

**Needy Student Waiver Option #6,
34 CFR 607.3(b)(7) and 606.3(b)(5)**

Provide evidence that your institution will substantially increase higher education opportunities for Black or African Americans, Hispanic Americans, Native Americans, Asian Americans or Pacific Islanders, including Native Hawaiians. Or provide evidence that your institution will substantially increase higher educational opportunities for Hispanic Americans. When addressing "higher education opportunities" include both student enrollment and retention. Include the following information:

1. A description of the student body characteristics for the 2016-17 base year and the two academic years preceding the base year (2014-15 and 2015-16). Include the racial/ethnic composition and specifically identify the number and the percentage for each racial/ethnic group listed above by full-time and part-time status.

The undergraduate student population at the University of Colorado Colorado Springs (UCCS) increased by 12% from 2014 to 2018. During the same time period, the number of racial/ethnic minority undergraduate students increased by 30%, thereby increasing the proportion of students identifying with a racial/ethnic minority group by 4 percentage points from 30% in Fall of 2014 to 34% in Fall of 2018. By the Fall of 2018, there were 3621 undergraduate students who identified as American Indian, Asian American, Black/African American, Hispanic, Alaska Native or Pacific Islander, or Two Plus (two or more of the non-Hispanic groups). Approximately 78% of all undergraduates and 79% of racial/ethnic minority students enrolled as full-time students by attempting 12 or more hours in the Fall semester.

Enrollment	Race/Ethnicity	2014	2015	2016	2017	2018
Full-Time	American Indian	36	31	25	18	26
	Asian American	217	235	249	257	281
	Black/African American	243	257	307	309	325
	Hispanic	1138	1230	1,394	1,483	1527
	Non-resident Alien	135	125	103	88	82
	Alaska Native/Pacific Is.	27	19	19	24	17
	Two Plus	521	554	598	630	673
	Unknown	120	90	97	106	102
	White	4922	4935	5,148	5,250	5235
Full-Time Total		7359	7476	7,940	8,165	8268
Part-Time	American Indian	8	9	16	6	10
	Asian American	61	58	61	75	80
	Black/African American	98	92	90	89	99
	Hispanic	305	348	342	402	411
	Non-resident Alien	5	8	7	7	9
	Alaska Native/Pacific Is.	5	5	11	5	6
	Two Plus	119	156	153	163	166
	Unknown	61	40	65	83	70
	White	1364	1415	1,503	1,444	1401

Part-Time Total	2026	2131	2,248	2,274	2252
Undergrad Total	9385	9607	10,188	10,439	10520

Percent of Enrollment	Race/Ethnicity	2014	2015	2016	2017	2018
Full-Time	American Indian	0%	0%	0%	0%	0%
	Asian American	2%	2%	2%	2%	3%
	Black/African American	3%	3%	3%	3%	3%
	Hispanic	12%	13%	14%	14%	15%
	Non-resident Alien	1%	1%	1%	1%	1%
	Alaska Native/Pacific Is.	0%	0%	0%	0%	0%
	Two Plus	6%	6%	6%	6%	6%
	Unknown	1%	1%	1%	1%	1%
	White	52%	51%	51%	50%	50%
Percent Full-Time		78%	78%	78%	78%	79%
Part-Time	American Indian	0%	0%	0%	0%	0%
	Asian American	1%	1%	1%	1%	1%
	Black/African American	1%	1%	1%	1%	1%
	Hispanic	3%	4%	3%	4%	4%
	Non-resident Alien	0%	0%	0%	0%	0%
	Alaska Native/Pacific Is.	0%	0%	0%	0%	0%
	Two Plus	1%	2%	2%	2%	2%
	Unknown	1%	0%	1%	1%	1%
	White	15%	15%	15%	14%	13%
Percent Part-Time		22%	22%	22%	22%	21%
Total		100%	100%	100%	100%	100%

2. Describe the programs and services in place during the 2016-17 base year and the two academic years preceding the base year (2014-15 and 2015-16) that were specifically designed to increase the higher educational opportunities for one or more of the racial/ethnic groups listed above.

Office of Equity, Diversity, and Inclusion (EDI). Equity, diversity and inclusion are core values at UCCS. According to the current strategic plan, the University of Colorado Colorado Springs is charged with providing opportunities for higher education to the general public and offering critical research and cultural development opportunities for the betterment of the broader public good. In accordance with CU's goal of inclusive excellence, the office of Equity, Diversity and Inclusion (EDI) strives to be inclusive of our entire community—with special emphasis on our underserved student population--regardless of social or cultural identity, background, perspective or origin. Historically, certain social groups have been excluded from, and marginalized within, public higher education, thereby creating legacies of advantage and disadvantage. The office of Equity, Diversity and Inclusion, therefore, promotes an intellectual environment that is inclusive of all stakeholders in order to overcome the historical legacies of exclusion.

The office of Equity, Diversity and Inclusion is committed to promoting these principles and ideals not only to correct current and historical shortcomings in the University's service to the public, but also to contribute directly to the quality of learning for *all* who participate in university education both inside and outside the classroom. To realize this potential requires more than seeking to diversify the composition of our student body, staff, faculty and administration along ethnic and racial lines. An equally important challenge is for members of the university community to engage fully across social, cultural and national differences, and to integrate lessons from distinct cultural perspectives into their development of knowledge, skills, and character.

MOSAIC. The Multicultural Office for Student Access Inclusiveness and Community (MOSAIC) emphasizes the importance of creating collaborations among distinct minority student organizations and more broadly with faculty, campus programs, and student support services. MOSAIC includes the LGBT Resource Center. MOSAIC provides a critical shared space and an entry point for many minority and diversity-minded students. MOSAIC programs include, but are not limited to:

- **Expansion of Intentional Advocacy with Campus Partners.** MOSAIC has expanded efforts to identify barriers to success for ethnic minority students within various student services units. MOSAIC staff now has an active role in the training and development of student employees in areas that highly impact the success of minority students, such as: Residence Life and Housing, Orientation Welcome Leaders, Wellness and Mental Health Services, and Student Life. These initiatives vary and typically take the form of educational workshops, high-level consulting, and assisting in department specific trainings.
- **MOSAIC Diversity Dialogues.** Diversity Dialogues is an open, identity-conscious discussion group hosted by MOSAIC. This space provides an opportunity for students to voice perspectives on social and cultural issues that impact the student experience. This space prioritizes discussions around the lived experiences and need to support marginalized communities.
- **Student Advocacy and Support Program** provides support and advocacy to Undocumented/DACA/ASSET students, called Dreamers. The program is coordinated by a Graduate Assistant for Student Advocacy and Support who is tasked with developing and implementing mentoring/tutoring programs and workshops; cultivating campus relationships; and, planning and executing cultural and educational events. This program will be further developed to serve as a source of partnership building with key stakeholders in other university departments. The program is designed to further evolve to meet the needs of other underrepresented groups as challenges to minority communities arise.
- **Peer Discussion Groups** provides space to discuss the experiences of, and the issues that impact LGBTQIA identifying people of color. This group provides a safe environment for students to connect, share experiences, and support each other. This program intentionally addresses the reality that LGBTQIA students of color experience heightened internal homophobia and increased homophobia engrained in their own cultural experiences and communities.
- **Multicultural Graduation Celebration.** At the end of each semester MOSAIC hosts a Multicultural Graduation Celebration to recognize and celebrate the accomplishments of our ethnic minority graduates in addition to graduates who are champions of diversity and inclusion at UCCS. This program provides a space for students to reflect on

successes and adversity faced as marginalized college students. Participation of student families is highly encouraged. MOSAIC averages participation of 150 graduates each year.

- **MOSAIC Gateway Program** to increase educational opportunities for minority and educationally disadvantaged students who would not be admitted strictly based on their scores, helping them achieve academic success comparable to regularly admitted students. Students are enrolled in the MOSAIC Gateway Learning Community, including a Gateway Program Freshman Seminar and a Sociology class, both taught by minority faculty members. They receive extensive support through coursework, advising, counseling, tutoring and success coaching to improve retention. The learning community is designed to provide added layers of support needed to promote academic and social success for MOSAIC Gateway Scholars.
- **CU Anschutz Medical Campus Advising.** UCCS students interested in health professions have the opportunity to meet with the Assistant Director for Outreach of the Office of Inclusion and Outreach at the University of Colorado Anschutz Medical Campus. This is a great opportunity for students to learn more about health professions and academic requirements. While this program is open to all students, our overarching goal with this program is to provide mentorship and coaching for ethnic minority students who are underrepresented in health and medical fields.

President's Fund for Student Diversity supports student programs, events, and travel that contribute to the advancement of campus diversity efforts at the University of Colorado in accord with the UCCS Diversity Strategic Plan. Funds awarded to qualifying student groups or their members are intended to encourage participation in cultural themed conferences and/or professional development opportunities, especially for those underrepresented in their field of study.

Just Talk. The Kraemer Family Library at UCCS organizes a series of facilitated discussions designed to promote open and honest dialogue about equity, diversity, and inclusion on campus and beyond. The last few topics were: Body Positivity, Restorative Dialogue and Conversational Skills to Heal Conflict and Harm, Police Brutality, and Facing the Divide (Race, Racism, and Health). The Just Talk series are scheduled approximately every month.

Center for Religious Diversity and Public Life. The primary aim of the Center for Religious Diversity and Public Life is to foster a healthy and fruitful relationship between the University of Colorado at Colorado Springs and the surrounding community as it concerns religious issues and public life. The Center hosts speaker events and partners with the Colorado Diversity Forum, the Citizens Project (a local non-profit promoting equality and respect for diversity with an emphasis on civic engagement), and the Interfaith Youth Core.

Women's and Ethnic Studies (WEST) is an interdisciplinary department and program that offers curricular support to underrepresented students at UCCS. The department offers two majors and a minor with concentrations in Native American and Indigenous Studies, Latino/a Studies, Gender and Sexualities Studies, and Global Studies. The programs center on the histories, experiences, and cultural expressions of women and racial or ethnic groups not only in the United States but also across the world. WEST's pedagogical approach stresses the relationship between privilege and oppression; and is intersectional in that it explores the connections among race, class, gender, sexuality, disability and other socially constructed categories. Its theoretical framework focuses on how race, gender, class, nationality, sexuality and other

hierarchies influence people's experiences, life chances and alliances. In the Fall of 2018, WEST faculty delivered 13 courses with a total enrollment of 348 students.

Pre-Collegiate Program. The Pre-Collegiate Development Program at UCCS is designed to facilitate college readiness among secondary school students and eliminate the need for academic and social remediation in college among first-generation and minority students. Starting in the student's rising 10th grade summer and concluding the summer before 12th grade, the smooth transition from high school to college is accomplished using career exploration workshops, a summer institute that prepares students to focus on a career pathway, a career-focused concurrent enrollment program offered during the school year and summers, as well as ongoing support to monitor and advise students as they transition through high school into the college major of their choice. When successfully completed, students will have earned up to 30 CU college credits; applied for scholarships and financial aid; been accepted to UCCS; and developed academic and social success skills linked to success in a college environment. PCDP recruits first-generation and low-income students from school districts with a high population of students of color. Throughout the 2018 calendar year, 330 students were registered in the PCDP program and 61% identified as students of color.

Adelina Gomez Scholars. Funded via a gift from its namesake, Gomez scholars are underprivileged or underserved students nominated by high school principals, high school counselors, or staff from the Denver Scholarship Foundation. The scholars spend two weeks on the UCCS campus learning about college admissions and financial aid and enroll in a 3 credit hour transferable sociology class.

UCCSlead. A student leadership development program led by the Student Life Office to develop engaged and ethical world-changing leaders which offers co-curricular certificates for a broad and diverse group of up to 600 undergraduates. It includes extensive training and programmed events; upon completion, students receive a certificate, a graduation cord, and recognition on their co-curricular record. During the second year of the program (2016), 45% of the participating students were minority students.

International Affairs. The International Affairs (IA) office provides programs and services to support international and minority students. IA provides orientation and visa support for international students, manages intensive English programs, organizes study abroad and exchange programs, delivers resources and opportunities for faculty and staff, and hosts events such as the Annual International Discovery Dinner to gather students and host families. In the Fall of 2018, there were 204 students with a temporary visa who are categorized into the "non-resident alien" racial/ethnic category for federal purposes; however, there were an additional 255 students with citizenship in another country.

Diversity Champions. In order to ensure that the faculty and staff reflect the diversity of our student body and larger community, UCCS provides training for and appoints a Diversity Champion to every job search. The Diversity Champion helps the search committee identify biases that could influence their decisions and facilitates the use of tools the Affirmative Action Office can offer.

Rosa Parks, Cesar E. Chavez, and Janice M. Gould Scholarships. These scholarship competitions are designed to give undergraduate students an opportunity to explore and research both domestic and/or global issues regarding social justice, human rights, and injustice or

discrimination in all forms. These competitions have provided a unique forum to encourage and showcase UCCS students' scholarly and creative talents.

Faculty Minority Affairs Committee (FMAC). FMAC is a standing committee of the UCCS Faculty Assembly. In addition to the regular responsibilities of the committee, each fiscal year the FMAC allocates funds for research and campus activities that promote diversity and inclusiveness, with emphasis on racial/ethnic issues in research, community engagement, and teaching. Funding is open to all UCCS faculty and staff. FMAC offers Diversity Grants in the following two areas: professional development and academic programming. Professional development includes, but is not limited to, travel for research, conference presentations, access to archives, research assistance or transcription, or minor equipment purchases. Applications in this category should demonstrate how the event or activity impacts the applicant's career trajectory. Grants awarded for academic programming and curriculum includes, but is not limited to, creating or supporting on-going programs, bringing speakers to campus, organizing one-time activities or workshops, or developing new or enhancing existing courses. Applications in this category should demonstrate how the event or activity impacts the campus in diversity and inclusion.

Diversity in Practice Internship Program. The UCCS Faculty Minority Affairs Committee has developed an internship program for undergraduates interested in researching and developing best practices for engaging first-year students and their faculty in inclusivity-centered conversations and activities. Additionally, Interns are tasked with facilitating and engaging in peer to peer activities, and reporting back general student perspectives on equity, inclusivity, and diversity efforts on campus. These engagements have helped the committee identify gaps in overall campus knowledge and areas of dissonance regarding diversity efforts. The ultimate mission of this program is to create and support an inclusive campus environment, with an added focus on improving campus climate for underrepresented communities. A highlight of this program has been the development of a classroom guidebook. This guidebook provides exercises, lesson prompts, and conversation guides meant to help faculty introduce students to concepts of diversity and inclusiveness.

3. Describe the programs and services your institution is currently developing that are specifically designed to increase the higher educational opportunities for one or more of the racial/ethnic groups listed above. Include the projected date(s) for the implementation of these programs and services.

Student Diversity Assembly. The office of Equity, Diversity and Inclusion is in the process of collaboratively establishing a Student Diversity Assembly (SDA), which will be widely representative of various student stakeholders with MOSAIC, Student Affairs, and Student Success. The SDA will be charged with assessing the campus climate for students, and aggregating information regarding student activities and programming that advances the principles of equity, diversity, and inclusion. It is likely to include several multicultural student groups such as the African Student Association, Asian Pacific Islander Student Union, Black Student Union, Indian Student Alliance, Latino Student Union, Native American Student Union, Saudi Student Club, Spectrum/LGBTQ Alliance, and UNIDOS (Dreamers student club). The SDA will also be charged with revitalizing the student mentoring program and will prioritize initiatives based on the information that is culled from the student campus climate assessment.

Center for Student Research. In 2019, a new Center for Student Research will be affirmed that is dedicated to supporting underrepresented minority students, especially those studying science and engineering. The Center for Student Research prioritizes at risk and underserved students to provide workshops, trainings, aspirational peer-mentoring and other services that increase the quality and quantity of research experiences. As a high impact practice, research experiences are critical to catching and holding student interest, especially for underrepresented students in STEM fields.

The bi-annual **Diversity and Inclusion Summit** and the first annual **Mountain Lion Teaching and Learning Day** (January 2019) are designed to provide resources for faculty and staff to promote curricular innovation and educational programming related to equity, diversity, and inclusion. The custom-tailored trainings focus on various disadvantaged and/or at-risk student populations. These events also offer students the opportunity to engage directly with faculty and staff.

Student mentoring. With MOSAIC and Student Success, the Equity, Diversity and Inclusion Office is developing a student mentoring program in collaboration with a faculty fellow. The pilot program will deploy in 2020.

Campus Climate Assessment. The EDI office and MOSAIC are in the process of constituting undergraduate and graduate student focus groups to assess the campus climate and aggregate information regarding student activities and programming that advances the principles of equity, diversity, and inclusion. The EDI office and MOSAIC will consequently prioritize specific initiatives and programming activities based on the information that is culled from the student campus climate assessment.

TRiO. In October 2019, UCCS will submit a TRiO Student Support Services grant to comprehensively support first-generation and low-income students' academic and social and emotional success and graduation from UCCS. Support strategies will include individual developmental plans, peer mentoring, financial counseling, career counseling, and experiential learning opportunities. A rigorous evaluation plan will be implemented to provide both formative and summative data on support strategies and overall program success.

4. Describe your institution's enrollment goals for one or more of the racial/ethnic groups listed above for these academic years (2017-18, 2018-19 and 2019-20).

a. Provide a detailed explanation of the institution's plans to meet these goals.

Many of the institution's enrollment goals stated in the 2020 Strategic Plan have been met or exceeded prior to 2020. For example, we had hoped that by 2020 at least 29% of baccalaureate degree conferrals would be earned by students of color; by the end of 2019, we reached 29%. The campus is currently engaged in the development of a new Strategic Plan for 2030. While the specific goals are not yet established, we are planning for an annual growth rate of 1.9% and expect diversity metrics to improve at the same rate or better. Tentative goals are as follows:

Enrollment Targets	2019	2020	2021
Graduate Students	2085	2124	2165
Undergraduate Students	10728	10932	11140
American Indian / Alaska Native	39	39	40

Asian American	364	371	378
Black / African American	433	441	450
Hispanic	1981	2019	2057
Native Hawaiian / Pacific Islander	23	24	24
Two Plus	852	868	885
International	92	93	95
White/Unknown	6944	7076	7211
Baccalaureate Degrees	1877	1913	1949
% earned by students of color	29%	30%	31%
Six Year Graduation Rate	47%	49%	51%
Retention Rate	68%	69%	70%

In addition to the UCCS 2030 Strategic Plan, the university engages with the University of Colorado System and the Colorado Department of Higher Education to develop goals and evaluate progress via a system of metrics. The themes include affordability and access, student success, fiscal sustainability, and reputation and impact. Within these themes are dozens of very specific metrics such as alumni earnings and debt ratios, the percentage of students attempting a full credit load to graduate on time, transfer rates, and so forth. To meet these goals, UCCS created a Strategic Enrollment Management Team in 2018 which consists of a steering committee and four subcommittees supported by faculty and staff from all units of the university. Four subcommittees (Course Scheduling and Capacity, Retention and Graduation, Recruitment and Marketing, and Admissions Policy) work simultaneously to enact new policies and procedures to improve student success.

For example, a new admissions policy and a new course scheduling policy in conjunction with a forthcoming grade replacement policy will allow us to reduce unnecessary courses and place students into the most appropriate gateway courses so they can finish on time and reduce the costs to do so. We are also working to leverage marketing technologies to reach broader pools of prospects and hope to improve racial/ethnic and gender inequities in yield rates. With a more comprehensive life cycle plan for students that includes the integration of support services and co-curricular activities for student success, we hope to enhance students' academic success and eliminate racial/ethnic disparities in graduation rates. The Strategic Enrollment Management effort also includes means to improve institutional financial aid and make college more affordable.

**Needy Student Waiver Option #3,
34 CFR 606.3(b)(3) and 607.3(b)(3)**

Provide evidence your institution, in the 2016-17 base year, substantially increased the higher education opportunities for low-income students who were also educationally disadvantaged, or from groups underrepresented in postsecondary education, or were minority students. The program regulations at 34 CFR 606.7(b) and 607.7(e) define "*educationally disadvantaged*," "*minority student*" and "*underrepresented*." Include the following information:

1. A description of the student body characteristics, including the racial/ethnic composition and the number of low-income students, for the 2016-17 base year.

Approximately 23% of non-international undergraduate students enrolled for the Fall 2016 semester were considered low-income according to the standards in the Federal Register. Of the low-income students, the majority (60%) were independent and, according to information from their FAFSA and ISIR records, just under half of them had families of their own. The proportion of students who were low-income varied among the racial and ethnic groups: 51% of American Indian, 40% of Black or African American, 26% of Hispanic, 26% of Asian American, 24% of multi-ethnic (Two Plus), and 20% of Alaska Natives or Pacific Islanders. As a group, 28% of minority students were low-income compared to 20% of other students.

Another descriptor for low-income that we apply at UCCS is an estimated lower-income quintile. We estimate the students' household income quintile based on their adjusted gross income as reported in their financial aid documents. Applying this methodology, we identify 49% of non-international undergraduate students are in the first to third quintiles with adjusted gross incomes less than \$66,336. The proportion of students who we consider lower-income using this methodology also varies among racial and ethnic groups: 71% of American Indian, 69% of Black or African American, 56% of Hispanic, 51% of Asian American, and 43% of Alaska Natives or Pacific Islanders. As a group, 56% of minority students were lower-income compared to 46% of other students.

A third determinant of low-income is the receipt of a Pell Grant. On average over the past 17 years, 30% of undergraduates received a Pell Grant awarded to students who display exceptional financial need. Due to the eligibility criteria, we consider Pell Grant recipients to be low-income students. We know the Pell Grant improves college affordability and students' ability to persist and graduate because, on average, 42% of the students who have earned a baccalaureate degree had a Pell Grant.

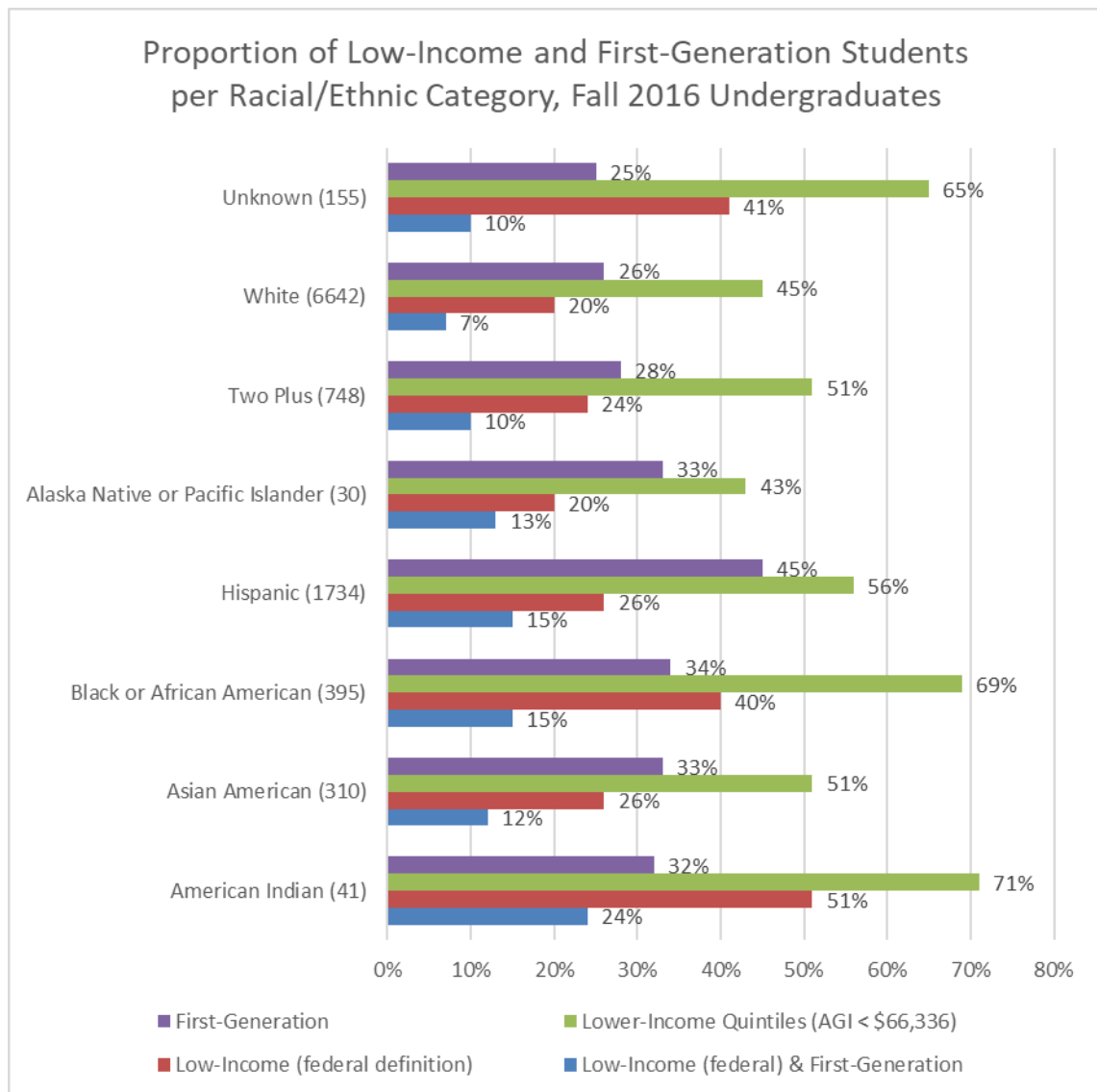
With these three methods, we believe at least 49% of our undergraduate students are low-income or economically disadvantaged. This proportion may be even greater since 18% of the students did not submit a FAFSA and their income is unknown.

In addition to the racial/ethnic composition and number of low-income or lower-income students, 52% had unmet need (with an average of \$6,646 unmet need), 30% of the undergraduates were first-generation, 8% were affiliated with the military but did not receive

military-affiliated tuition assistance (11% did), 5% were registered with the Disability Services Office, and 10% had children of their own. According to results from our National Survey of Student Engagement, 70% of the respondents reported that they work on or off campus to make ends meet. Overall, we estimate that 75% of undergraduate students are disadvantaged or underrepresented in some way.

2. The number of low-income students for the 2016-17 base year that were also educationally disadvantaged, from groups underrepresented in postsecondary education, or minority students.

Using the definition of low-income in the Federal Register, a total of 444 students were first-generation, racial/ethnic minority, *and* low-income.



3. A description of the programs and services in place during the 2016-17 base year that were specifically designed to increase the educational opportunities for the low income students who were also educationally disadvantaged, from groups underrepresented in postsecondary education, or minority students.

Clyde's Cupboard. UCCS opened an on-campus food bank for students experiencing food insecurity. The food bank is located in the University Student Center and is stocked with donated non-perishable food items. Donations are obtained by a food drive in which departments compete to donate the most items, by a class service project, and by a "Food for Fines" partnership with our public safety office in which parking fines are waived for a donation of 10 items.

Adelina Gomez Scholars. Funded via a gift from its namesake, Gomez scholars are underprivileged or underserved students nominated by high school principals, high school counselors, or staff from the Denver Scholarship Foundation. The scholars spend two weeks on the UCCS campus learning about college admissions and financial aid and enroll in a 3 credit hour transferable sociology class.

Graduate Opportunity Scholarships. This scholarship is for students within their first year in a graduate program who bring diverse perspectives to UCCS. To qualify, students must have a minimum 3.0 GPA and demonstrate financial need. Award amounts vary from \$5,000 to \$25,000 for the academic year.

Morris Slobodow Memorial Scholarship. This scholarship is available to undergraduate and graduate students in the College of Business and Administration who have a cumulative GPA of 3.0 or higher. Priority consideration will be given to students who meet one or more of the following criteria: first generation immigrant, demonstrate financial need, or employed at least part-time. There is one award at \$1,200.

H.A. Arnold Scholarship. A four-year \$8,000 scholarship for first-generation students who demonstrate financial need. Recipients must be Colorado residents with at least a 2.5 high school GPA and graduate in the top 50% of their class.

Morgan and Dorothy Johnson Scholarship. A need-based scholarship for first-year first-generation students who demonstrate financial need and have a cumulative GPA of 2.25 or higher.

Josephine Benavidez Communication Scholarship. This scholarship supports undergraduate students enrolled in the College of Letters, Arts and Sciences' Communication program. Students who are non-traditional or the first generation in their family are encouraged to apply. Recipients must have at least a 3.0 cumulative GPA. Typical awards are \$2,000.

Leo Gomez Scholarship. A need-based scholarship for students enrolled in the College of Letters, Arts and Sciences. The scholarship benefits students from underrepresented groups who are majoring in Communication.

Emergency Scholarship. This scholarship provides flexible and immediate emergency assistance to cover a one-time emergency, which is impacting a student's ability to complete

classes. Degree seeking graduate or undergraduate students in the final year of their program may apply but must demonstrate financial need according to the FAFSA, and be meeting Satisfactory Academic Progress standards. International students do not qualify. Award amounts vary depending on the nature of the emergency, but generally do not exceed \$1,000.

Mountain Lion Money Matters. An educational program managed by the Financial Aid Office, Money Matters provides workshops, online videos, and presentations to improve the financial literacy of students and to provide them with the knowledge to become financially independent. Materials include paying for college, life after UCCS, credit versus debt, living expenses, budgeting, and more. The purpose is to enable students to make responsible financial decisions.

MOSAIC. The Multicultural Office for Student Access Inclusiveness and Community provides success coaching for individual students and advises student clubs that focus on ethnic minority students. MOSAIC manages a mentoring program that pairs students of color with a faculty or staff mentor.

Office of Equity, Diversity, and Inclusion. The office is primarily responsible for advancing all equity, diversity, and inclusion programming on campus and supporting historically underserved or marginalized campus and community stakeholders. In addition to coordinating a range of annual/bi-annual diversity programming, the office is in the process of establishing a Student Diversity Assembly (SDA) charged with assessing the campus climate for students, and aggregating information regarding student activities and programming that advances the principles of equity, diversity and inclusion.

Pre-Collegiate Development Program. This program is designed to eliminate the need for academic and social remediation in college among first-generation and minority students. Starting in the student's rising 10th grade summer and concluding the summer before 12th grade, the smooth transition from high school to college is accomplished using career exploration workshops, a summer institute that prepares students to focus on a career pathway, a career-focused concurrent enrollment program offered during the school year and summers, as well as ongoing support to monitor and advise students as they transition through high school into the college major of their choice. When successfully completed, students will have earned up to 30 credit hours; applied for scholarships and financial aid; been accepted to UCCS; and developed academic and social success skills linked to success in a college environment. PCDP recruits first-generation and low-income students from school districts with a high population of students of color.

Women's and Ethnic Studies. An interdisciplinary program that offers curricular support to underrepresented students at UCCS. The WEST major and minor—as well as certificate concentrations in Native American and Indigenous Studies, Latino/a Studies, Gender and Sexualities Studies, and Global Studies—center on the histories, experiences, and cultural expressions of women and racial or ethnic groups not only in the United States but also across the world. WEST's pedagogical approach stresses the relationship between privilege and oppression; and is intersectional in that it explores the connections among race, class, gender, sexuality, disability and other socially constructed categories. The program highlights the experiences and cultural expressions of women and/or racial and ethnic groups in the United

States and globally. Its theoretical framework focuses on how race, gender, class, nationality, sexuality and other hierarchies influence people's experiences, life chances and alliances.

UCCSlead. A student leadership development program that offers three levels of academic and co-curricular certificates for a broad and diverse group of up to 600 UCCS undergraduates. During the second year of the program, the number of students increased to 390, 45% of whom were minority students.

Chancellor's Award. A new institutional scholarship, the Chancellor's Award provides up to \$10,000 over four years to undergraduate students who maintain a 3.0 GPA and complete 30 credit hours during the year. The scholarship is intended to make college more affordable and to increase first-year student retention.

High School Concurrent Programs. UCCS partners with local high schools and the Colorado Department of Higher Education and the Colorado Department of Education to provide an array of high school concurrent programs in which high school students may earn dual credit and, in some cases, the college credit is funded via the Colorado Opportunity Fund.

Asset Program. Signed in 2013, the Senate Bill 13-033, or the Colorado Advancing Students for a Stronger Economy Tomorrow (ASSET) law, allows eligible undocumented students to pay in-state tuition and to receive the College Opportunity Fund, a \$65 per hour credit applicable at Colorado's public colleges and universities.

LGBT Resource Center. The LGBT Resource Center is designed to provide resources and information to LGBT students, advocate for LGBT+ interests throughout campus, conduct outreach and education, and ensure LGBT+ voices are represented among the campus at large. exists as part of the University of Colorado Colorado Springs' on-going commitment to fostering a positive and inclusive atmosphere for everyone on campus.

Excel Centers. The Excel Centers are a network of five centers managed by faculty directors and located on campus in converted classrooms. The centers are designed to provide academic support, supplemental instruction, and tutoring to students, particularly those who are educationally disadvantaged. The centers include the Communication Center, Languages Center, Math Center, Science Center, and Writing Center.

Matrix Center. The Matrix Center for the Advancement of Social Equity and Inclusion provides outreach, research, conferences, workshops, training, leadership coaching, and other diversity services to bridge the gap between university and diverse communities to examine real world problems and contribute to the advancement of real world solutions. Workshops and training cover topics such as transforming the curriculum, culturally inclusive leadership, building an inclusive environment, dealing with resistance to equity, advancing social justice, and minimizing implicit bias and stereotype threat. By providing services to faculty and staff, the Matrix Center helps create an inclusive learning experience for students.

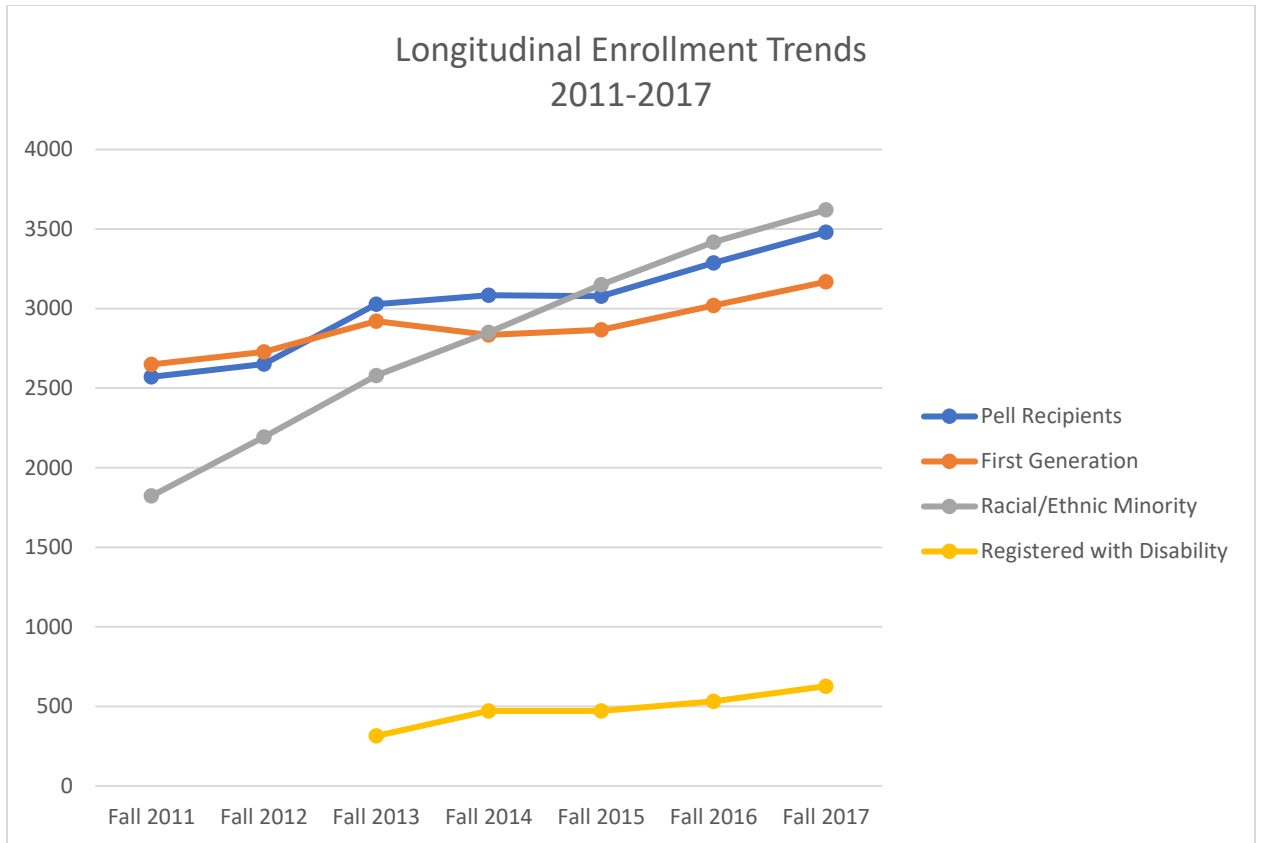
Starfish Early Alert. This software-driven system allows faculty to submit alerts to students and academic advisors when students exhibit behavior that could impact their performance in the class and their overall success at UCCS. The system is intended to improve outreach to students whose persistence is at risk, and often-times, the students are also educationally disadvantaged,

underrepresented, or minority. The outreach or interventions help improve students' awareness of resources like financial aid, health and wellness counseling, disability services, co-curricular activities, and supplemental academic instruction.

Diversity Champions. In order to ensure that the faculty and staff reflect the diversity of our student body and larger community, UCCS provides training for and appoints a Diversity Champion to every job search. The Diversity Champion helps the search committee identify biases that could influence their decisions and facilitates the use of tools the Affirmative Action Office can offer.

4. A longitudinal progression detailing the number of these students served by the institution's programs and services during the past five academic periods: 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16.

Since 2011, undergraduate student enrollment at UCCS has increased by over 3,200 or 42%. Much of that growth has been driven by growth in underserved and underrepresented students. The programs and services noted earlier are relatively new and continually developing in order to better serve students, particularly those who may be more at-risk. For example, institutional financial aid nearly doubled from \$6.4 million in 2012 to \$12.4 million in 2018, with a 30% increase between 2017 and 2018 alone. The institution's eligibility to apply for Title III and Title V grants provides the opportunity to fund high-quality programs and services and, most critically, to ensure college affordability so students from underprivileged backgrounds have access to higher education.



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Low-Income						2291	
Lower Income Quintiles						4440	4564
Pell Recipients	2571	2652	3027	3083	3077	3288	3481
First Generation	2649	2728	2922	2835	2866	3019	3168
Racial/Ethnic Minority							
American Indian	57	51	51	44	42	41	24
Asian American	343	335	311	294	312	331	358
Black/African American	295	311	346	356	363	416	429
Hispanic	937	1081	1306	1474	1670	1821	1962
Pacific Is./Alaska Native	7	18	30	32	26	32	30
Two Plus	183	398	536	650	738	777	817
White	5487	5896	6264	6427	6534	6878	6865
Unknown	349	350	294	210	149	210	227
Non-resident Alien	44	37	82	142	136	113	96
Registered with Disability			314	472	471	532	627
Undergraduates, including non-degree & internationals	7,702	8,477	9,220	9629	9970	10,619	10,808