 2018-2019 report appears to be creating important dialogue on critical social issues. In addition, undergraduates are required to complete eight credit hours of Analytical Inquiry: Society and Culture that gives students the opportunity to gain essential knowledge for today's global society.

Inclusiveness is one of the five values and included in the institution's Community Goals and Community Diversity and Equity in part of the DU IMPACT 2025 strategic plan. Creation of the position of Vice Chancellor of Campus Life and Inclusive Excellence supports these institutional goals as do the creation of the Chancellor's Diversity and Equity Advisory Council (CDEAC) and Provost's Academic Diversity and Inclusion Council (PADIC). The Office of Equal Opportunity and Title IX has equal opportunity and equity oversight responsibilities. The Employee Engagement Survey - 2018 provided in the Addendum shows that 80% of staff believe that the "institution's policies and practices ensure fair treatment of staff and that over 85% of staff believe that the institution has clear and effective procedures for dealing with discrimination. The lack of diversity was noted in the COACHE data.

The Academic year 20-21 document "Action Items to Support Diversity, Equity & Inclusion" demonstrates a clear institutional commitment to improve diversity, equity and inclusiveness and

provides a detailed plan for making progress on these critical issues. These documents, structure and actions clearly demonstrate an institutional commitment to the creation of an inclusive community.

This evidence shows that DU is working intentionally to create an inclusive climate for faculty, staff and students. However a review of student complaints and discussions with students, staff and a broad group of constituents in a meeting on diversity demonstrate the apparent siloed nature of efforts to create a more inclusive climate and revealed significant diversity concerns of numerous members of the DU community. In particular, members of the DU community expressed their concern with decreases in the diversity of the senior staff and administration. Filling the position of Chief Diversity Officer could be an important step in improving the university climate. It is recommended that DU continue to devote efforts and resources to improve diversity within the ranks of the senior staff and administration.

Recommendations

Although the review team affirms that DU has met this core component, it offers the following suggestions for continuous progress in the areas appropriate to Core Component 1.C.

The HLC review team recommends that the university build policies that support and provide a foundation for Diversity, Equity, and Inclusion (DEI) work at DU. Site-visit interviews highlighted that there are DEI silos that do not necessarily collaborate or have consistency in practice. It is further advised that the new Chief Diversity Officer be given the authority and the resources to build a comprehensive DEI program built on evidence-based data, student needs, and recognizing and alleviate the cultural taxation that faculty and staff committed to DEI experience as part of their commitment to building an inclusive campus environment. Also, hiring policies need to include analyzing why diverse candidates are not being hired for interview and eventual job placement. As one staff member expressed, "Training is great for legal foundations as basic information, but not a substitute for critical consciousness."

It also appears that data from across campus is not coordinated well, and better DEI data should be collected highlighting the snapshot of student, faculty, and staff demographic data as well as qualitative measures that address campus climate and satisfaction of diverse groups and progress toward DEI goals and objectives. Lastly, there should be every effort to pay equity and competitive compensation.

The review team expects that progress in these areas could be demonstrated for the next Assurance Review.

Interim Monitoring (if applicable)

1.S - Criterion 1 - Summary

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

Rationale

The institution's mission, vision and values are clear, publicly articulated and guide the institution's operations. The mission, vision and values are well understood by members of the DU community and are easily found on the website and integrated into the university strategic plan. The emphasis and importance of service to the public good are particularly clear. Strong evidence was provided to show how DU is working to improve its community and to prepare students for local and global engagement. The institution is aware of and continues to work intentionally on challenges related to diversity issues.

The review team makes the following recommendations:

- DU consider improving collaboration and consistency in its DEI (Diversity, Equity, and Inclusion) work across the institution.
- DU should utilize the data it collects on student, faculty, and staff demographics, campus climate, and compensation equity in a more coordinated and systematic manner.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

DU's mission statement was reviewed and approved by the Board of Trustees and other university governing bodies in 2007. DU has provided evidence that demonstrates its adherence to ethical practices in its operating functions. During the site visit, members of the Board of Trustees were able to articulate the DU's mission to the *public good* and their role as board members. As one Board member stated, " *I am most proud of the commitment to the public good. It certainly is what attracted me to DU, it is evident in all the work we do at the University."*

DU demonstrates financial integrity oversight by conducting a yearly audit. The Director of Institutional Compliance and Internal Audit has a dotted-line report to the Board. Audit has also performed sixty area reviews over the past ten years, and DU has received an A and AA rating from Moody's and Fitch, respectively. Also, there are policies and training to inform and notify members of the campus community on the University's financial practices. DU's *Conflict of Interest Policy* makes clear that "the University of Denver expects the highest standards of conduct and honesty from all of its University Representatives." This practice was highlighted in the site visit. It was explained that the Internal Audit takes the appropriate steps to ensure oversight and by performing an annual questionnaire regarding procedures and developing a yearly report for the campus community.

DU upholds academic integrity by having policies and processes to inform faculty and students of ethical practices. Such policies include *Guidelines for Ethical Behavior, Academic Misconduct Process,* and an *Academic Grievance and Appeal Process.* DU has an Office of Research Integrity to monitor research practices. The Student Code of Conduct also provides a *Restorative Justice Approach* for students when working with students found in violation of student policies that include a peer review panel, as evidenced by the site visit. Additionally, DU provides training workshops for students on Academic Integrity processes.

DU has the appropriate university procedures in place to safeguard its human resources. In 2019, the University conducted a salary equity study to ensure compensation equity and conducted a Salary Compensation Study in 2016, highlighting its effort to pay its faculty and staff fairly and at market value. The organization also maintains policies under Title VII and Title IX to safeguard against discrimination and investigate alleged sexual assault violations. Examination of logs produced during the site visit confirm that DU is implementing these policies appropriately. Processes used to recruit faculty and staff have explicit guidelines on conducting effective searches. Faculty and staff searches undergo implicit bias training to reflect their commitment to equal employment opportunities and diversity commitment. Although these hiring protocols are in place, the site visit highlighted that although the pools are diverse, diverse candidates are not necessarily being interviewed or hired and that more needs to be done to diversify the faculty and staff at DU.

DU utilizes third party vendors to manage their auxiliary services to include the bookstore, food services, and custodial management. The University requires all third-party vendors to meet financial and service expectations and provides annual reporting to address any service issues. DU also conducts risk assessments and utilizes a score sheet developed by the *Federal Demonstration Partnership* to rate enterprise risk and establish monitoring systems.

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.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

DU ensures data accuracy for internal decision-making and external communications by maintaining transparency and working with shared governance bodies. Several key data stewards are responsible for data to include the Office of the Registrar, Human Resources, Controller's Office, Office of Admission, Office of Financial Aid, Student Financial Services, Office of University Advancement, and Office of Research and Sponsored Programs. Units are responsible for the accuracy of and maintaining data and undergo training and audits to ensure data integrity and collaboration occurs across departments to maintain data consistency, appropriate usage, and accuracy. During the site visit, staff, administrators, and faculty verified the collaborative and consultative process. Input is sought from campus stakeholders several times with various groups to include Faculty Senate, affinity groups, academic departments, deans, and budget directors. Furthermore, participants during the site visit commented that in recent months, Zoom enabled the engagement of the community allowing more individuals to participate in the decision-making process.

DU presents its data clearly and consistently across the digital footprint. Academic units and the Office of Graduate Education publish policies, program requirements, handbooks, and coursework plans on their respective websites. The Office of the Registrar monitors degree requirements through an online audit system. Graduate programs use a similar tool for degree completions and graduation requirement clearance.

DU enriches the students' educational experience through research, community engagement, experiential learning, and spiritual exploration. The University maintains multiple data dashboards open to the campus community to mark progress toward strategic objectives and university benchmarks. Data included in the dashboards highlight graduation rates, financial aid, international programs, and other related data. Additionally, DU provides information to the university community through *Data Insights* to monitor its strategic planning efforts. Additional student resources include community engagement, scholarships, study abroad opportunities, and internships through the Office of Career and Professional Development. These activities and outcomes are detailed in department and center annual reports.

DU is working on its diversity and inclusion efforts and, in 2017, launched a DEI website to inform campus stakeholders regarding diversity efforts, resources, and programs. A diversity dashboard was developed to provide a snapshot of student diversity, outcomes, and engagement. The student survey provided by DU had numerous references to an unwelcoming environment at DU and how students experienced racism at the University. DU has made strides in its DEI work. It required the Faculty Inclusive Teaching Institute, developed Faculty and Search Guides with an Implicit Bias training component, and is searching for a new CDO.

However, the review team was struck by the number of comments recorded through the HLC Student Survey that point to an underlying stress and racial tension for diverse students. Coupled with recent student demonstrations, the HLC team noted room for improvement in this area. DEI issues were confirmed in the DEI meeting held on campus and also in other open meeting forums.

When meeting with campus stakeholders, participants spoke to the cultural taxation that takes place for diverse faculty and staff and how they must go above and beyond their workload to accomplish diversity and inclusion objectives to meet students' needs. Staff interviewed felt that diverse students needed a respite or a safe place to retreat from a campus climate that included microaggressions in the classroom, campus, and the surrounding area. Also, symbolically, these centers are removed from the central campus, giving the message that they are not important. The staff spoke passionately about the additional cognitive bandwidth it takes for diverse students to handle this extra burden. They also commented on students not wanting to participate in competing with other diverse student identities, expressing that students require DEI to be intersectional and all-encompassing. There was also a concern expressed that high-level African American and diverse administrators were leaving the University, calling it "an exodus" and that they were not being replaced. These departures are giving the signal that diverse leaders cannot be successful at DU. It was further elaborated that DU is not competitive in compensation packages to retain diverse talent. Lastly, it was pointed out that diverse faculty and staff's images and contributions are not always highlighted in brochures, university communications, or in communiques to alumni and donors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

DU's Board of Trustees (BOT) consists of thirty-eight voting members. Board members are elected to four-year terms and can serve three consecutive terms for a maximum of twelve years of board service. The Board's primary role is to select and provide performance assessments for the Chancellor, assist with the oversite of fiscal and strategic priorities, approve the annual budget, and oversee legal compliance. Another critical role of the BOT is managing the endowment and University investments. The Board operates through nine committees to include Advancement, Athletic Affairs, Audit, Buildings and Grounds, Campus Life and Student Success, Faculty and Educational Affairs, Finance and Budget, Investment, and Nominating and Governance.

DU provides an onboarding process to orient new Board members to their respective roles, committee requirements, and legal and fiduciary responsibilities. There is a Nominating and Governance Committee that is responsible for nominating potential officers. Trustee performance and attendance is monitored to ensure engaged trustees. The Board Chair is elected at DU's annual BOT meeting and serves a term of four years. During the site visit, members of the Board spoke extensively regarding their involvement with the current Chancellor and how they have confidence in DU's future. It was evident that the Board is involved with financial sustainability and high-level strategic planning. As one board member stated, … "the defining feature of DU is resilience and its ability to change to serve the environments, students, and the public that we serve. The process that we started seven years ago to examine the challenges of higher education allowed the Board to think very deeply. We approached strategic planning from a position of strength, more impactful and more relevant, to make a difference for our students."

DU has bylaws to govern the BOT and ensure that decisions are made in the University's best interest. For example, the BOT has discussed COVID-19 and how to respond to possible enrollment

deficits and budget impact due to the pandemic while maintaining academic excellence and integrity. In addition, the BOT was actively involved in the planning of the DU IMPACT 2025 Strategic Plan and contributed to the University's strategic objectives throughout the planning process. The BOT made two leadership decisions in the last decade to include two Chancellor appointments. During this process, the BOT executive committee worked with Faculty Senate and campus leadership and stakeholders to hire a Chancellor. In the last search for Chancellor, after consultation with appropriate stakeholders, the BOT appointed the Provost, Jeremy Haefner, as Chancellor as he was a champion of student success and nationally recognized as a leader in higher education.

DU's BOT follows a yearly agenda cycle to review pertinent university information and assist in its decision-making. There are relevant meetings and reports from various campus academic and operational units to assist the Board in its decision-making deliberations. Sample minutes from BOT meetings presented through the Addendum provide evidence that the Board is engaged at an appropriate level. The Board delegates broad responsibility for day-to-day University management to the Chancellor, university leadership, and the faculty. This separation of day-to-day management is outlined in the BOT Bylaws. The Chancellor, as chief executive officer, has general oversight of university operations. Budget oversite is carried out by the Chancellor, Provost, and Chief Financial officer. The Provost is the chief academic and financial officer responsible for day-to-day academic operations, including academic planning, faculty development, student affairs, enrollment management, and academic budgeting. The Senior Vice Chancellor for Financial Affairs and University Treasurer is responsible for financial planning, debt management, and financial policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

DU's is committed to academic freedom and supports faculty's intellectual creativity and their right to promote learning and critical thinking for their students and their classrooms. In 2015, the faculty and BOT approved updated Tenure and Promotion policies and procedures relating to faculty appointment, promotion and tenure, and recommitted to academic freedom for faculty throughout their academic life cycle.

DU believes that academic freedom is the cornerstone of the academic enterprise and that the university responsibility is to be the marketplace of free ideas, creating new knowledge and knowledge dissemination. The Faculty Senate developed a statement of freedom of expression based on policies that safeguarded speech and the expression of ideas. The committee worked with campus stakeholders, explored best practices, and looked to past controversial DU experiences in drafting the document. In May 2017, Faculty Senate adopted the *Statement of Policy & Principles on Freedom of Expression.* The Policy was approved by a vote of 86% of the full faculty. The BOT also approved the Statement. A committee advises the Chancellor on controversial speakers and how to promote dialogue around these controversies. This Policy affirms that freedom of expression is vital to the fundamental goals of DU.

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, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

DU is dedicated to the highest research integrity standards and is committed to responsible and ethical conduct for all those involved in research. DU has demonstrated that it has standard protocols to ensure ethical practices and safeguard research integrity. There are several processes, offices, and dedicated resources committed to ensuring the highest ethical standards. The Office of Research and Sponsored programs provide annual reports that detail research spending and monitor compliance required by state and federal regulations and guidelines. In addition, an external audit was conducted in 2018, and no issues were identified.

The University has mechanisms to report Conflict of Interests (COI), and faculty and staff principal investigators must complete an annual COI disclosure. The Office of Research Integrity and Education monitors and is responsible for maintaining policies and procedures that ensure high integrity standards. DU also has policies to protect human subjects' rights through a comprehensive Human Research Protection Program system. The HRPP provides training and oversight. DU has an IRB process that includes mandatory training and a hotline to report violations.

DU has several offices responsible for supporting faculty, staff, and students in their scholarly and research endeavors. The support mechanisms include training, financial support of research projects, and guidance. Dedicated staff were also hired to enhance these efforts to include an IRB Research Compliance Administrator and Research Compliance Monitor to manage the research proposal process effectively. The University upholds academic honesty and integrity by having systems and processes to inform the faculty and students of ethical practices. DU has an Office of Research Integrity to monitor academic and research integrity and has policies such as the *Guidelines for Ethical Behavior* and *the Academic Misconduct Process.* as part of its compliance oversight.

Student research is encouraged and fostered. The Undergraduate Research Center (URC) works with students on funding opportunities and helps students acquire research skills. The URC provides educational resources, funding, and skill acquisition for students interested in conducting research.

Students are assigned a faculty member to provide guidance and expertise, help students develop research skills, and learn how to conduct ethical research. There is a proposal vetting process to ensure learning outcomes, research impact, and the merits of methods and the final presentation. Student research standards are augmented with several existing policies and offices to include the Student Code of Conduct policies and procedures, Academic Integrity and Academic Misconduct, University's Student Rights and Responsibilities, and the policies and procedures found in the Student Honor Code. DU utilizes the Research Center and the University Library to assist students with ethical research practices. Librarians conduct workshops and provide instruction to introduce students to properly source information based on the Framework for Information Literacy in Higher Education.

The DU Writing Program develops students' skills in the ethical use of information resources, and the Writing Center provides individual and group consultations to explain proper citation and the importance of sourcing. Academic programs also offer training that includes federal and state compliance regulations such as FERPA and Title IX. In addition, Ph.D. students are given the *APA Ethical Principles of Psychologists and Code of Conduct*.

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

DU operates with integrity, responsibly, and ethically. Offices, systems, and procedures are in place to provide training regarding ethical standards, provide oversight and monitoring, and report Conflict of Interests. In addition, there are mechanisms to report violations of policies and practices and a hotline for third-party and anonymous reporting.

DU provided the artifacts, evidence, and arguments of meeting this component, and the site visit corroborated the evidence within the Assurance Argument. DU operates with integrity throughout the academic enterprise. DU has policies and procedures to safeguard the integrity of its educational, fiscal, and human resources. DU's Board of Trustees (BOT) upholds the mission of the University, participates in high-level strategic planning, and receives relevant information to make informed fiscal and strategic decisions to safeguard the institutions future. The University takes steps to minimize conflicts of interest, and the BOT, as well as university leaders and officers, complete an annual *Conflict of Interest Disclosure*. DU provides data in a clear, transparent, and consistent manner with stakeholders collaborating in numerous means of disseminating the data to include University information dashboards. The University also has policies in place to ensure academic freedom and freedom of expression to fulfill its mission to deliver a quality education.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

DU seeks to assure that courses and programs require levels of student performance that are appropriate in several ways. New programs are required to submit a New Program Proposal Form, which is reviewed by the Department Chair, Dean and Curricular Council and approved by the Provost. Existing programs undergo Academic Program Review. However, reviews are prepared at the unit level with University-level review, reporting and decision-making residing with the central administration and the Board of Trustees. These processes were verified through materials supplied in the Assurance Argument; examples of Academic Program Review presentations were provided in the addendum and were described in the site visit in meetings with Administrators, Deans and Department Chairs

There are appropriate resources for course development through the Office of Teaching and Learning (OTL) and courses require approval at the departmental, unit, and University levels. There are minimum guidelines for assignment of course credit. Curricular councils exist at the units and University levels and final approval of courses is provided by the Vice Provost for Academic Affairs. Undergraduate and Graduate Learning Outcomes are clearly stated and differentiated; however, there is no consistent policy across the institution for information required on syllabi. Courses at each level must address their respective learning outcomes. Through the site visit it was confirmed these learning outcomes are widely understood among students and faculty. In addition, the review team had difficulty locating learning outcomes for DU's degree programs. The site visit team recommends that DU consider establishing expectations for the content included on course syllabi, as well as making learning outcomes for degree programs more visible.

The OTL assists faculty in course design and in University College (UCOL) instructional designers are paired with content area experts designing courses. As evidenced from sample syllabi and confirmed on site visit meeting with administration, faculty, and department chairs, syllabus content and structure vary by academic unit, but procedures are in place through the Office of the Provost to ensure compliance with HLC standards.

Support for consistent design across all modes of course delivery, including online courses, is made possible through the support of Distance Learning Council and the OTL. UCOL intentionally designs all its courses to be offered in-person or online. DU also works with an external platform, 2U, for five of its master's programs. Recently, DU has hired an Executive Director of Online Programming to coordinate online learning across the institution. This was verified through meetings with faculty, department chairs, and administrators during the site visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The Common Curriculum has been in existence since 2010; it is comprehensive in scope and connects to the stated University mission of a commitment to the public good. Its development involved engagement with a wide group of stakeholders and has generally been implemented seamlessly into the institution. It is posted publicly on the DU website, in the Undergraduate Bulletin, and was confirmed in site-visit meetings with Department Chairs and administrators from Academic Affairs.

The First-Year and Advanced Seminars, along with the writing program are essential aspects of the Common Curriculum, as it maps to DU's undergraduate learning outcomes. The Undergraduate Common Curriculum Assessment Report provided a summary of the findings.

In line with DU IMPACT 2025, the general education program is being re-examined and revised. The General Education and Review Inquiry (GERI) committee engaged in a comprehensive process with a wide group of stakeholders. GERI recommendations were brought forward and are now being deliberated through the Faculty Senate. This transition was indicated through Faculty Senate's meeting minutes and confirmed on the site visit during meetings with administration and several members of the "reconciliation committee" from the Faculty Senate.

Human and cultural diversity is represented in the core curriculum and co-curricular opportunities. DU has made a considerable investment in recent years in Diversity, Equity and Inclusion through the development of mandatory trainings for faculty related inclusive pedagogy. The Office of

Teaching and Learning (OTL) features a position specifically dedicated to these efforts – the Director of Inclusive Teaching Practices. Service-learning activities and study abroad experiences are integral aspects of the institutional culture, with a focus on engaging students in global and local communities. DU's commitment is evident through its numerous programs in these areas and through discussions with department chairs, faculty, and students during the site visit.

Student and faculty scholarship and creative works align with DU's mission in the discovery of knowledge and commitment to the public good. The university embraces a "teacher-scholar" model for faculty and values each role, along with service, in promotion and tenure guidelines. Interdisciplinary work is common among faculty at DU and has proved to be a catalyst for new programs and initiatives. This work is supported with faculty development programs and internal funding through each unit's research centers and institutes along with the Office of Research and Sponsored Programs. This work is also supported through external funding, including national grants. This culture of faculty and student scholarship was cited frequently by faculty, administrators, and students on the site visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

In the past decade, DU has made significant movement to support greater diversity in its faculty. Some growth (6%) in faculty of color occurred from 2010-2019; however, since it is currently at 20% there is room for improvement. Staff and administration composition are currently at a similar level. To respond to this need for improvement the University community has focused its efforts on faculty and staff composition.

In 2016, the Faculty Senate passed a resolution on diversity hiring, diversity dashboards were created through the DU IMPACT 2025 campaign, and the institution is currently seeking a Vice Chancellor of Diversity, Equity, and Inclusion to assist with these efforts. Additionally, resources and training programs for faculty and search committees, as well as inclusive hiring guidelines have provided development in this area. These efforts were confirmed in meetings with faculty, chairs, deans, and central administration during the site visit. However, participants freely shared that more work could be done in this area.

Faculty expertise, ratio, and workload are in line with peer institutions and are at an adequate level to fulfill the DU's mission and commitment to a quality learning environment. This not only includes in-class instruction, but also on-line courses, advising, service and scholarship. This is confirmed in the student survey data, where the quality of faculty is consistently viewed as an institutional

strength. Hiring policies and financial support allow DU to remain competitive in recruiting and retaining high quality faculty. This is evidenced through hiring policies and in meetings with deans, department chairs, and faculty on the site visit.

Faculty development is a strength of the institution. DU's Office of Teaching and Learning (OTL) provides comprehensive resources for the development of teaching. The Faculty Senate has engaged in several programs to engage and support faculty development. DU has provided resources with faculty development grants, support programs for early faculty and engagement with students to help support faculty personal and professional growth. This emphasis on development is also reflected in DU's faculty evaluation processes, as well as its policies and procedures for faculty promotion, rank, and tenure.

Conversations with staff members during the site visit reinforced similar opportunities for student affairs and student support staff members. Staff members and administrators shared information related to minimum required credentials, along with opportunities for professional development for staff members in these areas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

DU offers a wide variety of programming in the area of student services. This support begins with orientation processes for incoming first-year, transfer, international, and graduate students. The DU IMPACT 2025 strategic plan piloted the COMPASS program, which has transitioned to the 1GENU program, now cohesively connects academic and co-curricular experiences as students transition to college life.

Multiple context-specific centers have been developed to provide learning support. In addition to academic support, these centers also include student life, student government, veterans, student-athlete support, and career services. Safety, health, and wellness are supported by several offices including the Health and Counseling Center (HCC), the Student Outreach and Support (SOS), Center for Advocacy, Prevention and Empowerment (CAPE), Campus Safety, and Collegiate Recovery Community. The Title IX Office works with all of these offices to support students, as well as addressing and investigating student complaints.

Focused efforts exist to support students with specific learning needs through the Disability Services Program and the Learning Effectiveness Program. International students and non-native English-speaking students are supported by the English Language Center. Programs also support underrepresented students (e.g. 1GENU and Equity in Science, Technology, Engineering and Mathematics).

Several of the STEM departments, as well as Business and Social Work, provide specialized support for students based on their specific learning needs. This support includes assessment, advising, and preliminary coursework designed to prepare students for success in these majors.

Advising, as well as academic persistence and completion, has been a focus of DU in recent years. DU has transitioned academic advising from Student Affairs to Academic Affairs, restructuring and

repurposing the office with a focus on professional development and stakeholder engagement. In addition, DU has participated in the HLC Persistence and Completion Academy, convened a Faculty Engagement Group, and implemented online undergraduate advisor training. These efforts have provided synergy between faculty and advisers creating a more seamless advising experience for students.

DU provides instructional resources and infrastructure which create unique and effective learning spaces for students and faculty. Libraries, classrooms, labs and other facilities are equitably equipped with necessary technological supports. DU also provides other unique spaces for creative and clinical learning such as in the arts and in professional programs. A comprehensive space inventory and refresh strategy has been included in the DU Master Plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

DU provides a rigorous and comprehensive learning environment that is true to its mission of commitment to the public good. The Common Curriculum connects across academic units and is supported by numerous and diverse academic and student support services. There is a culture of collegiality among the faculty and staff with a focus on professional development which values excellence in teaching, service and scholarship. Students perceive value in their experience through the quality of instruction, connection with faculty, networking opportunities, community service and co-curricular experiences. The DU IMPACT 2025 strategic plan has driven a commitment to supporting a diverse and connected community of students, administration, faculty and staff, along with sustainability enabled by a framework of physical infrastructure and financial stability.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met

Rationale

DU conducts regular reviews of academic units as indicated in discussion with the Board of Trustees during the site visit and in other evidentiary statements presented in the Assurance Argument. Evidence that DU takes action based on the outcome of these reviews has also been presented. DU reports that three units are reviewed per year and these reviews take place on a five-year cycle. Evidentiary documents provided in the Assurance Argument indicate these reviews focus on student success, operations, inclusion efforts, finances, and strategic plans. However, there did not appear to be metrics related to student learning outcomes or assessment of student learning in the example reports that are provided to the Board of Trustees. When providing additional requested documentation, DU stated, "Assessment reports are a required artifact to be included in all program reviews," but this is not evident in the final program review reports. The review team recommends that this be considered for future iterations of the program review process. The program review

process does appear to highlight strengths and weaknesses of programs within the units. For example, the Sturm College of Law's financial and program performance determined that, "Enhancements to our part-time JD program and master's programs are expected to strengthen student quality and tuition revenue beginning in 2019-20."

There is evidence provided in the Assurance Argument indicating the institution evaluates credit it transcripts. Information was provided on policies that dictate how credits are evaluated and information is communicated to stakeholders. From the site visit, it is clear the Registrar and Graduate admission office have procedures to accept and evaluate credits. During the site visit the Registrar confirmed that DU does not offer prior learning credit, other than credit from the military. The institution maintains a list of course equivalencies from international institutions and also relies on Educational Credential Evaluators as an external credit evaluator for these graduate level credits. Regarding transfer credit, the Assurance Argument focused on detailing policies. There is evidence the university exercises authority over prerequisites, rigor, expectations for learning, and faculty qualifications. The Registrar confirmed during the visit that university transcripts do not clearly delineate credit for graduate courses that are cross-listed with undergraduate courses.

The institution appears to exercise appropriate authority over courses, as determined by the faculty and reviewed by chair, deans, and the Vice Provost for Academic Affairs. As explained in document provided within the Addendum, academic units review course proposals, often through committees.

Many of the schools or programs maintain specialized accreditation. The specialized accreditation spreadsheet provided in the Addendum demonstrates that the institution maintains specialized accreditation for its programs and shows the date of initial accreditation, last review, and next review by their external professional accrediting groups.

The Assurance Argument and the site visit demonstrate the institution evaluates the success of its graduates, using first-destination outcome rates, licensure acquisition, participation in fellowships and special programs, and alumni career mobility.

Recommendations:

While the review team affirms that the institution has met this core component, continued progress will be essential to maintaining compliance with this core component. The following recommendation are offered.

Academic program review is expected to occur at the level of individual degree programs, not just at the unit school level. For the 2025 Assurance Review to be successful, DU should provide clear evidence and additional examples that it conducts focused, comprehensive, academic program reviews for all of its individual degree programs on a regular cycle. Evidence should also be provided that these individual degree program reviews are used to effect improvements in the degree programs.

The review team strongly encourages DU to strengthen its program review processes, as the team that will be reviewing DU's Assurance Argument for the 2025 Assurance Review will want to see continued progress in this area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

There is evidence of assessment of DU's common curriculum which includes First-Year Seminars (FSEM), Analytic Inquiry–Natural and Physical World, Scientific Inquiry–Natural and Physical World, Analytic Inquiry–Society and Culture, Scientific Inquiry–Society and Culture, and Foreign Language components. Every program submits an annual program-level assessment detailing data, interpretations, and actions taken to improve the curriculum. Additionally, the site visit reinforced DU's emphasis on the annual program assessment, along with support in the form of faculty assessment fellows. Campus constituents cited a growing culture of assessment to improve student learning and the Office of Teaching and Learning provided a comprehensive yearly report The reports show that all departments are engaged in assessment of student learning, but the review team noted significant variations in the quality of these efforts.

There is evidence of assessment information being used to improve student learning through both the curriculum and co-curriculum. In addition to annual academic assessment reports, Student Affairs departments complete an annual assessment report. Through the site visit, it was clear there are several departments (e.g. academic advising, orientation) undergoing assessment processes utilizing CAS standards and comments made during the site visit indicated there are other departments interested in also doing so.

Assessment processes do seem to involve participation from faculty and instructional staff. Programs such as the Assessment Fellows appear focused on increasing capacity around assessment. There is a connection between assessment and the teaching and learning process, an example of which is the Director of Academic Assessment position being housed in the Office of Teaching and Learning. Several participants in site visit meetings indicated assessment at DU is "approachable and fun" and focused on "continuous improvement." There are useful measures in place, including rubrics across experiences.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

DU monitors student retention, persistence, and completion, although clearly articulated retention goals were difficult to locate. In a document provided in the Addendum, DU indicated the University Council on Student Success decided on a its target for first-year retention to be the median of the institution's peers, that being a goal of 90%. This goal is movable based on the performance of peer institutions. The goal for completion is also to be in the median of peers' performance. While this is an articulated goal, it is recommended that DU articulate a goal for the institution that is based on DU's capabilities, performance, and aspirations but does not rely on other institutions' performance.

It is evident there are metrics to evaluate past and current performance and the institution has committed staff to assist with these efforts including the Office of Student Success within Academic Affairs. This unit is overseen by the Assistant Provost of Student Success. The institution collects and analyzes information on student retention, persistence and completion. Participants in site visit meetings indicated the institution is also devoting attention to delayed graduation rates, beginning when students reach their junior year. There are multiple dashboards created for the Board of Trustees and program review reports to the BOT include information on recruitment, retention, and completion. These metrics are collected and monitored for both undergraduate and graduate level students. Institutional Research has provided dashboards for master's and doctoral students.

DU would benefit from placing additional emphasis for individual academic units to track data related to student retention, persistence, and completion. A survey conducted in 2019 indicated only 41% of respondents reporting their college/department/division tracking data related to the metrics.

The institution has several tools to use information on student retention, persistence and completion to make improvements. The institution has sound methods for collecting and analyzing information on student retention, persistence and completion. There is strong evidence in the Assurance Argument of the institution looking for disparities by disaggregating data across student groups.

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

DU demonstrates responsibility for the quality of its educational programs through regular program review processes coupled with the assessments of academic programs and co-curricular services. The institution demonstrates integrity in the evaluation and transcription of credits along with maintaining authority over courses. DU also has appropriate processes and methodologies for collecting and analyzing information related to student retention, persistence, and completion, incorporating adequate tools to assist in these efforts.

The site-visit team makes the following recommendations:

- Academic program review should be performed at the individual degree-program level.
- Utilization of a more consistent and formalized process for academic program review, including the content of a formal report.
- Student learning assessment and related data should be included as part of the program review process.
- More emphasis is needed for individual units to track retention, persistence, and completion data.
- DU should consider setting an internal goal related to retention, persistence, and completion based on its aspirations rather than simple benchmarking against the performance of peer institutions.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

As Indicated in the Assurance Argument and affirmed in the DU IMPACT 2025, DU has a shared governance model across all levels of the institution and states that this model informs University policies and practices. The Assurance Argument describes the role of each level of decision making in the governance process. Minutes from the University Council meetings (9/19/2020, Addendum) are an example of how the governance process works.

DU has a complex system of shared governance with various committees, taskforces, cabinets and councils. Conversations with Faculty Senate members, faculty and staff during the site visit, provided examples of the governance process in action. The Deans Council, Faculty Senate and University Council meeting minutes (provided in the Addendum) provide information about discussions, votes and debates on issues of concern to faculty. These bodies are working closely with the Chancellor and Provost in making decisions, per discussion with campus stakeholders.

DU's reaction to the COVID 19 pandemic and the process as described during conversations with campus stakeholders during the site visit indicate that the decision-making process is becoming more transparent and inclusive. As outlined during the campus visit, several town hall meetings were held by the Provost and Chancellor to understand how campus constituents want the University to respond to the pandemic. The decision made was to have a strong face-to-face presence on campus (over 60% classes have substantial face-to-face components). Mechanisms to request input from campus

constituents and to communicate decisions have been put in place.

DU has many dashboards to inform decision makers. Discussions with faculty and staff indicate that there is a large volume of information provided in these dashboards, and that there is a need for more training on how to interpret the data provided. Successful use of dashboards for deep diving into persistence graduation and admission funnel data were provided as examples of data informed decision making. In addition, the University collects data through assessment and engagement surveys such as the National Survey of Student Engagement, National Institute for Transformation and Equity's Culturally Engaging Campus Environments survey, Modern Think survey for faculty and staff, and COACHE survey for faculty. While there is limited evidence presented in the assurance argument that results from these surveys are shared and used by decision makers, the conversations with faculty during the virtual campus visit highlighted that these data are being used and talked about during the various committees and task forces and informs decisions.

Academic requirements, policies, and processes are adopted through an effective collaborative structure per the Assurance Argument. Conversations with DU stakeholders, including the Provost, deans, department chairs and faculty members indicate that, although siloed, the individual colleges and faculty committees collaborate and agree on academic requirements, policies and processes. Review of minutes (Undergraduate Council 1/10/2020, University Council 9/19/2020 from Addendum) are additional evidence of collaborative governance processes at DU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

As indicated in the Assurance Argument, the Human Resources and Inclusive Excellence (HRIC) Division assists in recruiting and retaining faculty and staff, provides personal and professional development opportunities, and supports effective decision-making by providing information and guidance on human resource processes, systems, and data. However, the review team identified some areas that should be strengthened.

Conversations with faculty and staff during the site visit indicate a concern with retaining employees of color, as well as concerns for launching several diversity initiatives without proper funding. Conversations with staff also indicate a need for alignment of HR practices. For example, while DU provides professional development opportunities, these opportunities are unit based and one has access to such opportunities only if the unit provides them. Per the Assurance Argument, it is evident that DU focuses on consistent and competitive salaries to attract and retain a high-quality workforce. DU's compensation program emphasizes market value and recognizes job equity and value.

Efforts are underway to improve onboarding processes at DU. For example, the conversation with department chairs indicated that a new department chairs manual is being developed (https://duvpfa.du.edu/chair-handbook/).

As Indicated in the Assurance Argument, DU has financial resources to support its operations. Per conversations with stakeholders during the visit, the dashboards and the metrics developed to assess on a regular basis the financial health of the institution are tools used by decision makers. The Senior Vice Chancellor for Financial Affairs and Treasurer, Provost (who is the Chief Financial Officer), provides updates to the Faculty Finance Committee on state of the budget. Since the pandemic, this committee has broadened, participation has increased, and updates are being provided to expanded audiences including Staff Advisory Committee, Chairs and Directors, and others.

DU's mission is operationalized through its DU IMPACT 2025 strategic plan, which is being used to

make budget allocations. Per the Assurance Argument, the institution has allocated $1.6 million in the base budget and transferred $4-8 million from year-end funds specifically for projects beyond normal budget that accelerate goals of the strategic plan. As of February 2020, DU had invested in 58 projects, totaling $5 million. The budget is developed based on enrollment projections and compensation increases. Per the assurance argument, the budget allocates 38% for instruction, 3% for research, 3% for public service, 18% for academic support, 12% for student services, 16% for physical plant and 10% for auxiliary. The budget planning and resource allocation is a transparent process as indicated by a review of the budget transmittal.

DU's CFI Score is 5.76, which depicts a healthy financial institution. The CFI has decreased since 2015 from a high of 8.04 to the current score. DU reserves are healthy and stand at $145,501,836.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

DU effectively plans for defined goals and allocates resources that are aligned with its priorities based on the DU Impact 2025 strategic plan per evidence in the Assurance Argument and through conversations with campus stakeholders during the site visit. Each academic unit has its own strategic plan derived from the DU Impact 2025 (http://impact.du.edu/unit-strategic-plans/).

Per discussion with campus leaders, DU operates under a "Provost budget model" (a modified RCM model) with budget and governance reporting up through the Provost. The Provost presents annual priorities and the budget allocation for these priorities to the Board of Trustees. The Provost gathers feedback for the budget proposal from various individuals, including the Senior Vice Chancellor for Finance and Treasurer (who is also DU's Chief Financial Officer), the president of the Faculty Senate, the Faculty Senate Finance Committee, and the Vice Provost for University Budget, Planning, and Administration.

The Integrated Facilities Plan (IFP), which the Facilities Department uses to prioritize construction, renovation, and maintenance projects, is focused on stewardship and sustainability. In 2007, the University completed a comprehensive survey of buildings to develop the IFP and identify, prioritize, and fund its most significant deferred maintenance needs. The IFP was updated in 2010, 2015, and 2018 based on students' input (per conversation with campus leaders). The IFP is updated every three years and the update is presented to the Board of Trustees.

DU's principal planning documents, according to the Assurance Argument and per conversations with campus leaders, are the DU IMPACT 2025 and the Denver Advantage Campus Framework Plan. Conversations with campus constituents confirm that these documents provide the framework

for planning. The Campus Framework plan provides greater flexibility and adaptability than the previous Campus Master Plan. Facilities and Academics collaborate on facilities planning. Part of this plan, the Denver Advantage, project added three new buildings on campus to create a student and sustainability focused community hub to enhance the student experience. Student input was extensive in planning, design and review stages.

DU is in the exploratory/design phase of redeveloping the southern end of campus due to lack of clear boundaries with the city of Denver. Initial thoughts are to focus on promoting creativity and connections between STEM and Arts. Current steps are consulting with Provost and deans to define the project. Site visit indicated that conversations were happening with academics to plan and define the final project and that it was a dynamic process and iterative.

Within academic units, external advisory boards provide guidance to maintain relevance with industry experts. Per the Assurance Argument, the Daniels College of Business (DCB) Executive Advisory Board includes a spectrum of industry leaders who provide input and support for strategic activities; assist with recruiting prospective students and career opportunities for alumni; act as sounding boards and serve as ambassadors for DCB; and share best practices and lessons from their experiences. Individual departments within DCB host their own boards of advisors.

DU's planning is based on understanding of its current capacity, including fluctuations in institutional sources of revenue and enrollment, and long-range budget planning. DU operations are driven largely by tuition, with 70% of the operating budget being funded through tuition dollars. This critical performance indicator is analyzed closely throughout the year.

COVID 19 impacted the planning process. According to the Assurance Argument, the University DU prioritized community safety by closing the campus and sending students home due to COVID-19 in the Spring of 2020. The second priority was ongoing academic support for faculty, ensuring DU's educational purposes were achieved even during a pandemic. According to conversations with campus stakeholders, the planning process and the COVID 19 decisions (i.e. slowing down hiring, reducing spending, and postponing non-essential capital projects, salary reductions) were driven by the input received through town hall meetings, work with the Faculty Senate and other affiliated groups.

The Denver Advantage projects were completed or are on schedule to be completed according to the timeline set out pre-pandemic. The pandemic shut down construction for two days, but they were able to recoup those days and open on time. DU made up lost time by adding additional laborers and instituting daily symptom check in for workers. The need to adapt space to pandemic protocols (six-feet spacing) necessitated a comprehensive physical assessment of facilities and increased knowledge of facilities by facilities staff. The recently opened residence hall assisted DU in de-densifying student housing to meet pandemic guidelines.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

The DU IMPACT 2025, in addition to explaining the University's path towards the future, also includes an affirmation of DU's commitment to shared governance. DU has developed a complex structure of data informed decision making. The University's principal planning documents are the DU IMPACT 2025 and the Denver Advantage Campus Framework Plan. The Campus Framework plan provides greater flexibility and adaptability than the previous Campus Master Plan. Facilities and Academics collaborate on facilities planning. The budgeting process uses a modified RCM. The institution's response to the COVID 19 pandemic has been done through a strong, well defined and transparent, input based process involving all DU's constituents.

While DU is strongly positioned for handling the challenges facing higher education institutions, the review team makes the following recommendation for the purpose of strengthening DU's ability to respond to these challenges:

- To fully benefit from the availability of data and to strengthen data informed decision making, DU should make efforts to increase the knowledge of faculty, staff and decision-makers in reading and interpreting these data.
- While the modified RCM model seems to be working, there is concern that this model does not support a strong collaboration among units leading to a siloed campus culture. Efforts should be made to connect the silos not only for budgetary purposes, but also for coordinating the development and implementation of institutional processes and procedures in order to increase efficiency and effectiveness.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- FedCompFiling_2019_FRM_DU_final

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

A review of the institutional policies validates that policies for assignment of credit hours are in place and are reasonable in light of the programs offered at the institution. However, a review of the institutionally selected syllabi showed that in only one or two cases were the actual credit hours assigned to the course shown on the syllabus. In some cases, the meeting times were not listed either making it difficult to determine if the institutional policies were being followed. The review of the weekly schedule of work also did not yield clarification.

The institution does provide information on program length and cost of attendance on its web site although length of each program must be searched at the degree level.

It is recommended that the credits per course be listed on all syllabi.

The institution did not provide information on program length or tuition in their response so this needs investigation by the onsite team.

Information added by the site-review team

During the onsite review, a special topics meeting focused on the topics of credit hours and program length was conducted. Representatives from each of DU's schools were present, as well as others from the DU central administration.

While it is true that DU does not have a policy that requires meeting times or credit hours to be listed

on the syllabus, it is apparent that DU makes substantial efforts to ensure that credits awarded are appropriate to the contact hours and workload expected of students. DU has a standard teaching grid (provided at the site visit) into which courses are scheduled; this ensures proper meeting patterns are maintained.

The process for verifying credit hours varies between schools, and a review of each of DU's schools' processes appear to be robust and thorough. Information on new courses approved at the school level is passed upwards to the central administration for final checks.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

 The institution has both a policy and procedures for all types of student complaints. The procedures are clearly articulated on the web site. If needed, the team may review any student complaint records onsite.

Information added by the site-review team

During the onsite review, a special topics meeting focused on the topic of student (and faculty or staff) complaints was conducted. Representatives from each of the offices that address complaints (e.g., Title IX, student conduct, Equal Opportunity) were present, as well as other representatives DU central administration. DU also provided a set of complaint logs which indicates that DU's processes for complaint resolutions are being addressed in a timely fashion.

The site-visit team has no concerns in this area.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution has clearly delineated transfer policies for graduate and undergraduate students. In addition, it participates in transfer voluntarily through the State of Colorado's Guaranteed Transfer (GT) Pathways General Education Curriculum transfer program as a private institution. There are no formal articulation agreements.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The university not only verifies student identification in enrollment into its online and distance learning courses but also maintains comprehensive software programs to validate student identification in testing through use of Respondus Lockdown and videoconferencing software that allows faculty to visually view the students in the course while exams are being taken much as they would be in proctored on site exams. Proctortrack is one such software package in use.

Policies and processes used to verify student identity respect student privacy in accordance with State law and FERPA. There is no charge to students for the verification process.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution is in full compliance with all Title IV requirements and has had no compliance audits in the reporting period since its last comprehensive evaluation. All documentation was found in the linkages provided. Information reported to the public was available at the linked sites which appear to be easily accessible from the institutional home page.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution reports its student outcome data in clearly understandable language that meets both Federal reporting guidelines and those established by HLC. Data are reported related to persistence, completion, degrees awarded, race and gender characteristics of students and graduates and post-graduation first destination.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Information provided verified that programs are approved by the appropriate specialty accreditation

agencies. Institutional approval from the State of Colorado was verified along with HLC accreditation.

Interim Monitoring (if applicable)

The institution has policies and procedures for the assignment of credit hours that are reasonable and appear to be within appropriate standards of good practice in both face-to-face and online instruction. However, the course syllabi do not have credit hours or class meeting times listed in most cases making it difficult to determine whether the institution actually follows its policies. If the onsite team cannot validate that the policy is followed, interim monitoring should be assigned so that a sample of syllabi can be re-reviewed verifying that credit hours and/or class meeting times have been added to the syllabus to verify compliance.

Information added by the site-review team

The site-visit team has verified that DU is following its policies for credit hours and class meeting times and recommends that Interim Monitoring is not necessary in this area.

Furthermore, the site-visit team recommends that DU investigate harmonizing its processes for ensuring that credit hours and class meeting times are consistent, as well as encouraging that such information become recommended content on the syllabus.

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.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
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	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
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

The review team affirms that DU has met all accreditation core components and has satisfied federal compliance requirements.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Does not require monitoring

No Interim Monitoring Recommended.

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	University of Denver, CO
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include a Federal Compliance reviewer: Dr. Linda Samson
	Due to the COVID-19 pandemic, only the following will travel to campus: Lisa Schlotterhausen. The rest of the team will conduct the evaluation remotely.
DATES OF REVIEW:	10/19/2020 - 10/20/2020

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Private NFP

Recommended Change: **No Change**

Degrees Awarded: Bachelors, Masters, Specialist, Doctors

Recommended Change: **No Change**

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

Recommended Change: **2030 – 2031**

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): Associate's

Recommended Change: **No Change**

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: **No Change**

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: **No Change**

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: **Eligible to Choose**

Upcoming Events

Monitoring

Upcoming Events
None

Recommended Change: **No Change**

Institutional Data

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	47	
Associate Degrees	0	
Baccalaureate Degrees	79	
Graduate		
Master's Degrees	86	
Specialist Degrees	1	
Doctoral Degrees	30	

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change: **No Change**

Additional Locations

Educator Preparation Mountain Cohort, 948 Chambers Ave, Eagle, CO, 81631 - Active

GSSW 4 corners, 701 Camino Del Rio Ave. Suite 307, Durango, CO, 81301 - Active

Lockheed, 12275 S. Hwy 121, Littleton, CO, 80127 - Active

Ritchie Program - Adams County District 12, 1500 E. 28th Ave, Thornton, CO, 80241 - Active

Ritchie Program - Denver Public Schools, 2650 Eliot Street, Denver, CO, 80211 - Active

Western Colorado MSW Program, 1402 Blake Ave, Glenwood Springs, CO, 81601 - Active

Recommended Change: **No Change**

Correspondence Education

None

Recommended Change: **No Change**

Distance Delivery

03.0103 - Environmental Studies, Bachelor, Bachelor of Arts in Environmental Studies

03.0201 - Natural Resources Management and Policy, Master, Master of Applied Science in Environmental Policy and Management

09.0101 - Speech Communication and Rhetoric, Bachelor, Bachelor of Arts in Communication Arts

09.0101 - Speech Communication and Rhetoric, Master, Master of Professional Studies in Organizational and Professional Communication

11.0101 - Computer and Information Sciences, General, Bachelor, Bachelor of Arts in Information Technology

11.0103 - Information Technology, Master, Master of Applied Science in Information and Communications Technology

13.0301 - Curriculum and Instruction, Doctor, Doctor of Education in Curriculum and Instruction

13.0401 - Educational Leadership and Administration, General, Certificate, Executive Leadership for Successful Schools

22.0211 - Tax Law/Taxation, Master, Master of Laws in Taxation

22.9999 - Legal Professions and Studies, Other, Master, Master of Science in Legal Administration

24.0103 - Humanities/Humanistic Studies, Master, Master of Liberal Studies in Arts and Culture

30.2001 - International/Global Studies, Bachelor, Bachelor of Arts in Global Studies

30.2001 - International/Global Studies, Master, Master of Liberal Studies in Global Affairs

31.0501 - Health and Physical Education/Fitness, General, Master, Master of Arts in Sport Coaching

43.0112 - Securities Services Administration/Management, Master, Master of Applied Science in

Institutional Status and Requirements Worksheet

Security Management

44.0701 - Social Work, Master, Master of Social Work

45.0702 - Geographic Information Science and Cartography, Master, Master of Science in Geographic Information Science

51.0701 - Health/Health Care Administration/Management, Master, Master of Professional Studies in Healthcare Leadership

52.0101 - Business/Commerce, General, Bachelor, Bachelor of Arts in Global Commerce and Transportation

52.1001 - Human Resources Management/Personnel Administration, General, Master, Master of Professional Studies in Strategic Human Resource Management

52.1003 - Organizational Behavior Studies, Bachelor, Bachelor of Arts in Leadership and Organization Studies

52.1003 - Organizational Behavior Studies, Master, Master of Professional Studies in Leadership and Organizations

52.1601 - Taxation, Master, Master of Taxation

52.9999 - Business, Management, Marketing, and Related Support Services, Other, Master, Executive Master of Real Estate and the Built Environment

Contractual Arrangements

None

Recommended Change: **No Change**

Consortial Arrangements

None

Recommended Change: **No Change**