



THE STATE BOARD OF AGRICULTURE
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MEMORANDUM

TO: Education Committees of the Colorado General Assembly

Colorado Blue Ribbon Panel on Higher Education for
The 21st Century

FROM: Reginald L. Washington, President
State Board of Agriculture

Albert C. Yates, Chancellor
Colorado State University System

DATE: December 14, 2001

RE: Report Assessing Value to the Region of a Role and Mission Change and Name
Change for the University of Southern Colorado

In compliance with House Bill 01-1406, we are pleased to submit the attached report developed by the University of Southern Colorado in collaboration with the Colorado State University System and Colorado State University and adopted by the State Board of Agriculture on December 3, 2001.

In deliberating adoption of this report, the Board pondered the central questions it raises. If these changes are made, will the Colorado State University system be made better, and will we create an environment where we will stimulate stronger collaboration between and among our institutions and increased sharing of resources? Ultimately, will we create a vehicle for us to satisfy better the needs of our constituencies--those of Colorado State University as well as the University of Southern Colorado?

The Board unanimously registered its firm belief that the answer to those questions is a very strong "yes." In doing so, the Board also concluded that the document is critical in all its key parts, and that only with those taken together does a realistic whole emerge. In reaching for a level of quality that is different from what exists now, the University of Southern Colorado wishes to raise its admission standards, increase tuition, lift expectations for its faculty, change its program configuration, and

embrace the notion of external engagement of faculty and staff with the constituencies of the southeastern Colorado region. There are no plans for the University of Southern Colorado to offer doctoral programs of its own or to become a research university. Taken as a whole, these steps warrant a formal change in role and mission and justify a name change for the institution. Faculty, administration and students assured the Board of their intentions to carry this work forward, and their assurance was met with equal enthusiasm by their counterparts at Colorado State University, who also endorsed the proposals.

Those proposals define a special niche for the University of Southern Colorado within the state and the region as a solid, regional comprehensive university focused on professional and career oriented degrees, aimed to serve the great number of students who are in the middle-range of academic preparation and ability. USC will continue to concentrate on undergraduate programs while developing a select group of master's programs to address the needs of southeastern Colorado. The proposals clearly aim at providing the educational resources called for in the name of regional economic development.

Recommendations for changes in admission standards are based on these assumptions:

- To do nothing is to invite stagnant enrollments into the foreseeable future.
- Healthy enrollments stem from clear institutional identity and recruitment markets, evidence of improved institutional quality, competitive scholarships, ready access, and needed and desired degree programs. The proposals address all of these key issues.
- Increasing tuition alone or increasing the admissions standards alone is likely to negatively impact enrollments. However, strong evidence indicates that the proposals, as a package, will have a positive effect on enrollments (experiences of Minnesota State University-Moorehead & Mankato, University of Massachusetts-Dartmouth, West Texas A&M, and Texas A&M-Corpus Christi illustrate the point).

As detailed in the full report, the proposals benefit Colorado State University as well as the University of Southern Colorado.

Colorado State University is committed to providing vital support to help insure the University of Southern Colorado's success. This commitment is an institutional one, extending well beyond the particular individuals who have been most involved in talks of collaboration. Colorado State University already offers MSW and M.Ed. degrees at the University of Southern Colorado; Colorado State University and the University of Southern Colorado are exploring collaborations in public administration, English and engineering, and there are promising possibilities for biotechnology.

Additional areas just beginning discussions are agri-business and cooperative extension, where the University of Southern Colorado faculty would play expanded roles. Colorado State University, the University of Southern Colorado and the Colorado State University System have formulated guidelines for collaborative programs and have engaged in program planning at the faculty, dean and provost level. Vital support services are also included. Colorado State University and University of Southern Colorado libraries have a long history of sharing resources; talks are underway to increase their association to the benefit of both institutions (e.g., increased access by the University of Southern Colorado to databases; increased hard copy volume access for Colorado State University). Similar, mutually beneficial collaborations are beginning in the areas of campus safety and sponsored programs.

It is very natural to wonder about costs associated with the report's major proposals and how those costs would be covered. Careful analysis by the University of Southern Colorado with additional work at the CSUS and Board level suggests the following:

- Role and mission and name changes would entail very minimal costs (signs, logo and publication redesign and other cosmetic work). Such costs could easily be absorbed in the institutional publication budget.
- Lifting faculty expectations for scholarship and outreach will involve costs, since the University will probably want to expand its support for faculty scholarship. This can be accomplished through donations to the University or its foundation. Faculty interested in sponsored programs will need assistance in identifying funding sources. The existing office of sponsored research at the University will receive a small share of successful proposal funds to provide that assistance. Outright cost to the University should, therefore, be minimal.
- Adding degree programs will involve costs for faculty, library resources, laboratory and teaching materials. The University expects to cover these costs by eliminating low-demand programs and re-directing resources to the new programs. Tuition and state reimbursement for students in the new programs will provide further financial support. Collaboration between the University and Colorado State University in delivering graduate programs will save the University of Southern Colorado the equivalent of several faculty positions for each program so delivered.
- Recruiting additional students and raising admissions standards will involve additional costs in the marketing and admissions areas. These costs will be covered through institutional reallocation and increases in enrollment. In addition, development of a joint admissions

process with Colorado State University will help bring additional students to the University of Southern Colorado and could mean up to \$600,000 a year in additional tuition and state reimbursement for Full Time Student Equivalents (FTE).

- Providing expanded scholarship support will be covered by further developing the Governor's Opportunity Scholarship Program, by private donations to the foundation, and by an increase in tuition (part of which will go toward improving the faculty salary scale in order to be more competitive for new hires).
- Last, in the event of unforeseen developments or miscalculations, the Board and the Colorado State University System will stand ready to aid the University of Southern Colorado by advancing funds from the System reserve which is held annually to cover emergency situations.

Therefore, in light of comments to the Board from University of Southern Colorado representatives, and with encouragement from Colorado State University representatives as well, we go on record as being enthusiastically and without qualification in support of the HB 01-1406 report recommendations. We respectfully request your support to accomplish these changes.

Thank you for your attention.

cc: Sponsors of House Bill 01-1406
State Board of Agriculture
Colorado Commission on Higher Education
Role and Mission Committee of the Blue Ribbon Panel
Other Interested Persons

Enclosure

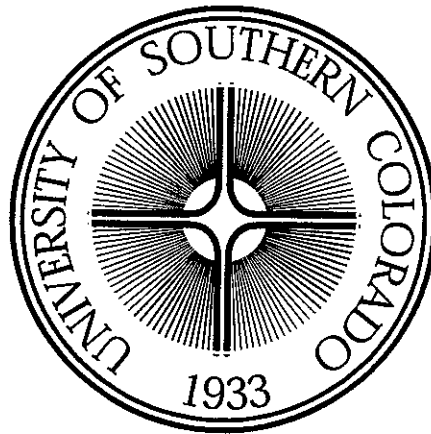
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Why couldn't VSC do all
proposed as an independent

UNIVERSITY OF SOUTHERN COLORADO

institution under
Ag. Board?



REPORT ON MISSION, ROLE AND NAME

Response to HB 01-1406

December 15, 2001

December 15, 2001

UNIVERSITY OF SOUTHERN COLORADO
REPORT ON MISSION, ROLE AND NAME

Response to HB 01-1406

EXECUTIVE SUMMARY

House Bill 01-1406 requires the University of Southern Colorado (USC) and the State Board of Agriculture (SBA) to submit this report on USC's proposed mission, role and name, along with substantial supporting information, by December 15, 2001. This report was developed with input from Colorado State University (CSU); the Colorado State University System (CSUS); the two-year and four-year higher education institutions in southeastern Colorado; citizens and organizations in Pueblo and Pueblo county, Alamosa, Canon City, Colorado Springs, Lamar, La Junta, and Trinidad; and students, faculty and staff at the University of Southern Colorado. After carefully reviewing USC's current circumstances and future challenges, the report concludes that the University has reached a point where advances in its purpose and programs and opportunities to improve its quality, enrollments and service to the state, but especially southeastern Colorado, warrant formal changes in its mission, role and name.

Mission. USC's current mission describes it as a "general baccalaureate and polytechnic institution with moderately selective admission standards." That mission no longer represents well the nature, scope and level of the University's degree offerings or its faculty expertise. By commonly accepted national standards, USC qualifies as a "regional, comprehensive" university. The majority of its programs (64%) are professional and career focused. USC is designated in the national Carnegie classification system as a Masters I institution and has as its first priority excellence in teaching and learning. The University serves as a major educational resource for the cultural enrichment and economic growth of its region, and offers a broad array of undergraduate programs and a select group of graduate programs tailored to regional needs. Given these qualities, USC would more accurately be described as a "regional, comprehensive" university. *

USC also proposes to increase its minimum admissions index slightly from 80 to 86, to be phased in over three years. This change will more clearly communicate the level of ability and preparation required to be academically successful at USC and better reflect USC's niche as serving students whose academic credentials put them in the mid-range of preparation and ability. Analyses of admissions data over the past three years show that, even with the increased admissions index, USC will continue to attract a student body with high representations of first generation, low income and minority students. The data further indicate that USC will continue to enroll Hispanic students at least at a proportion of the student body to preserve the University's designation as a Hispanic Serving Institution (i.e., 25%). Data and information from USC and from universities in situations very similar (e.g., Eastern Oregon University, University of Massachusetts—Dartmouth, Minnesota State University—Mankato) indicate that a modest increase in admissions criteria will lead to improved retention rates, reduced need for remedial

instruction, improved graduation rates and scores on professional/licensure exams, and higher student participation in undergraduate internships, research, honors, and leadership programs. An increase in USC's admissions standards is made possible by a strengthening K-12 system in terms of academic expectations and a strong community college system in southeastern Colorado that ensures educational opportunity for those students who do not meet the University's admissions criteria. USC will continue to welcome and encourage the transfer of students who begin at the community colleges.

Role. According to market analyses, USC is valued for its high value-to-cost ratio, small classes, strong connection to the community, designation as a Hispanic Serving Institution (HSI) and the solid performance of its graduates. The University's student profile indicates that USC provides valuable access to higher education for a large number of students whose economic and social circumstances require that they remain in the Pueblo area. The University offers a strong curriculum across a number of distinctive programs. Recognizing this, numerous studies of the region identify education as the key to its continuing economic development, and they call for USC to prepare more residents for professional and high level technical jobs. USC proposes to further enhance its performance in these role-defining areas.

Since 1998, University and community groups have completed at least seven, extensive, market analyses that address regional educational needs. The results are consistent in calling for expanded degree offerings and improved access for non-traditional students to a select group of existing, distinctive programs. In response, USC is expanding its evening, weekend and distance offerings to increase student access to high-demand programs and to a complete set of general education requirements. For example, the University recently added its undergraduate computer information systems, sociology—criminology, and business administration degrees to the list of complete programs being offered in the evenings.

The market studies also call for more masters level, professionally oriented degrees. In response, USC is collaborating with CSU to offer their M.Ed. in Education and Human Resource Development (Education Leadership/Principal License concentration) on USC's campus, which began in the 2000-01 academic year, and the M.Ed. in Education and Human Resources Development (Counseling and Career Development concentration), which began in the 2001-02 academic year. Both of these programs involve USC faculty in teaching, advising, and administrative roles. Additionally, enrollment potential is being assessed by USC for new masters level degrees in business-information systems, computer information systems, education, English, nursing, mass communication, and public administration/criminal justice.

Among the new undergraduate degrees under consideration are general engineering, athletic training, and a new biology option in biotechnology and molecular biology. Finally, non-degree opportunities through Continuing Education are being expanded to address higher-level training and development needs of teachers, business managers, health care providers, and other professionals.

To strengthen the University's ability to recruit and retain good students and faculty, additional scholarships are proposed, as is a faculty salary adjustment to reach benchmark levels of peer institutions.

Funding for these new initiatives is proposed to come from internal reallocation (\$395,000), new FTE-associated tuition (\$754,672) and the accompanying state allocation (\$1,449,444), a change in the undergraduate and graduate tuition structure (\$1,609,772), and collaborative associations, primarily with CSU (in-kind worth of approximately \$630,000). Additional support for some

specific initiatives will be provided through grants, fees, and private fund raising. A detailed resource plan, covering the time period of 2002-03 to 2006-07, describes the specific expenses and revenue sources associated with each initiative.

To ensure that faculty are well positioned and prepared to offer the programs described above, USC's faculty voted overwhelmingly in October, 2001 in favor of a performance review and promotion policy that clearly specifies accomplishment in all three areas of teaching, scholarship/creative activity and service as fundamental to the faculty role. The University and the State Board of Agriculture recently approved changes to the USC Faculty Handbook that represent this new policy. The University also will have in place by January, 2002 a faculty workload structure that recognizes the time demands of extraordinary teaching responsibilities, scholarly and creative activities, and service. Finally, to ensure the faculty's continuing up-to-date knowledge in their fields, the University is increasing the number and range of faculty development opportunities and the importance given to participating in them. These changes, along with the proposed market adjustment in faculty salaries, will improve the University's ability to recruit and retain high quality faculty, a vital ingredient in the University's plan for improvement.

Name. Established as Southern Colorado Junior College in 1933, with name changes to Pueblo Junior College in 1936, Southern Colorado State College in 1963, and the University of Southern Colorado in 1975, USC has again reached a point in time when significant changes in mission and role merit recognition with a change in name to Colorado State University—Pueblo.

As sister institutions in the Colorado State University System, USC and CSU have developed a positive working relationship and compatible missions that stress service to the state (CSU) and to the region (USC) through teaching, scholarship/creative activity and outreach. Existing collaborations between the two institutions (e.g., in the areas of library, campus and environmental safety, admissions, information technology services, Master in Social Work, Master in Education—Education Leadership, Master in Education—Counseling) document that an enhanced and expanded relationship is possible for the benefit of the citizens of southeastern Colorado. Formalizing and expanding this relationship is one of the ways USC can bring more educational resources to the people of southeastern Colorado. Areas planned for future collaborations include CSU course support to enhance electives and expand depth in USC degree programs (e.g., engineering, biotechnology), offering CSU masters degrees at USC (e.g., English), offering joint degrees (e.g., public administration; agribusiness), and collaborative academic support initiatives in areas like the library, admissions, human resources, purchasing and information technology.

*Why not
CU - Pueblo
relationship
& with
UC CS*

To formally recognize the compatibility of USC's and CSU's missions and to facilitate their increased collaboration, USC and SBA propose changing USC's name to "Colorado State University—Pueblo," while retaining USC's administrative and academic autonomy with a president as its chief executive officer who reports directly to the State Board of Agriculture. This decentralized administrative structure for a system of institutions bearing a flag-ship university's name is common in U.S. higher education and preserves the unique missions and academic priorities of the different universities while promoting useful collaborations. This structure differs from the Colorado University System structure, in which campus chancellors report to a central president.

This report summarizes planning efforts that began over three years ago to answer a key question: *How can USC be a better educational resource to support the continued economic and social development of southeastern Colorado?* The answers, summarized in this report, address needed

changes in the University's mission, role and name. The University has already begun implementing many of the recommendations described in this report. Others will be proposed through our State Board of Agriculture and the Colorado Commission of Higher Education. However, some of the proposed changes require legislative action; namely approval of the University's proposed change in mission and name.

Despite different approval and implementation routes for the proposals described in this report, all of them must be viewed and treated as interconnected and interactive in their effects. No single change can be implemented in isolation and have the same positive outcomes described here. For example, in isolation increases in admissions standards and tuition rates are typically associated with short-term enrollment declines. However, coupled with a change in name, enhanced recruitment resources, expanded program array, and perceived increase in quality, these same changes have repeatedly led to increases in enrollments. This has been the experience of the University of Massachusetts—Dartmouth, Minnesota State University—Mankato, Minnesota State University—Moorehead, Texas A&M—Corpus Christi, and West Texas A&M, to name a few.

Given the analyses presented in this report, the State Board of Agriculture and the University of Southern Colorado respectfully request the legislature's support to accomplish these changes.

HB 01-1406 REPORT ON USC'S MISSION, ROLE AND NAME

Since its initial incorporation in 1933 as Southern Colorado Junior College, USC has provided programs that met well the changing educational needs of southeastern Colorado. Over the years substantive enhancements in degree offerings, curriculum, admissions standards, faculty qualifications, and outreach activities were made, reflecting a growing regional demand for more extensive and more advanced educational resources. Simultaneously, a series of name changes signaled the continuing development of the institution, from Pueblo Junior College (1936), to Southern Colorado State College (1963), to the University of Southern Colorado (1975).

The University of Southern Colorado is part of the Colorado State University System and emphasizes excellence in undergraduate teaching and scholarship through 29 undergraduate programs and three graduate programs. Three additional programs are offered in collaboration with Colorado State University. The institution considers southeastern Colorado its primary recruitment and service area and seeks ways to contribute further to the region's economic development. USC currently offers a broad array of professional and liberal arts and sciences programs. Using the 2000 Higher Education Dictionary, USC is classified as a Master's (Comprehensive) University I. USC carries the U.S. Department of Education's designation as a Hispanic Serving Institution and is thoroughly committed to diversity in its students, faculty and staff. Additionally, USC is nationally recognized for its innovative collaborations with area K-12 institutions.

USC has reached another point in its evolution when advances in its purpose, programs and procedures warrant recognition with a formal change in name and mission. The remainder of this report details those advances, showing how USC continues to improve its educational programs to serve better its constituent region of southeastern Colorado.

A. Mission

Current circumstances and projected development at USC and in southeastern Colorado argue for changes in the University's mission. The current mission, as stated in C.R.S. 23-55-101, reads:

There is hereby established a university at Pueblo, to be known as the University of Southern Colorado, which shall be a general baccalaureate and polytechnic institution with moderately selective admission standards. The University shall offer a limited number of professional and engineering technology programs, education programs, and traditional liberal arts and sciences. All two-year programs shall be phased out by July 1, 1987. The University shall offer selective graduate programs compatible with its

polytechnic mission, which shall be in academic areas that uniquely serve southeastern Colorado.

Key aspects of this mission no longer accurately describe USC's focus, direction and value within Colorado's system of higher education.

First, the term "baccalaureate" and the concept of "limited number of degrees" in undergraduate areas does not represent well USC's current array of degree offerings or the degrees most likely to be developed in the future in response to regional needs. Presently, USC offers 29 bachelor of science and/or bachelor of arts degrees in the humanities, social sciences, sciences and math, education, information and engineering technologies, nursing, and business; and it offers master degrees in business, industrial and systems engineering and applied natural science. Additionally, in collaboration with CSU, USC contributes to master degree offerings on its campus in social work, educational leadership, and counseling and career development. Looking to the future and informed by recent economic development studies of the region (see page 21-22 for summary), the most needed new degrees include many at the masters level—in business-information systems, education, nursing, computer information systems, public administration-criminology, and mass communication. Thus, the term, "baccalaureate," which suggests offerings only at the undergraduate level, does not describe well USC's current and projected program array.

A more appropriate descriptor is "comprehensive," which has traditionally been defined by the Carnegie Foundation for the Advancement of Teaching as offering a broad array of undergraduate degree programs and selected masters level programs. In its most recent classification system, these institutions are formally titled "Master's Colleges and Universities," and USC is categorized as a Masters' I institution, meaning that USC offers "a wide range of baccalaureate programs and they are committed to graduate education through the masters degree....[and] they awarded 40 or more master's degrees per year across three or more disciplines" (from "The Carnegie Classification of Institutions of Higher Education," 2000 edition). USC merits this classification by awarding an average of about 60 masters degrees per year in three disciplines. USC expects to double its production of masters degrees by the year 2007.

Second, the term "polytechnic" in the current mission is frequently misunderstood by potential students, the public and other higher education institutions. While USC is committed to offering degree work in such technical areas as computer information systems and engineering technology and has plans to expand offerings in these areas, technical programs represent 18% of the University's degree areas. The term "polytechnic" masks the remaining 82% of the University's extensive and high quality degree offerings—36% in the liberal arts and 46% in professional and career-oriented areas like nursing, education, social work, business, and mass communication. A more accurate description of the University would note its strong professional focus, which encompasses the technology areas, and its strong grounding in the liberal arts and sciences.

Third, for internal direction and external communications, the University proposes to stress its commitments to excellence, student access to educational programs, student diversity, and student opportunities for success through education. USC has distinguished itself through its commitment to providing Colorado citizens ready access to high quality educational opportunities. This commitment has resulted in the recruitment of a high percentage of non-traditional and minority students, and it has earned the University the distinction of being a Hispanic Serving Institution, as identified by the U.S. Department of Education. The University is well positioned to build on these successes and expand educational opportunities for Colorado citizens.

Given these considerations, the University and the State Board of Agriculture propose the following mission for the University:

The University of Southern Colorado [or Colorado State University at Pueblo] is a regional, comprehensive university, with moderately selective admissions standards, and is distinguished by excellence, diversity, access and opportunity. The University offers a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences, blending theory and practice to prepare all graduates for success. The University also offers a select group of graduate programs that address regional needs. The University is a major educational resource for cultural enrichment and economic growth in southeastern Colorado.

B. Name Change

The proposed mission statement above would be appropriate whether or not USC changes its name. However, USC's history of successful collaborations with CSU, the compatibility of their missions, the potential benefit to southeastern Colorado of an even stronger relationship, and the successful experience of other public universities that have changed their names support changing USC's name to Colorado State University—Pueblo.

USC and CSU have a long history of collaboration. In 1991 they began partnering to offer the Masters in Social Work at the USC campus. By 1992-93, the program enrolled 26 students and has enrolled between 24 and 32 students in each of the following years. Students begin the program in Pueblo, taking courses from USC Social Work faculty, then complete the last year of work in Fort Collins at CSU. The program has been highly successful in terms of job placement, with over 90% of its graduates working in the field. Additionally, CSU and USC faculty and administrators have worked in close cooperation, maintaining regular contact in efforts to continually improve this program.

Encouraged by this experience and others, representatives from CSU's and USC's schools, colleges, and academic support units met in the fall of 1999 to identify the most promising areas for future collaborations. Many of these have now come to fruition. For

example, in fall, 2000 CSU, in collaboration with USC, began offering their M.Ed. in Education and Human Resource Development (Education Leadership/Principal License concentration) in southeastern Colorado, via live courses on the USC campus and distance courses. This three-year program prepares individuals for instructional leadership positions, including school principals and local directors of vocational programs. Currently, 16 students are participating as a cohort in this program. In October, 2001, CSU began offering its M.Ed. in Education and Human Resources Development (Counseling and Career Development concentration) at USC. USC faculty teach in these programs and academic and administrative staff help to support these programs. In addition, continuing education programs at the two institutions have collaborated to develop non-credit, on-line business courses. Finally, USC and CSU have collaborated to offer on-line coursework in mechanical engineering.

of students -

In addition to degree programs and courses, USC and CSU are actively collaborating to provide academic services. For example, CSU and USC heads of Sponsored Programs are consulting on potential grant projects of mutual benefit to both institutions, and, with the support of CSUS, will be offering joint proposal and development workshops at USC. The CSU admissions office shares information about potential recruits with USC, and information technology services at both institutions have collaborated to link the two campuses electronically. CSU's Environmental Health and Safety Office regularly consults on USC safety issues. Initial and follow-up contacts are taking place between honors program directors, career-center directors, admissions directors, human resource unit heads, student life administrators, purchasing officers and information technology officers to forge new links to serve our students better. The potential for useful support collaborations is, perhaps, best illustrated by the interactions between the two institutions' library systems. Services such as interlibrary loan have long been linked, and, with the support of a recently awarded grant from CSUS, they will soon be linked more closely, allowing for direct, on-line delivery of materials. Current discussions are focusing on how to share electronic books and journals and full-text databases through joint licensing and collective purchasing, and on methods for enhancing electronic delivery of reserve materials. Other topics being explored for useful collaborative efforts are volume purchasing of printed materials and conjoint or coordinated collection purchases, instructional workshops and on-line guides, and database support.

Other promising collaborations, many identified during an extensive joint planning project in 1999, are "in the wings." Deans of business continue to discuss the importation of courses to USC. Collaborative programs in sociology-criminology or public administration, English, and communication are waiting to be explored in detail. Discussions are in initial stages about the importation of CSU courses to support a new undergraduate degree in general engineering.

Proposed new collaborations to offer academic programs must meet very similar standards for excellence in place at both institutions. For USC, this means that they must demonstrate program quality, centrality to mission, need and demand, cost efficiency and, in special circumstances, external mandates. (See USC's 2002-07 Strategic Plan,

Appendix D). For CSU, this means that they must demonstrate quality, centrality, appropriate costs, need, and, in special circumstances, external mandates or response to unanticipated opportunity (from CSU's strategic plan, "Context for Planning, "). Additionally, future collaborations are most likely to take one of the following forms:

- a. joint programs, in which CSU and USC both contribute in designing, proposing, offering and overseeing the degree program, share the FTE and tuition generated, and jointly award the degree.
- b. off-site programs, in which CSU offers a degree program off-site at USC. USC faculty may be hired by CSU to teach courses and advise students; some courses offered by USC may be designed to transfer into the CSU degree program.
- c. imported courses, in which one institution imports courses offered by the other institution to complete or enrich a degree program's curriculum; the institution offering the courses will receive the tuition and FTE for them.

Existing and potential collaborations between USC and CSU stem, in part, from the high levels of compatibility and correspondence between the two institutions' missions. As a land-grant institution, CSU has a mission to serve the state of Colorado through research, teaching and outreach. While USC cannot formally adopt CSU's land grant designation, which comes from the federal Morrill Act of 1862, its own commitments as a regional institution are very compatible. USC's commitment to teaching and learning is documented in its history and reaffirmed in its 2002-07 Strategic Plan (see Appendix D). USC's record of research is strong for a comprehensive university, and that record is improving as evidenced by the vita of its recently hired faculty and the number of research grant awards. Both USC's and CSU's missions share the philosophy of extending programs to all residents of Colorado who potentially may benefit from them. CSU's purview, as Colorado's land-grant institution, is state wide, while USC's purview is regional. Both institutions emphasize applied research and instructional programs, each having a long history of grant-supported projects and degree programs focused on real-world problems and professions. Finally, both missions prioritize service, and the reach and effectiveness of both institutions' current service efforts would be magnified through a formally recognized collaboration.

USC's commitment to service and outreach is documented by a host of well-established events and activities, of which the following is only a small sample:

Chemistry Day, an annual event sponsored nationwide by the American Chemical Society and which locally involved hundreds of middle and high school students in laboratory demonstrations, chemical magic shows, a Chemical Jeopardy competition, and provides information about USC's Chemistry major.

- Colorado Alliance for Minority Participation*, providing academic support for minority students in science, math, engineering, technology departments through a one-week summer bridge program for freshmen.
- DNA Fingerprint Project*, involving 100 high school students and their science teachers in a day-long program about DNA research.
- Engineering, Science and Technology Design Context*, an annual event which brings approximately 400 middle and high school students from throughout the state to Pueblo for a full day of competition.
- Gear-Up Program*, funded through a Department of Education grant, the program is an educational partnership among USC, PCC, Pueblo School District 60 and District 70 that offers academic support, advising and career exploration to students in local middle schools with the goal of increasing academic success and post-secondary enrollment for participants.
- History Day*, providing a day long program for about 100 middle- and high-school students who present papers, performances, documentaries, and exhibits on a common theme.
- Math Day*, involving 300-400 high school students annually on the USC campus in bowl competitions, science demonstrations, tours and the Swanson Exam.
- Music Fest*, annually providing a series of week-long music camps, which attract over 300 K-12 students from southeastern Colorado.
- Public Programs on Business Issues*, sponsored regularly by the University for the purpose of providing continuing education on economic and workforce development topics.
- Pueblo School for the Arts and Sciences*, whose charter for K-12 education is held by USC.
- St. Mary Corwin Hospital Library Collaboration*, providing shared online catalog, administrative management, and joint library privileges for USC students, faculty and SMC hospital staff and patients.
- School District 60 Collaboration*, which has resulted in such mutually beneficial programs as the *Senior-to-Sophomore Program*, *Math & Science curriculum articulation*, and the *School Nursing Program*.
- Science Day*, offered in collaboration with the Boys and Girls Club.
- Southern Colorado Educational Opportunity Center*, providing academic guidance, counseling and other support to low-income, first generation and disabled adults seeking to enter secondary and post-secondary educational programs.
- Summer Computer Camp/Coursework* (CIT grant), providing intensive computer instruction to high school students.
- Upward Bound*, providing educational enrichment opportunities for high school students to prepare them for transitioning to university study.

Throughout the nation, other regional comprehensive universities have taken the path being proposed here. They have changed their name to incorporate that of a flagship institution in their state; they have remained administratively and academically autonomous with a president or chancellor at their helm; and they have collaborated and

partnered closely with the flagship to enhance their academic programs. A sample of recent cases of institutions similar to USC illustrates the benefits, especially in terms of enrollments:

- Moorhead State University became Minnesota State University—Moorhead in July, 2000, in an effort to improve visibility and counter an expected downturn in enrollments that had already been flat for four years. 2000 enrollments showed a 5% increase and 2001 showed a 7% increase.
- Texas A&M—Corpus Christi changed its name in 1993 to bring greater recognition to the University and has seen a substantial increase in growth since then (from headcount of 4489 in 1993 to 6823 in 2000). While a number of factors account for this growth, the University reports that the name change has had a unique influence on enhancing the number and quality of students and faculty.
- Minnesota State University—Mankato implemented their name change in 1998 after declining enrollments over a number of years, and experienced a 4% enrollment increase in 1999 and a 9% increase in 2000.
- University of Massachusetts—Dartmouth changed its name from Southeastern Massachusetts University in 1991, which led to increased enhanced program offerings and, ultimately, increased enrollments.
- West Texas State University became West Texas A&M in 1993. Since then, the University has increased its degree offerings, particularly at the masters level, partially through collaborations with Texas A&M. Enrollments have increased 8% since the name change.

A name change for USC to CSU—Pueblo is projected to bring about a similar increase in enrollments, largely due to attracting a new market of students to higher education because of expanded degree offerings, increased visibility, and enhanced quality of programs. Additionally, collaborative admissions procedures between USC and CSU will enhance enrollments (see Section C below on “Enrollment Management”).

Similarly, CSU would benefit from a more formal association with USC. As the state’s land grant university and with expectations for serving as “the People’s University,” CSU’s campus properly extends to the borders of the state. Closer relations with USC will enable CSU better to meet those expectations in Colorado’s southeast quadrant. CSU’s federally and state authorized and supported agencies (Agricultural Experiment Station, Cooperative Extension Service and State Forest Service) have long had missions that include addressing issues of land use and farmland preservation, water management, community commitment to family and youth, workforce/labor force, nutrition, horticulture, agriculture and natural resources. Closer ties between the two universities will create a larger pool of qualified researchers and students to examine, propose and help implement solutions to the region’s economic, social and resource problems.

Closer connections between CSU and USC academic programs will benefit the CSU graduate student applicant pool by providing a more direct channel of contact with

highly qualified graduates from USC's outstanding undergraduate programs. Additionally, given USC's relatively high proportion of Hispanic students (as a Department of Education designated Hispanic Serving Institution), this more direct tie will likely result in an increased rate in CSU's enrollment of minority graduate students.

Finally, USC will provide a logistical base for CSU graduate students to engage in thesis and other research projects in Pueblo and elsewhere in the region. USC's long-standing summer programs in Mexico can provide established study abroad opportunities for CSU undergraduates.

The following table summarizes the many benefits to formally recognizing the collaboration between USC and CSU by changing USC's name to "Colorado State University—Pueblo."

BENEFICIAL OUTCOMES OF CHANGING USC'S NAME TO "COLORADO STATE UNIVERSITY—PUEBLO"

- Represents to the public that CSU is a significant source of support in offering new curriculum and support programs in southeastern Colorado.
- Better communicates CSU's presence as the land-grant institution in service to southeastern Colorado.
- Strengthens the commitment of CSU to collaborative programs.
- By stressing a common identity, it facilitates interactions among faculty members and administrators at both campuses in support of collaborative programs.
- Recognizes the similarity between the two campuses in their commitment to service, outreach and applied programs.
- Represents to internal and external audiences coordination in planning, which will lead to more efficient use of resources.
- Increases name recognition for USC.
- Symbol of increased quality in degree offerings, faculty qualification, and student preparation.
- Experience at other small, comprehensive universities indicates that adopting flagship institution's name leads to increased enrollments.
- Facilitates joint admissions procedures.
- Facilitates undergraduate and graduate student transfer.
- Better communicates educational resources to outside business and industry.
- Better communicates commitment to the economic development of southeastern Colorado.

C. Enrollment Management

USC has long recognized the interrelated roles of recruitment and retention in meeting quantitative and qualitative enrollment goals. The Enrollment Management

Council (EMC) is charged with identifying reasonable enrollment goals; recommending improvements in recruiting, admissions, financial aid, advising, remediation, student life and support services; and assessing the success of these activities in achieving enrollment management goals. A new Enrollment Management Division, headed by an Executive Director, is being formed, to begin full operation in January, 2002. The Division will be charged with implementing successful enrollment management strategies, consistent with the mission of the University, that result in planned increases in FTE associated with the new programs described later in this report.

Student Body Profile and Recruiting

USC's success in fulfilling its mission to be an educational resource for the region is documented by how well USC's student body reflects southeastern Colorado's population profile. USC currently enrolls approximately 4,100 students (3,500 FTE).

- 88% are Colorado residents, and 80% of these come from Pueblo County; 5.4% come from WICHE/WUE states; and 6.3% are non-resident students.
- 75% of our students commute to classes from homes in the region.
- 77% of our students are on financial aid;
- 67% work, with 34% working more than 20 hours/week.
- 36% are classified minority and 28% are Hispanic, which has led to USC's designation as a "Hispanic Serving Institution" by the U.S. Department of Education.
- 33% of our students are 26 years of age or older;
- 38% have at least one dependent.

By serving a student body with these aforementioned characteristics, USC provides a "high value-added" education. If it were not for USC, many of these students would not attend a four-year college or university because of family and/or work obligations. Our graduates are able to transcend socioeconomic barriers and successfully enter professional occupations, thereby enhancing the economic and educational bases of the community.

Marketing studies (see p. 22-24) report that the regional community values USC because of its:

- High value-to-cost ratio: Considering tuition, USC students pay \$520 dollars less than the average for all of Colorado's 4-year institutions (USC = \$1,940; 4-year average = \$2,459). USC students pay about \$350-\$550 less per year than if they attended USC's two top competitors (i.e., UCCS and CSU, respectively).
- Small classes: USC's student-to-faculty ratio is 17:1, lower than the average for Colorado's 4-year institutions. Only 9% of USC's courses have enrollments exceeding 50 students, and most classes have approximately 25 students in them. USC has worked hard to maintain these small class sizes, which are more conducive to the learning styles of our student body.

- Strong connection to the community: USC has been an active institutional citizen of southeastern Colorado, especially in the areas of education and teacher training, the arts, business, and technology areas.
- Performance of its graduates: Job placement of USC graduates is very good, with over 82% to 100% of graduates of professionally oriented degrees working in their field, figures that are well above national averages for the respective disciplines.
- Hispanic Serving Institution designation: USC's student body is approximately 28% Hispanic, which earns it recognition from the U.S. Department of Education as a Hispanic Serving Institution.

Over the next five years, USC's Strategic Plan calls for emphasizing its regional mission even more by increasing the percentage of Colorado resident students to 90% and prioritizing recruitment efforts in School Districts 60 and 70 (i.e., Pueblo County), the regional community colleges, and southeastern Colorado. Along with increasing our enrollment, this more concentrated recruitment effort will help to preserve our status as a Hispanic Serving Institution. International students will continue to be recruited at current levels because they enhance campus and classroom diversity, a core value for the University, and they help prepare Colorado residents for effective interaction in a global society.

Headcount enrollments peaked early in the past decade, then decreased for three years before stabilizing for the past five years (See Appendix A: Enrollment History). Headcount continues to exceed FTE, and the difference appears to be widening of late, likely because of more students working jobs longer hours and the transition to the 120 credit hour limit for degree programs. Recruitment strategies continue to be refined, informed by detailed assessment of outcomes. For example, in response to research reporting the positive influence on recruitment of direct faculty-to-potential-student contact, many more USC faculty directly contacted admitted students this past spring and summer, answering their questions and encouraging their attendance at USC. These efforts resulted in a five percentage point increase in the conversion/confirmation rate (number of enrolled students divided by the number of accepted students). Other strategies, like offering new scholarship opportunities and more aggressive financial aid counseling, also proved mildly successful.

Guided by the University's 2002-07 Strategic Plan, new efforts are being made to directly contact high school students who have ACT scores in line with our admissions index, bring more students from targeted market areas to campus, increase the quality and frequency of recruiting visits to community colleges, restructure articulation agreements and explore dual admissions agreements with community colleges, enlist more USC alumni in recruitment efforts, and further develop web-based recruitment resources. Also, a number of new 2 + 2 agreements with area community colleges are in the planning stages and will be finalized in the coming months, and existing 2 + 2 agreements will be updated and more vigorously promoted. Additionally, an intensified effort is being made to recruit more adult learners, especially to enhanced evening programs in computer information systems, business, and selected masters programs.

Finally, through collaborative agreements with CSU, USC will have increased access to new recruitment markets through more direct contact with applicants to CSU who cannot be accepted by that institution.

Retaining Students

Improving the retention rate of current students, another key enrollment management strategy, has been a special focus for two years, with good results. Retention rates for fall, 2000 showed a dramatic improvement over fall, 1999, with first-year to second-year student retention increasing from 60% to 66%. Retention rates for fall, 2001 held relatively steady at 65%, despite more stringent application of USC's academic suspension policy. This progress in retention is traced to specific enhancements in academic programs and student. A small sample of these enhancements include:

- Intrusive Advising, in which a proactive and directive approach is taken in advising students about study skills and habits, time management, and course schedules, and making tutoring and mentoring services readily available.
- An Early Warning System, in which faculty and professional staff contact students who are not doing well in their classes early in the semester to assess the problem and encourage workable solutions;
- The Academic Improvement Program, in which all readmitted and reinstated students and all students on academic probation are required to work with a professional learning counselor to develop a unique plan to improve their study habits, learning skills, time management, personal responsibility, etc. and to monitor their on-going progress.
- Peer Mentoring, through which students on academic probation meet with a peer mentor who has successfully completed the Academic Improvement Plan process to discuss their progress and gain peer advice.
- A modified Academic Appeals Process that directly connects students to their respective academic dean's office, which can provide appropriate counsel.
- Revised Advising-Registration process that enables students to be advised by faculty and register for classes in a single visit.
- The Group Tutoring Program, providing assistance through peer-led tutoring sessions in key subject areas.
- The Study Skills Program, advising students about notebook organization, time management, test-taking, and other study skills.
- The Math Learning Center, which provides drop-in tutoring services in algebra, calculus and statistics.
- The Writing Room and the On-line Writing Lab (www.uscolo.edu/owl), both offered through the USC Learning Center, provide advice and feedback on any type of writing, ranging from specific writing assignments to research papers to resumes.
- Student Support Services, a federally funded TRIO grant program, assisting low income and first-generation students through tutoring, academic, financial aid and career counseling, and peer mentoring.

Other retention strategies are in planning or pilot phases:

- Strengthening teaching methods by more broadly adopting learning- and learner-centered approaches, guided by results of student learning assessments.
- Strengthening academic and social support for freshmen through a cohort, learning community approach that brings the same group of students together in selected sections of English composition, art appreciation, speech communication and history. The program, First –Year Opportunities for Collaborative Undergraduate Study (FOCUS), is being piloted during fall, 2001.
- As a pilot project, late in Spring, 2001, faculty from all departments called current students not yet registered for Fall, 2001, encouraging them to register early for next year; this procedure increased the percentage of students who registered early, met with positive response from students and parents, and facilitated course scheduling decisions. It will be repeated at the end of fall, 2001 and spring, 2002 semesters to assess results.
- Student on-line access for registration, transcript review, grade reports, and pre-graduation degree audits is being phased into University operations, beginning in Fall, 2001.
- Centralizing student support services and integrating operations.
- Establishing a Multicultural Center to celebrate and support the diversity of our students, staff and faculty. The Center will lserve as a location for all students, but especially minority students, to study and have access to a variety of social and academic support services.
- Strengthening the sense of community among students, faculty, staff and alumni with expanded recreational opportunities and enhanced mentoring and freshmen experience programming. For example, two recreation fields are currently being designed, and construction will begin later this year using funds designated from student fees.
- Increasing scholarship support for students, in terms of number and size of awards, through a capital campaign proposed to begin under the auspices of the new President.

Financial aid is a crucial aspect of any successful student retention initiative, and feedback from prospective students indicates that USC is not as competitive as it should be in its scholarship awards. USC provides financial aid to students in the following forms: loans (58%), state and federally funded grants (26%), state and federally funded work-study (7%), state and federally funded merit scholarships (2%), and institutional and privately funded scholarships (7%). Ninety-one percent of the financial assistance that USC provides to students is need-based aid. The USC Foundation and USC's Financial Aid Office are structuring new scholarships with ultimate recruitment value, working with donors to define larger (rather than more numerous) awards that span multiple years. For example, the new Voss Scholarship Program in Music, a \$1.8 million dollar gift, will include at least 10, 4-year awards, covering most of tuition costs for recipients. Another new program, the Wells Fargo Scholarships, was recently established

for in-coming Colorado freshmen who are planning to major in business. In an effort to expand upon these significant recruitment resources, the University is contemplating a major fundraising campaign to focus on scholarship enhancement.

Remedial education is also a necessary aspect of retention. Currently, USC partners with Pueblo Community College (PCC) to assess first-time students' skills in reading, writing, and math; and PCC provides remedial coursework on the USC campus to those students identified as below defined benchmarks. Based on fall, 2001 assessment data, 11% of USC's entering students needed remediation in writing and 34% needed remediation in math. Based on 2001 preliminary data, 26% will need remediation in reading under the new requirements in this area. These high rates reflect the educational profile of the region and the University's current admissions index.

USC's Admissions Index

A challenge to any state is to match the different educational needs of its citizenry with appropriate types of higher educational institutions. These typically range from those that offer certifications and associate degrees, through baccalaureate to masters and, finally, doctoral degrees. Admissions criteria tend to show a similar progression from open admission to highly selective academic criteria with gradually increasing minimum standards in between. These variations reflect the level of ability and preparation required to be successful in the kinds of programs at the different institutions.

After careful assessment of its mission, program, and enrollment management factors in light of its recruitment market and the network of Colorado higher education, USC is proposing a change in its admissions standards. While continuing to be "moderately selective," USC proposes to raise its admissions index (defined by CCHE with a formula that combines high school GPA or class rank with ACT or SAT score) from 80 to 86, in two point increments over a three-year period.

This proposed index of 86 is more appropriate for a university designated as "regional, comprehensive," and, as illustrated in the Table 1 below, it would distinguish USC more clearly in mission, programs, and academic expectations from other four-year, higher education institutions in Colorado.

Table 1
Comparison of Colorado Four-Year Institutions

Institution	Admissions Index	Highest Degree	Carnegie Classification
Colorado School of Mines	110	Doctorate	Engineering/Tech
University of Colorado at Boulder	103	Doctorate	Doctoral/Research
Colorado State University	101	Doctorate	Doctoral/Research
University of Northern Colorado	94	Doctorate	Doctoral/Research
University of Colorado at Denver	93	Doctorate	Doctoral/Research
University of Colorado at Colorado Springs	92	Doctorate	Masters I
University of Southern Colorado (current) 80		Masters	Masters I
(proposed) 86		Masters	Masters I
Adams State College	80	Masters	Masters I
Mesa State College	80	Masters	Baccalaureate
Fort Lewis College	80	Bachelors	Baccalaureate
Western State College	80	Bachelors	Baccalaureate
Metropolitan State College	76	Bachelors	Baccalaureate

As illustrated by the list above, admissions indices for Colorado's four-year institutions are strongly related to highest degree program (i.e., bachelors, masters, doctorate) and the Carnegie Classification. The table also suggests a relationship between the admissions index and socio-economic/educational demographics of an institution's recruiting market.

An increase in USC's index from 80 to 86 would recognize the fundamental differences between its mission as a regional comprehensive university and the formal missions of Fort Lewis, Mesa State, Adams State, Western State and Metropolitan State as "general baccalaureate institutions." At the same time, increasing USC's index to 86 would distinguish USC from universities to the north, whose missions include offering doctoral degrees and whose recruitment markets are more educationally prepared and so their admissions indices are higher.

The University is well aware that an increase in its admissions index carries with it the need to recruit more successfully from existing markets and to define new markets. Analyses of recruitment patterns indicate that USC could increase its enrollments by more clearly occupying a unique quality and admissions criteria niche in the array of Colorado universities and intensifying promotion efforts within current markets. USC is in the process of doing the latter, and funds for an expanded marketing effort are included in the University's Resource Plan for the changes proposed in this report (See Appendix B). Additionally, USC is in the process of enhancing its recruitment efforts, as described in Section C: Enrollment Management.

The proposal to raise the admissions standard has implications for retention of students as well. Even with the extraordinary retention efforts described on pages 14-15, USC expects to have retention problems if our admissions index remains at 80. An examination of current students' grade point ratios and retention rates, as they relate to their admissions index, indicates that students with indices below 86 perform notably less well at the University and are much more likely to leave the University because of poor academic performance. We believe this is because a major portion of student admitted with indices below 86 are not academically prepared to be successful in university-level work. The following table presents academic performance data for fall, 1999 first-time, full-time freshmen that document this conclusion. Keep in mind that a GPA below 2.0 qualifies a student for academic probation, and that students with indices below 80 were admitted through the "window":

Admissions Index Range	Number	Average GPA	Average Retention Rate
70-74	29	2.20	62%
75-79	61	2.36	56%
80-84	68	2.15	57%
85-89	98	2.52	64%
90-94	81	2.76	63%
95-99	62	2.68	73%
100-104	62	3.04	74%
105-109	55	3.13	70%
110-114	29	3.06	76%
115-119	23	3.40	83%
120-124	11	3.72	82%
125-129	5	3.61	100%
130-135	2	4.00	100%

These data demonstrate that raising the admissions index from 80 to 86 would have a positive impact on student performance and, especially, retention rates.

Given USC's Hispanic Serving Institution designation by the U.S. Department of Education, another concern with increased admissions standards is the potential effect on the recruitment and retention of Hispanic students. Data analyses of USC's freshmen admitted students for the past five years show that increasing USC's admissions index to 86 (phased in over three years) would not change the proportion of admitted Hispanic students. For the past three years, about 21% of our first-year admitted students with indices at or above 80 have been Hispanic. Additionally, as part of our "window" admits, we have admitted a few more Hispanic students whose indices were below 80 but who showed promise for success. These groups plus transfer students have combined to result in 26% of our student body being Hispanic. The data analysis shows that if USC's index had been 86 over the last three years, we would also have admitted about 21% Hispanic students with indices at or above 86, a few more through the window, and our usual

transfer students, all of which would have resulted in a student body with slightly more than 26% Hispanic students. The same pattern is evident for other minority classifications as well (e.g., American Indian, African-American, Asian-American). This consistency in the student body profile using an admissions index of 80 and an index of 86 is because the proportion of students in minority categories along the index range of admitted USC students remains fairly constant. Put simply, admitted minority students are represented proportionately about the same at the high and low ends of USC's admissions range, whether the minimum is defined as 80 or 86.

Additional factors support the proposal to raise USC's admissions index. First, over the past few years, area K-12 schools have focused on raising their academic standards, with documented positive results. Thus, the students coming to USC will be better prepared than in the past. Second, the presence of a number of excellent community colleges in the region (e.g., Pueblo, Pikes Peak, and Lamar Community Colleges; and, Trinidad State and Otero Junior Colleges) ensures that place bound students with indices below 86 will have very good higher education options. USC and these institutions currently are discussing ways to more directly advise and encourage these students to begin their higher education at a community college or junior college. Data indicate that students who transfer from a community or junior college have higher retention and success rates than other students. Third, raising the admissions index will reduce the rates of students taking remedial coursework. Needs for remedial education in the basic skills of writing, math and reading are high among current USC students (averaging 8%, 14% and 30% respectively) of the incoming first-year students. Addressing these needs extends time-to-degree and can frustrate and demoralize some students, who would experience a higher rate of success in a community college setting. Finally, raising the admissions index to 86 would result in a clearer message to prospective students about the level of academic effort and ability required to be successful at USC.

The experiences of other institutions similar to USC (from CCHE list of comparator institutions for USC) who have recently raised their admissions standards are informative:

- Eastern Oregon University implemented an increase in its admissions standards five years ago, and has experienced a 42% increase in enrollments since; in the last two years, enrollments increased 18%. These increases are attributed to improved retention and recruitment.
- University of Massachusetts—Dartmouth raised admissions standards in 1997-98, in part as a response to an enhancement of K-12 academic standards. The plan included reliance on the community college system to meet needs of students who did not meet the University's standards. U-Mass Dartmouth experienced a 12% increase in headcount from 1998 to 2000 due to improved retention and recruitment.
- Minnesota State University—Mankato raised standards one year prior to changing their name, and have had a 9% increase in enrollments.

D. Academic Programs

USC's 2002-07 Strategic Plan (Appendix D) calls for a "cohesive, academic curriculum, grounded in an effective general education program and distinguished by a select group of undergraduate and masters-level programs that meet state and regional workforce needs and high standards of excellence" (Goal 2). In pursuing this goal, the University is building on a strong base of accomplishments in the areas of general education, baccalaureate and selected masters programs, and continuing education.

General Education

During the 2000-01 academic year, USC's General Education Committee and Faculty Senate began a revision of the General Education Program to clarify and better align requirements with those of other Colorado public universities, especially CSU, and the community colleges and to update listings of courses that meet those requirements. Additionally, the General Education Committee began planning for a new approach to assessing students' learning, relative to the University's general education goals. This was the first phase of a more extensive program revision, and has produced a more streamlined, goal-oriented, and straightforward General Education Program. The University's 2002-07 Strategic Plan calls for continuing this revision, ensuring alignment with other state institutions, and developing and assessing learning outcomes. These initiatives are compatible with those sections of recently passed HB 01-1263 and HB 01-1298 that pertain to General Education. Additionally, USC will actively contribute to statewide efforts to define comparable general education core courses across Colorado's public higher education institutions, thereby improving student transfer, program articulation and assessment efforts.

Current Programs of Distinction

A significant and unique part of USC's mission has historically been to emphasize career-oriented, applied programs while maintaining strong programs in the liberal arts and sciences. This has meant that, as a matter of course, students engage in both abstract and experiential learning in their programs, which allows them, upon graduation, to immediately apply their knowledge to solving "real-world" problems. The University can boast of a number of unique and high quality academic programs that set us apart from other Colorado institutions of similar size:

- Art, offering technology rich programs in animation, computer graphics and bronze casting. The program exceeds University criteria for excellence in terms of quality, cost, need/demand and centrality to mission. Majors = 99.
- Automotive Industry Management, producing highly sought-after graduates for their technical knowledge and business management skills. The program exceeds University criteria in terms of quality, centrality to mission, need/demand and cost. Majors = 79.

- Business, currently in candidacy for AACSB accreditation, and offering BS/BA majors in accounting, business management and economics as well as an MBA. To increase access, the program is being offered in the evening, beginning fall 2001. The program exceeds University criteria for excellence in terms of quality, need/demand and centrality. Majors = 681.
- Chemistry, offering extraordinary grant support for undergraduate student research, including special programs for minority students; recognized by CCHE in 1998 as a "Program of Excellence." The program exceeds University criteria for excellence, especially in terms of quality and centrality to mission. Majors = 55.
- Computer Information Systems, producing highly competitive graduates through a curriculum that is continually updated in consultation with an extensive network of business and industry leaders. To increase access, the program is being offered in the evening, beginning fall 2001. The program exceeds University criteria for excellence, especially in terms of quality, need/demand and centrality. Majors = 302.
- Mass Communications and the Center for New Media, offering instruction in media uses and effects and experience with cutting-edge media in collaboration with KTSC (public television) and Pueblo Community College. The program exceeds University criteria for excellence in terms of quality, cost, need/demand and centrality to mission. Majors = 192.
- Nursing, accredited by the National League for Nursing Accrediting Commission, and producing highly competent and competitive graduates, as evidenced by performance on licensure exams and employment data. The programs exceeds University criteria for excellence in terms of quality, cost, need and centrality to mission. Majors = 180.
- Sociology-Criminology, offering extensive career development opportunities in a region with dense concentration of correctional facilities. To increase access, the program is being offered in the evening beginning spring, 2002. The program exceeds University criteria for excellence in terms of quality, cost, need/demand and centrality to mission Majors = 289.
- Teacher Education, currently pursuing TEAC accreditation and offering a newly revised, rigorous curriculum, state-of-the-art instructional technology, and enriching experiences with an extensive network of partner schools. The program exceeds University criteria for excellence in terms of quality, need/demand, cost and centrality to mission. Majors = 268.

Market Research

In planning to enhance its program array to meet the educational needs of the region, USC has availed itself of an extensive body of marketing research that has been conducted in southeastern Colorado over the past three years. These studies include:

- “The Noel-Levitz Series on Enrollment Management” (1998), which included market analyses, recruitment and retention recommendations.
- “CSU-USC Advance Forum,” (November, 1999), at which three Pueblo community focus groups, involving 20 community and business leaders, discussed the most pressing educational needs of the community and USC and CSU’s current and future abilities to meet those needs.
- “USC Market Study,” (December, 1999), reported by Omni Management Group and focused on demographics, economic trends, occupational trends, labor force, educational trends, and the implications of these factors for USC’s future.
- “USC Focus Group Study,” (November, 2000), conducted by Omni Management Group and Trani Consulting Group and involving 10 focus groups of 6-8 participants in nine geographical areas: Trinidad, Alamosa, Walsenburg, La Junta, Canon City, Lamar, Pueblo, Denver, and Colorado Springs. Topic: Higher educational needs of the region and USC’s ability to meet those needs.
- “Pueblo Community Human Investment Plan,” (1999), coordinated by the Pueblo Area Council of Governments and based on a study conducted by Camiros, Ltd., a city planning consulting group located in Denver and Chicago; 4000 households surveyed, over 100 people interviewed and participated in focus groups; plan focuses on health, education, workforce development, and quality of life issues.
- “Pueblo Economic Development Strategy” (March, 2001), commissioned by the Greater Pueblo Chamber of Commerce and conducted by Growth Strategies Organization, this study relied on a review of existing data and extensive interviews with business, education, and government leaders.
- “Assessment of Continuing Education and Professional Training Needs,” (November, 2001), commissioned by USC, conducted by Bili Mattes (consultant) and involving electronic surveys and interviews of business and industry leaders about upper-level workforce development needs and the University’s potential role in meeting those needs.

Key conclusions from these studies are:

1. USC’s primary service area of southeastern Colorado is growing, but at a slower rate than some other parts of Colorado. Pueblo’s population has grown at about the national average over the past ten years, although at a slower rate than Colorado’s overall average. The Hispanic and elderly populations are increasing rapidly. The number of jobs in Pueblo County has increased by 22% during the past 20 years, which is less than the 35% increase statewide. The biggest industry sectors are retail trade, professional/scientific/technical services, government, and accommodation/food services; agriculture has decreased as a sector, but exports exceed \$1.2 billion (1999). The total number of jobs is expected to increase by 87% in the next thirty years, with technology-based jobs leading the list of new employment opportunities in the sectors of professional/scientific/technical services, retail trade, government, construction and manufacturing.

2. As a regional educational resource, USC serves, comparatively, a more "at risk" student population. Pueblo's educational profile indicates that approximately 73% of those 25 years and older have completed high school, which is slightly below the national average of 75% and well below the Colorado average of 84%. Students from District 60, USC's top recruitment market, have tended to score slightly lower than Colorado norms on the American College Test (ACT), which is required by all Colorado colleges and universities. Higher education is prioritized lower in the community's value system, compared to other communities in Colorado. Therefore, instructional methods, academic and financial support structures must be geared to this population's special needs.
3. USC compares well to other universities in Colorado on key evaluative criteria. Participants reported that USC is perceived most positively for its good value/cost ratio, solid performance of graduates, strong connection to the community, Hispanic Serving Institution designation, and small class sizes.
4. USC will play a major role in realizing the economic development goals of the region. Preparing the workforce for an expanding array of professional and technical positions through more degree and non-degree programs is paramount as the region upgrades its professional and information services industry sectors. USC's influence in improving K-12 education, through its teacher preparation programs, is also critical.
5. A formal affiliation with CSU would benefit the University and the region. A formal and strong relationship between the two institutions would bring much needed advanced degrees to the region, greater enrollments at USC because of name-recognition, enhanced ease of transfer between the two institutions, overlap with CSU in recruiting markets, and an understood identity to market for recruitment and fundraising purposes.
6. Based on demand and community need, USC should be offering enhanced programs in key, "high need" areas:

Undergraduate:

Computer information technology
Engineering—general or more specialized
Construction management
Education—special education, early childhood
Engineering
Technology programs

Masters:

Computer information systems

Education
Nursing
Mass communication
Public Administration--Sociology/Criminal Justice

Non-degree:

Tailored training programs for individual companies
Certificate programs for career advancement

USC's Future Directions

As an institutional citizen of southeastern Colorado, USC shares the community's vision of enhanced quality of life through greater economic growth, and so is committed to developing the educational infrastructure of programs listed above. Therefore, USC has thoroughly reviewed its current educational resources (curricula, faculty expertise, support facilities and services) and strategically assessed how best to develop what is needed. The 2002-07 Strategic Plan (see Appendix D) describes the vision and direction for meeting these needs.

Three directions identified in that plan deserve special mention here: (1) improving student access; (2) expanding continuing education opportunities; and (3) enhancing curricular offerings in response to identified community needs. First, USC must improve student access by providing its educational opportunities to regional students not currently served because of time and place constraints. One way USC is doing this is through distance education technology, which has seen major advances in the past year. For example, USC established the Instructional Technology Center, funded by a Title III, Strengthening Institutions grant, to develop the faculty's abilities to integrate instructional technology as a delivery mode for all or part of their coursework. The Teacher Education program has integrated wireless computing and extensive technology based methods into its curriculum, also funded by major federal grants. In one year since the introduction of Blackboard CourseInfo, which provides online instructional tools for faculty and students, over 100 courses have incorporated these methods. The University's infrastructure and support capabilities have been enhanced by increasing the bandwidth of our fiber-optic network to support increased use of multimedia files and new technologies for teaching/learning, by adding two new interactive video systems—one for the CSU System collaboration and one for the Teacher Education Program collaboration; and by developing state-of-the-art web services (e.g. online registration, transcript access) through a student portal. These changes and others that have taken place, or will soon, greatly expand the reach of USC's programs into southeastern Colorado.

Access also is being enhanced through expanded evening/weekend program offerings. At the graduate level, students can now complete the MBA, the M.S. in Industrial and Systems Engineering, the M.S. in Applied Natural Science, the CSU/USC

collaborative M.Ed. in Education and Human Resource Development and the M.Ed. in Education in Counseling, and the USC-based coursework of the Masters in Social Work through coursework offered in the evening or on the weekend. At the undergraduate level, students are able to pursue a complete undergraduate degree, including general education requirements, in business, sociology-criminology, and computer information systems by attending courses only in the evenings. Additionally, the University is assessing student demand for evening programs in mass communication and various graduate degrees, with the plans of adding these to the evening program as warranted by the data. Finally, the on-going development of web-based courses and coursework will enable the University to begin offering whole programs via distance technology within the next three years.

The second major direction for the future is expanding our offerings of credit and non-credit continuing education programs, with special attention to expanding off-campus, degree completion opportunities and to meeting the professional development needs of business, service and educational organizations in the region. Building on a strong, stable core of current programming, USC aims to enhance its value to the region as a resource in economic development. One example of the enhanced continuing education programming that USC is planning is a certificate in computer information systems for working professionals who already hold 2-year or 4-year degrees. The program will prepare participants for a variety of advanced positions in programming, networking, and software and applications development. The University is also expanding its professional continuing education (CEU's) offerings, working with a few companies to design special educational experiences tailored to their specific needs, and actively assessing the continuing educational needs of the community.

With regard to the latter, USC commissioned this year a comprehensive assessment of regional continuing education needs. The study involved extensive interviews with key external stakeholders representing local school districts, CSU, CCHE, PCC, the chambers of commerce, and senior personnel from numerous area businesses. These interviews were supplemented with a survey of business leaders and USC alumni about their continuing education needs. Recommendations stemming from this study include pursuing educational partnerships with a number of business, military, and community groups; developing an executive-level management and leadership program; developing specialized professional development programs in engineering and business; focusing on one-three corporations a year to work with on customized, contracted training solutions. With the anticipated hiring of a new Director of Continuing Education, who will begin work early in 2002, the University will be well positioned to begin developing these initiatives.

The third major direction is to enhance existing programs and add new programs that meet identified community needs (see above review of market studies), while curtailing programs that are no longer viable. USC's 2002-07 Strategic Plan clearly defines criteria for evaluating existing and proposed programs (i.e., quality, centrality to the mission, need and demand, cost and external mandates), and assigns responsibility for overseeing this evaluative process to specific academic administrators. Programs that do

not meet these criteria will be restructured or phased out. Programs that excel in terms of the criteria will be enhanced. All new initiatives must meet these criteria.

In light of market research described above and university resources, college deans, chairpersons and faculty are at various stages in planning or investigating the possibilities for the following new initiatives:

A. Expanded Access to Current Programs

1. Evening/Weekend Programs for High Demand Programs:

BSBA Business. Beginning fall, 2001, USC began offering its business management option through evening coursework, and expects to attract annually 22 new FTE to the program when it is fully implemented.

B.S. in Computer Information Systems. The CIS Program recently received a grant of \$111,000 from the Colorado Institute of Technology (CIT) to expand the evening program beginning fall, 2001, thereby adding 24 new FTE to the CIS major. The University will continue funding for this initiative when CIT funding stops.

B.A. in Sociology/Criminology. USC will begin offering the Criminology option in Sociology through evening coursework in spring, 2002, thereby increasing access for approximately 42 new FTE, many of whom who work in the county, state and federal corrections system based in southeastern Colorado.

B. Enhancement of Existing Programs:

MS in Applied Natural Science. Highly central to USC's mission to emphasize professional and applied programs, the MSANS is an interdisciplinary program that prepares graduates for positions in business, industry, government and education. A recent decrease in enrollments has lead to a review of curriculum, staffing, student support and marketing; and, subsequently, to a plan for enhancing the program.

MBA in Information Systems. USC's business and computer information systems programs will collaborate to offer an emphasis area within the Mba that focuses on the more technical aspects of business and industry. Implementation is planned for 2004 and approximately 10 students are expected annually to participate in the program. That plan has a goal to attract 10 new FTE to the program by 2005-06.

C. New Programs

1. Undergraduate Programs

B.S. in Athletic Training. Planning is underway to offer this degree to approximately 50 majors, beginning in fall, 2003. Accreditation will be sought from the Commission on Accreditation of Allied Health Education Programs—Athletic Training Program.

B.S. in Biology—Biotechnology and Molecular Biology. This option within the biology program is being considered in order to prepare graduates for careers in the biotechnology industry, where the number of positions has been growing at 9% - 17% annually. By reallocating faculty within the biology program and with course contributions from computer science, physics, chemistry and mathematics, USC's can offer this new concentration focusing on the research and development of products and technologies for commercial applications in such areas as pharmaceuticals, agricultural, and chemical industries. Planning is beginning now, with a potential start date for the option in fall, 2004.

B.S. in Engineering. The Engineering Department is investigating the feasibility of offering this degree, including the extent of student demand (current estimates are approximately 64 new FTE), by fall, 2003. Currently, the School of Mines is the only Colorado university that offers a B.S. in Engineering, and its recruitment market is very different from USC's. It is anticipated that technical electives and areas of specialty not available at USC can be obtained through collaboration with CSU as they increase their web-based delivery of their engineering curriculum. Collaborations with local industry (e.g., Trane, Boeing, Railway test center, B.F. Goodrich) will be sought.

2. Graduate Programs

MBA-Information Systems. USC's Business and Computer Information Systems programs will collaborate to offer an emphasis area within the MBA that focuses on the more technical aspects of business and information systems. Some electives will be available in fall, 2002 with the program fully operating in 2004-2005 academic year.

M.S. in CIS. Being investigated for possible implementation in 2004-05, the program would enroll approximately 18 FTE graduate students per year with the aim of preparing mid-career professionals for positions in information technology management, information systems development and as key liaisons between technical and other functional organizational areas.

M.S. in Nursing. Providing three tracks (Health Systems Management, CNS/Acute Care Practitioner, Family Nurse Practitioner), this proposed program would use multiple teaching modalities, including distance

education and would enroll approximately 10 FTE students annually. Discussions are just beginning with UCCS to determine if a collaborative arrangement can be made to import some coursework or the entire degree program to meet this educational need in southeastern Colorado.

M.A. in Mass Communication—Technical Journalism. In the early stages of planning, the program will draw on the resources of the new Center for New Media and the Department of Mass Communication, and possibly CSU's Department of Journalism and Technical Communication. The program would have a special new media focus in electronic journalism or integrated communications, responding to the advanced needs of business, industry and the service sector of southeastern Colorado.

Master of Public Administration—Criminal Justice Administration. Being investigated to address the career advancement needs of the large number of people employed in the criminal justice system in southeastern Colorado, the program could start in Fall, 2004, and would eventually annually enroll 18 FTE students. The program would draw upon current resources of the University in the departments of political science and sociology.

M.A. in English. Being investigated to serve, especially, the needs of regional teachers, the program would be offered thorough a collaboration between USC and CSU to offer on-site and distance education courses. There are no MA programs in English or related fields south of Denver. Following market analysis and further discussion with CSU's English Department, the program could begin as early as fall, 2003.

All of the academic endeavors described here are being carefully assessed in terms of potential duplication of effort associated with other higher education institutions. These programs have met one of two criteria in that internal evaluation: (1) the program is not currently being offered in southeastern Colorado; or (2) the program is likely to attract students who would not attend another higher education institution. In the latter case, these students are typically placebound by job and/or family considerations, and so will not travel beyond the region to take the program elsewhere. Additionally, where feasible, collaborative arrangements are being sought with other universities (primarily CSU, but also UCCS) to offer the program in the Pueblo region.

E. Faculty Standards

To ensure that USC's faculty are well positioned and prepared to offer the programs described above, the University has conducted an extensive review of its hiring, evaluation, and promotion standards, its workload policies and practices, and its faculty development programs and opportunities. Policies at similar types of institutions have been examined and compared to USC's. This analysis indicates that, with the few

exceptions noted below, USC's faculty standards mirror those at other, well-respected comprehensive universities in the country. The review, however, did isolate some specific areas of USC's faculty policies, procedures and programs in need of change. Working collaboratively with Faculty Senate and college-level governance structures, the University is making those revisions.

With regard to hiring and performance expectations, clearly communicated criteria and standards are essential to ensure the continued advancement and quality of instruction, scholarship/creative activities and service. Until recently, USC's Faculty Handbook contained some inconsistencies in describing those expectations, and so the USC Faculty Senate and the University's academic administrators worked together on language changes to address this situation. In October, 2001, the faculty voted overwhelmingly in favor of changes to the USC Faculty Handbook that represent this new policy. The result of these efforts is a clear and consistent policy that faculty are expected to engage in high quality teaching, scholarship/creative activity and service. Additionally, deans and department chairs, in consultation with their counterparts at peer institutions, are developing specific standards appropriate to their respective academic units, which are consistent with the University-level criteria. These unit level descriptions of faculty performance expectations will be formalized no later than spring, 2002. Preliminary reviews of this work indicate that the new standards will be clearer and in line with performance expectations at comparable comprehensive universities.

With regard to faculty workloads, current University policies and the Faculty Handbook specify a structure that recognizes the variable time demands of different faculty responsibilities in the areas of teaching, scholarship/creative activities, and service. In brief, faculty workloads are defined in terms of the equivalent of 24 credit hours of teaching per academic year. The Provost, in consultation with the dean and department chairperson, determines equivalencies for actual workload assignments, taking into account such factors as contact teaching hours, special curricular responsibilities, scholarly/creative activities, accrediting agency standards, and the like. USC's Strategic Plan calls for a review of the application of this policy, in light of the mission and directions of the University. In response, academic colleges are currently drafting workload plans to delineate the appropriate balance(s) of teaching/librarianship, scholarship/creative activities and service for faculty in specific disciplines. Adjustments in individual workload profiles will be consistent with these plans and with standards at peer institutions. While the college plans will be finalized by January, 2002, some are nearing completion now. It appears that teaching loads per academic year will typically range between 18 and 21 credits, with some faculty continuing to teach 24 credits and some faculty with extraordinary responsibilities for research and service teaching 15 credits or less. It is also anticipated that these workload adjustments will result in fewer sections being taught in some programs. This reduction is being accommodated through more efficient course scheduling. In other instances, reallocation within the University is addressing teaching needs.

Faculty development opportunities are crucial to ensuring the currency of the faculty's knowledge. Numerous development programs, similar to those offered at other

comprehensive universities, currently exist for USC faculty. These include sabbatical and educational leave opportunities, faculty exchanges, a mini-grant program providing support for scholarly and creative activities, grant development and administration support through the Office of Research and Sponsored Programs, support for faculty travel to attend professional meetings and workshops, and on-campus workshop opportunities. The Strategic Plan includes additional efforts to be instituted in the next few years. These include providing more funds within academic units for supporting scholarship and creative activities.

Finally and very importantly, USC is committed to improving faculty salaries. In the 2000-2001 AY the USC Faculty Compensation Committee carried out a study of faculty salaries at USC in comparison to comparable peer institutions. The peers were selected in the mid-1980's via a CCHE selection process that included parameters of size, control, and role and mission. Nine of the ten institutions are classified by the Carnegie Foundation as Masters I institutions, as is USC. A summary of these comparisons is presented below:

PEER GROUP SALARY COMPARISONS FOR 2000-01

	Professor Mean Salary	Associate Mean Salary	Assistant Mean Salary	All Ranks Computed Mean Salary
USC	\$55,800	\$46,600	\$42,400	\$46,900
CCHE Peers	\$66,030	\$53,560	\$45,360	\$55,780
USC Percent	84.5%	87.0%	93.5%	84.1%

Note: Computed mean salary is the weighted average of the ranks Professor, Associate professor, and Assistant Professor utilizing the rank distribution of USC. Peer mean is the arithmetic mean of peers excluding USC.

Source: AAUP Salary Survey

As the data show, USC faculty members are paid salaries that are, on average, only 84% of the salaries paid to faculty at similar institutions. An additional problem apparent in the data is salary compression – that is, junior faculty salaries are paid better, relative to their peers, than senior faculty. This results in USC salaries being more compressed across faculty ranks, compared to peer institutions. This problem is caused by the necessity of offering salaries to new hires that are fairly competitive in today's markets but which are very close to the salaries of senior faculty. These twin problems of overall salary level and salary compression are of considerable concern to the University, for they affect faculty recruitment and retention. The Resource Plan in Appendix B addresses this issue.

F. Resources

The Resource Plan (see Appendix B) for the proposals described in this document relies on different funding sources for different initiatives. Programmatic initiatives (e.g., new degree programs and associated enhancements of library, information technology, admissions, marketing, and student life) will be funded primarily through reallocation, grants, and the tuition and state allocation associated with increased FTE generated by the programs. For example, reallocation of 3 faculty lines to support the B.S. in Engineering addresses \$208,000 (78%) of the program costs in year five of its development. Additionally, as USC has demonstrated in the past, it has a good record of securing start-up funds for new programs, and will aggressively pursue such funding opportunities in support of the proposed programs. Finally, the proposed programs are most likely to attract students not currently attending USC, and so will result in new tuition and state allocation revenue. The University conservatively projects an increase in FTE due to new programs of 36 in 2002-03, resulting in \$117,048 in new revenue; by 2006-07, the new FTE is projected to increase to 295, resulting in \$1.34 million in new revenue.

Funding for increasing institutional scholarships (fully-implemented cost = \$700,000) and for improving faculty salaries (fully implemented cost = \$1.2 million) is proposed to come primarily from changes in the undergraduate and graduate tuition structures. USC proposes to change the minimum student credit hours that qualify a student for full-time status for tuition purposes, from the current level of 10 credits to a proposed level of 12 credits. This definition of full-time status is consistent with the definitions used for federal financial aid purposes and residence hall policies. It also is consistent with the way full-time status is defined at UCCS, UC-Denver, and Western State College, institutions that, like USC, largely serve commuter populations. This change does not affect the current per credit tuition rate (currently, \$97/credit hour); it merely applies that rate through 12 credits rather than the current 10 credits. USC is considering phasing in this change over two years, which would result in an average increase in tuition of about 8% each year. USC also proposes to increase its graduate tuition rate by 5%, thus establishing different tuition rates for undergraduate and graduate students. Currently, USC's graduate and undergraduate students pay the same per credit tuition. These changes would result in approximately \$1.6 million in new revenue when fully implemented.

In 2001-02 dollars, the effect of the proposal when fully implemented for undergraduate students would be that those taking 11 credits would pay \$97 more a semester, and those taking 12-18 credits would pay \$194 more a semester (\$388/academic year), keeping USC's tuition below the state average for four-year institutions. Tables in the Resource Plan (See "Estimate of Additional Revenues Generated..." in Appendix B) show the number of students who would have been affected by this proposal had it been implemented in 2000-01, and the financial implications for the University. The percentage of students who would not have paid any increased tuition under the proposal varies from 97% during the Interim semester, to 93% in summer, to 23% in spring to 21% in fall. The data show that during the regular academic year, approximately 2700 undergraduate and graduate students would have

received a higher in tuition bill. As important to know is that three quarters of these students would not have paid this increase out of personal funds, but rather from their financial aid.

The financial aid assistance packages for students qualifying for need-based aid will cover the proposed increases in tuition. Three quarters of our students (75% by headcount; 77% by FTE) receive some form of financial aid through the University. 68% of these students, all of whom qualify as high-need students because of the low level of expected family support (i.e., \$0 – \$5,325), will receive grant dollars to cover the increase; 16% with moderate need (i.e., expected family contribution = \$5,326 - \$9,999) will receive a mix of grant and loan dollars to cover the increase; and 16% with low need (i.e., expected family contribution = \$10,000 and above) will receive primarily loan dollars to cover the increase. These low-cost loans typically do not require repayment until students leave the University. Coupled with the fact that USC plans to use 44% of the increased tuition generated (i.e., \$700,000) to fund additional scholarship/grant support programs, the effect of the tuition increase on the USC student population will be minimal.

USC is committed to seek significant outside funding to supplement the sources described above, and the University has a good record of generating such funds, primarily in three major forms: grants, gifts, and in-kind resources through partnerships with other institutions. With regard to grants, USC was extraordinarily successful during the past year in securing support for a host of projects consistent with our strategic directions, including strengthening our teacher education program, partnering with area schools to enhance student readiness for college; supporting student involvement in scientific research, instituting advanced learning opportunities for minority students, increasing access to instructional technology, and expanding our computer information systems degree program. Outside support for these projects this past year totaled in excess of \$14,000,000. Major funding sources have included the U.S. Department of Education (over \$11,000,000 from eight awards), the National Science Foundation (about \$650,000 from four awards), the National Institutes of Health (about \$800,000 from two awards), the State of Colorado (about \$444,000 from various agencies) and several private foundations (about \$645,000 from agencies including Packard, Kellogg, El Pomar). To continue building on this fine record, USC recently restructured its Office of Research and Sponsored Programs, and the director of that office has entered into discussions with counterparts at CSU to plan collaborative initiatives that will further strengthen USC's abilities to develop projects in line with strategic directions and secure funding for them.

A second source of new revenue has been private giving. Beginning with the first-ever Capital Campaign in 1985, the University has experienced generous support from the community, the region and the rest of the state. The original Campaign, whose target was \$19.6 million, raised a total of \$25.9 million. Since the end of the Campaign, the University has received an average of over \$5 million a year in private gifts. This includes donations through the Annual Fund program (whose average gift has doubled from \$25 to \$50 in the past five years), and from major private foundations like the David

and Lucile Packard Foundation, the Boettcher Foundation, El Pomar Foundation, the U.S. West Foundation and the Colorado Council on the Arts, as well as many local foundations like the Kelly-Ducy Foundation, the Rawlings Foundation and the Hasan Family Foundation. Plans are currently underway for a multi-million campaign for an endowed scholarship fund and general scholarship support. Individuals and private foundations have been identified that will be approached for support. This effort will be enhanced greatly with a collaboration with CSU, facilitating the sharing of ideas and strategies.

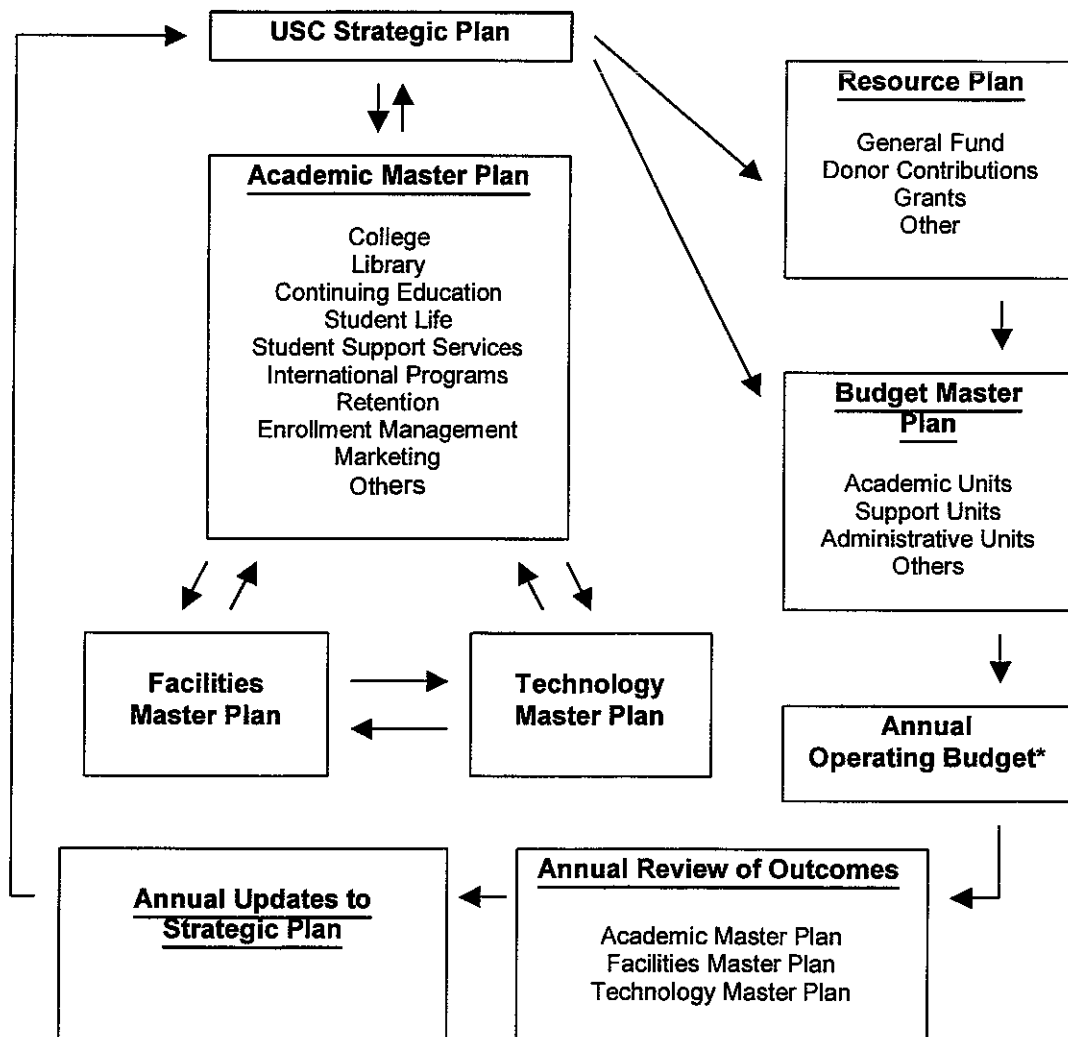
Finally, Pueblo and southeast Colorado businesses have reacted positively to USC's planned academic program development, and have offered invaluable in-kind forms of support. Boeing, Trane and other corporations have expressed willingness to establish partnerships whereby USC faculty and professional engineering staff cooperate in designing and administering paid internships for advanced students. SCA Insurance has had such a partnership with the Hasan School of Business for accounting and management students, and this model will be replicated with other businesses. Parkview Hospital and other medical centers will develop arrangements for nursing students. Partnerships of this kind produce clear benefits to students, participating firms and institutions.

Area businesses have also expressed interest in loaning executives to teach in selected USC professionally-oriented programs. Executives would participate for a few weeks to a full semester, teaching classes, consulting with faculty and students, and offering seminars to counterparts in other firms. USC would furnish office space and other operating support, while the donating corporation would pay the executive's salary.

Considering its established pattern of resource procurement, the University has developed a financial plan for the initiatives described in this report. The Plan includes projected expenses and proposed funding sources over the five year period of the plan. A directory of budgets included in the plan can be found at the start of Appendix B.

G. Planning

USC's planning and budgeting activities are based on the premise that ongoing planning and revisions must reflect changes in the internal and external environment. Strategic goals are reviewed annually, accomplishments are identified as part of a commitment to continuous improvement and assessment, and new goals are articulated, and budgets are built accordingly. USC's on going strategic planning process, illustrated below, integrates academic, facilities, technology, and financial areas, and determines annual budgetary allocations and institutional initiatives.



* Appendices A & B provide additional information concerning the budget process.

This process is reflected in the University's 2002-07 strategic planning activities. Over the course of the academic year 2000-01, the Strategic Planning Committee identified issues and concerns related to the University's current mission, analyzed the University's strengths and weaknesses, and evaluated external opportunities and threats. Based on these analyses, the Committee named Task Forces in six key areas: Academics, Enrollment, Student Support, Technology, Quality of Work Life, and Resources. Task Forces for each area coordinated campus deliberations, which included regular committee meetings, campus forums, roundtable discussions, review of data, dissemination of drafts to the campus community, and information sharing through the web and electronic mail. Discussions with representatives of CSUS and CSU served to refine sections of the plan related to collaborative initiatives. The Strategic Planning Committee integrated the resulting information and analyses into a cohesive plan, guided by a shared vision and articulation of the University's mission. That plan will direct the University's activities for the next five years—with annual updates—in eight strategic goal areas: educational excellence, a comprehensive curriculum, a learning-centered focus, scholarship broadly defined, information and technology resources, student development, outreach and planning/shared governance (See USC's 2002-07 Strategic Plan, Appendix D).

USC has adopted clear guidelines for budget development and allocation of scarce resources to ensure the successful implementation of the Strategic Plan. The budget and planning process recognizes that the majority of the University's resources reside in existing, on-going operating and personnel budgets; and that new resources are constrained. Therefore, the only requests for new or increased funding that are considered centrally and within major administrative units are those that support directions identified in the strategic plan. Briefly, resources are allocated in such a way as to: (1) ensure the University's successful, effective and efficient performance on a continuing basis; (2) facilitate the achievement of defined University strategic priorities; (3) maintain the University's asset base; (4) acknowledge changes in enrollment across campus; (5) maximize incentives for the creation/enhancement of revenues; and (6) align short term decisions with long-term strategic directions.

Within this context, unit heads annually propose implementation schemes to address specific strategic goals during the next budget cycle. Each scheme must include: (1) the unit's highest implementation priorities related to the University's Strategic Plan; (2) the resources needed to accomplish the implementation (identified by funding source); and (3) specific plans for phased implementation, if necessary. These schemes advance through the organization, being refined, rejected, or integrated with other schemes at each higher level. Ultimately, the Vice Presidents represent comprehensive implementation schemes and their attendant budget requests at deliberations involving the University's Budget Board, Deans' Council, and President's Council, as well as open meetings with faculty and staff. Following these meetings, the Vice President for Finance, in consultation with the President, Provost, Budget Board and Strategic Planning Committee, develops the University budget and recommends it to the President.

With the strengthening ties between USC and CSU, efforts are underway to more closely link their respective strategic planning and budgeting processes. For example, the chairs of each institution's Strategic Planning Committee will meet at the beginning of the annual planning cycle and periodically thereafter to share information and coordinate similar or collaborative initiatives.

Community Input

Public meetings about USC's future, including a possible closer association with CSU, have been held regularly since 1999 (see list of studies on p. 22). In the past few months, open, community meetings to review the plans described in this report were held at:

Convention Center, Pueblo, August 29, 2001
The Cow Palace, Lamar, September 5, 2001
Holiday Inn, Trinidad, September 6, 2001
Canon Inn, Canon City, September 12, 2001
Holiday Inn, La Junta, September 13, 2001
Holiday Inn, Alamosa, October, 10, 2001
Doubletree Hotel, Colorado Springs, October 11, 2001

In addition to approximately one hour devoted to taking questions and comments from the audiences at these meetings, self-addressed, pre-stamped post cards were distributed and participants were encouraged to mail in comments to the USC Provost. A detailed report of the comments and questions from community members participating in these meetings is included in Appendix C.

Similar presentations were given for the following community groups that invited University representatives to review the proposals in this report: Action 22, Latino Chamber, Pueblo Economic Development Corporation, Pueblo Professional Engineers, Pueblo Hispanic Education Foundation, Pueblo Optimist Club, Rotary Clubs. Presentations were also made to the following USC-associated groups: Alumni Board, Associated Student Government, Classified Staff, Faculty Senate, Husan School of Business Advisory Board, President's Advisory Board, and the Retired Faculty Association.

The majority of those attending these many meetings expressed unqualified support for the proposals in this report. Questions seeking clarification that were most often asked were about how administrative autonomy would be protected, how the increase in the admissions index would impact enrollment, especially Hispanic enrollment, when the changes would go into effect, how soon new programs could be started, and the nature of the working relationship with CSU. The answers given to these questions reflected the detail presented elsewhere in this report. Negative opinions were expressed by only a handful of attendees, and these opinions were based on concerns for

changing USC's name and its identity, losing administrative autonomy, and not proposing Ph.D. programs. USC was guided and gratified by the support expressed across our region for strengthening the University in all aspects of its operations.

Conclusion

The planning and proposals represented in this document are aimed at answering the question: *How can USC be a better educational resource to support the continued economic and social development of southeastern Colorado?* As the report describes, the University, the State Board of Agriculture, and the communities of southeastern Colorado have concluded that changes are needed in the University's mission, name, programs, admissions standards, faculty performance and workload policies, and tuition structure. As a whole, these proposed changes will strengthen the University's ability to serve its region and the state of Colorado. The University has already begun implementing those changes that do not require state-level approval (e.g., strengthening the working relationship with CSU; increasing access and convenience for students). However, two of the changes described in this report require legislative action: approval of the University's proposed mission and name change. The University's students, faculty, and administration and the vast majority of business and educational leaders in southeastern Colorado have expressed support for these changes, and we respectfully request the legislature's help to accomplish them.

Appendices:

- A. Enrollment History
- B. Resource Plan
- C. Summary of Community Meetings
- D. 2002-07 Strategic Plan

December 15, 2001

Appendix A
Enrollment History

University of Southern Colorado
Fall Enrollment Headcount
On-Campus

Fall	Freshman	Sophomore	Junior	Senior	Non-Degree	Degree-Plus	Pre-Grad	Graduate	Total	FTE
1980	1685	792	632	821	523	233	0	9	4695	
1981	1517	904	713	950	423	244	0	10	4761	
1982	1509	954	790	936	362	310	0	3	4864	
1983	1551	951	848	1120	349	278	0	0	5097	4926
1984	1427	957	752	1075	310	224	0	51	4796	4564
1985	1192	737	719	1052	171	70	0	175	4116	3979
1986	1032	694	634	952	114	70	0	200	3696	3590
1987	1183	646	648	971	79	84	0	340	3951	3593
1988	1282	678	609	996	80	168	0	158	3971	3708
1989	1458	774	657	943	81	240	0	115	4268	3939
1990	1388	851	727	954	95	214	26	111	4366	3934
1991	1274	812	797	1016	105	217	28	120	4369	3984
1992	1327	847	763	1116	106	100	116	116	4491	4064
1993	1323	800	828	1137	159	107	138	111	4603	4040
1994	1296	806	855	1076	97	115	126	137	4508	4012
1995	1163	801	714	1075	124	135	154	179	4345	3908
1996	1032	729	779	997	101	123	125	170	4056	3684
1997	1019	733	736	1048	101	111	118	203	4069	3653
1998	909	671	698	1240	98	130	76	207	4029	3600
1999	1215	773	848	784	147	134	71	182	4154	3629
2000	1151	717	755	1041	105	139	42	142	4092	3607
2001	1148	746	742	1015	95	124	92	127	4089	

Appendix B:

Resource Plan

1. Resource Plan Summary
2. Resource Plan: Year One – 2002-03
3. Resource Plan: Year Two – 2003-04
4. Resource Plan: Year Three – 2004-05
5. Resource Plan: Year Four – 2005-06
6. Resource Plan: Year Five – 2006-07
7. Estimate of Additional Revenues Generated by Raising Tuition Rate Plateau
and Increasing Graduate Tuition to 5% Higher than Undergraduate Tuition
Summer '00 through Interim '01

Resource Plan Summary

	2002-03			2003-04			2004-05			2005-06			2006-07		
	New FTE	Revenue (Expense)	Net	New FTE	Revenue (Expense)	Net	New FTE	Revenue (Expense)	Net	New FTE	Revenue (Expense)	Net	New FTE	Revenue (Expense)	Net
A. INSTRUCTION															
Expanded Access															
BS - CIS - Evening/Distance	24	68,248		24	75,714		24	77,224		24	78,780		24	80,382	
BSBA - Evening/Distance	12	45,869		12	45,869		16	59,717		22	84,814		22	84,814	
BA - Soc/Crim - Evening/Distance				16	11,392		30	99,110		36	161,732		42	209,354	
New Undergrad Programs															
BS - Athletic Training				10	2,278		20	32,171		40	191,174		40	192,887	
BS - Biology (New Option)				2	(46,426)		4	44,448		8	62,296		12	106,744	
BS - Engineering				16	104,072		32	211,911		48	336,694		64	389,227	
New Graduate Programs															
MS - CIS				0	-		0	(47,470)		12	(167,532)		18	(101,546)	
MA - Public Admin				0	(5,000)		6	(73,758)		12	(21,136)		18	26,486	
MA - English				6	31,822		12	(14,206)		12	(14,206)		12	(14,206)	
MA - Mass Comm				0	(5,000)		6	(77,758)		12	(27,136)		18	20,486	
MS - Nursing				0	-		5	(44,695)		10	(21,463)		10	(8,989)	
Enhance Existing Programs															
MS - ANS							2	(46,153)		4	(39,578)		5	(33,224)	
MBA - Information Systems							8	(20,864)		10	(4,390)		10	(4,390)	
General Education															
4 Sec. ea. Math, Speech, Eng			(14,400)			(14,400)			(16,200)			(14,400)			(16,200)
Subtotals	36	99,717		86	200,321		165	183,477		250	605,649		295	931,825	
B. SUPPORT															
Information Technology															
Expanded Bandwidth									(36,000)			(36,000)			(36,000)
Help Desk Position						(41,685)			(41,685)			(41,685)			(41,685)
Systems Engineer						(59,650)			(59,650)			(59,650)			(59,650)
Instructional Technology						(65,615)			(65,615)			(65,615)			(131,230)
Library									(80,000)			(80,000)			(100,000)
Learning Materials/Acquis.															
Admissions						(39,000)			(39,000)			(39,000)			(39,000)
Transfer Counselor						(60,717)			(100,717)			(100,717)			(140,717)
Marketing/Development															
Director/Operating															
Student Life						(98,000)			(98,000)			(98,000)			(98,000)
Multicultural Center						(259,402)			(520,667)			(520,667)			(646,282)
Subtotals			(99,717)												
C. OTHER															
Revise Tuition Rate Structure															
Raise F/T plateau to 12 ch						804,886			1,609,772			1,609,772			1,609,772
Salaries/Development						(445,805)			(772,582)			(994,754)			(1,195,315)
Increase						(300,000)			(500,000)			(700,000)			(700,000)
Scholarships						59,081			337,190			(84,982)			(285,543)
Increase	0	-		0	59,081										
Subtotals	36	-		86	-		165	-		250	-		295	-	
Plan Totals															

Resource Plan
Year One -- 2002-03

	New FTE	Revenue	Expenses	Net Revenue (Expense)
A. INSTRUCTION				
Expanded Access				
BS - CIS - Evening/Distance	24	216,078	147,830	68,248
BSBA - Evening/Distance	12	93,444	47,575	45,869
BA - Soc/Crim - Evening/Distance				-
New Undergrad Programs				
BS - Athletic Training				-
BS - Biology (New Option)				-
BS - Engineering				-
New Graduate Programs				
MS - CIS				-
MA - Public Admin				-
MA - English				-
MA - Mass Comm				-
MS - Nursing				-
Enhance Existing Programs				
MS - ANS				-
MBA - Information Systems				-
General Education				
4 Sec. ea. Math, Speech, Eng			14,400	(14,400)
<i>Subtotals</i>	36	309,522	209,805	99,717
B. SUPPORT				
Information Technology				
Expanded Bandwidth				-
Help Desk Position				-
Systems Engineer				-
Instructional Technology				-
Library				
Learning Materials/Acquis.				-
Admissions				
Transfer Counselor			39,000	(39,000)
Marketing/Development				
Director/Operating			60,717	(60,717)
Student Life				
Multicultural Center				-
<i>Subtotals</i>		-	99,717	(99,717)
C. OTHER				
Revise Tuition Rate Structure				
Raise F/T plateau to 12 ch				
Salaries/Development				
Increase				
Scholarships				
Increase				
<i>Subtotals</i>		-	-	-
12/11/01Plan Totals -- Year One	36	309,522	309,522	-

Resource Plan
Year Two -- 2003-04

	New FTE	Revenue	Expenses	Net Revenue (Expense)
A. INSTRUCTION				
Expanded Access				
BS - CIS - Evening/Distance	24	217,544	141,830	75,714
BSBA - Evening/Distance	12	93,444	47,575	45,869
BA - Soc/Crim - Evening/Distance	16	124,592	113,200	11,392
New Undergrad Programs				
BS - Athletic Training	10	123,490	121,212	2,278
BS - Biology (New Option)	2	15,574	62,000	(46,426)
BS - Engineering	16	177,252	73,180	104,072
New Graduate Programs				
MS - CIS		-	-	-
MA - Public Admin	0	-	5,000	(5,000)
MA - English	6	47,622	15,800	31,822
MA - Mass Comm	0		5,000	(5,000)
MS - Nursing				
Enhance Existing Programs				
MS - ANS				
MBA - Information Systems				
General Education				
4 Sec. ea. Math, Speech, Eng			14,400	(14,400)
<i>Subtotals</i>	86	799,518	599,197	200,321
B. SUPPORT				
Information Technology				
Expanded Bandwidth				-
Help Desk Position			41,685	(41,685)
Systems Engineer				-
Instructional Technology				-
Library				
Learning Materials/Acquis.			20,000	(20,000)
Admissions				
Transfer Counselor			39,000	(39,000)
Marketing/Development				
Director/Operating			60,717	(60,717)
Student Life				
Multicultural Center			98,000	(98,000)
<i>Subtotals</i>		-	259,402	(259,402)
C. OTHER				
Revise Tuition Rate Structure				
Raise F/T plateau to 12 ch		804,886		804,886
Salaries/Development				
Increase			445,805	(445,805)
Scholarships				
Increase			300,000	(300,000)
<i>Subtotals</i>		804,886	745,805	59,081
Plan Totals -- Year Two	86	1,604,404	1,604,404	-

Resource Plan
Year Three -- 2004-05

	New FTE	Revenue	Expenses	Net Revenue (Expense)
A. INSTRUCTION				
Expanded Access				
BS - CIS - Evening/Distance	24	219,054	141,830	77,224
BSBA - Evening/Distance	16	124,592	64,875	59,717
BA - Soc/Crim - Evening/Distance	30	234,510	135,400	99,110
New Undergrad Programs				
BS - Athletic Training	20	194,775	162,604	32,171
BS - Biology (New Option)	4	106,448	62,000	44,448
BS - Engineering	32	352,291	140,380	211,911
New Graduate Programs				
MS - CIS	0	44,850	92,320	(47,470)
MA - Public Admin	6	47,622	121,380	(73,758)
MA - English	12	95,244	109,450	(14,206)
MA - Mass Comm	6	47,622	125,380	(77,758)
MS - Nursing	5	40,435	85,130	(44,695)
Enhance Existing Programs				
MS - ANS	2	25,647	71,800	(46,153)
MBA - Information Systems	8	80,236	101,100	(20,864)
General Education				
4 Sec. ea. Math, Speech, Eng			16,200	(16,200)
<i>Subtotals</i>	<i>165</i>	<i>1,613,326</i>	<i>1,429,849</i>	<i>183,477</i>
B. SUPPORT				
Information Technology				
Expanded Bandwidth			36,000	(36,000)
Help Desk Position			41,685	(41,685)
Systems Engineer			59,650	(59,650)
Instructional Technology			65,615	(65,615)
Library				
Learning Materials/Acquis.			80,000	(80,000)
Admissions				
Transfer Counselor			39,000	(39,000)
Marketing/Development				
Director/Operating			100,717	(100,717)
Student Life				
Multicultural Center			98,000	(98,000)
<i>Subtotals</i>		<i>-</i>	<i>520,667</i>	<i>(520,667)</i>
C. OTHER				
Revise Tuition Rate Structure				
Raise F/T plateau to 12 ch		1,609,772		1,609,772
Salaries/Development				
Increase			772,582	(772,582)
Scholarships				
Increase			500,000	(500,000)
<i>Subtotals</i>		<i>1,609,772</i>	<i>1,272,582</i>	<i>337,190</i>
Plan Totals -- Year Three	165	3,223,098	3,223,098	-

Resource Plan
Year Four -- 2005-06

	New FTE	Revenue	Expenses	Net Revenue (Expense)
A. INSTRUCTION				
Expanded Access				
BS - CIS - Evening/Distance	24	220,610	141,830	78,780
BSBA - Evening/Distance	22	171,314	86,500	84,814
BA - Soc/Crim - Evening/Distance	36	282,132	120,400	161,732
New Undergrad Programs				
BS - Athletic Training	40	335,778	144,604	191,174
BS - Biology (New Option)	8	137,596	75,300	62,296
BS - Engineering	48	530,470	193,776	336,694
New Graduate Programs				
MS - CIS	12	97,044	264,576	(167,532)
MA - Public Admin	12	95,244	116,380	(21,136)
MA - English	12	95,244	109,450	(14,206)
MA - Mass Comm	12	95,244	122,380	(27,136)
MS - Nursing	10	80,870	102,333	(21,463)
Enhance Existing Programs				
MS - ANS	4	47,622	87,200	(39,578)
MBA - Information Systems	10	96,710	101,100	(4,390)
General Education				
4 Sec. ea. Math, Speech, Eng			14,400	(14,400)
<i>Subtotals</i>	250	2,285,878	1,680,229	605,649
B. SUPPORT				
Information Technology				
Expanded Bandwidth			36,000	(36,000)
Help Desk Position			41,685	(41,685)
Systems Engineer			59,650	(59,650)
Instructional Technology			65,615	(65,615)
Library				
Learning Materials/Acquis.			80,000	(80,000)
Admissions				
Transfer Counselor			39,000	(39,000)
Marketing/Development				
Director/Operating			100,717	(100,717)
Student Life				
Multicultural Center			98,000	(98,000)
<i>Subtotals</i>		-	520,667	(520,667)
C. OTHER				
Revise Tuition Rate Structure				
Raise F/T plateau to 12 ch		1,609,772		1,609,772
Salaries/Development				
Increase			994,754	(994,754)
Scholarships				
Increase			700,000	(700,000)
<i>Subtotals</i>		1,609,772	1,694,754	(84,982)
Plan Totals -- Year Five	250	3,895,650	3,895,650	-

Resource Plan
Year Five -- 2006-07

	New FTE	Revenue	Expenses	Net Revenue (Expense)
A. INSTRUCTION				
Expanded Access				
BS - CIS - Evening/Distance	24	222,212	141,830	80,382
BSBA - Evening/Distance	22	171,314	86,500	84,814
BA - Soc/Crim - Evening/Distance	42	329,754	120,400	209,354
New Undergrad Programs				
BS - Athletic Training	40	337,491	144,604	192,887
BS - Biology (New Option)	12	168,744	62,000	106,744
BS - Engineering	64	647,823	258,596	389,227
New Graduate Programs				
MS - CIS	18	145,566	247,112	(101,546)
MA - Public Admin	18	142,866	116,380	26,486
MA - English	12	95,244	109,450	(14,206)
MA - Mass Comm	18	142,866	122,380	20,486
MS - Nursing	10	80,870	89,859	(8,989)
Enhance Existing Programs				
MS - ANS	5	57,146	90,370	(33,224)
MBA - Information Systems	10	96,710	101,100	(4,390)
General Education				
4 Sec. ea. Math, Speech, Eng			16,200	(16,200)
<i>Subtotals</i>	295	2,638,606	1,706,781	931,825
B. SUPPORT				
Information Technology				
Expanded Bandwidth			36,000	(36,000)
Help Desk Position			41,685	(41,685)
Systems Engineer			59,650	(59,650)
Instructional Technology			131,230	(131,230)
Library				
Learning Materials/Acquis.			100,000	(100,000)
Admissions				
Transfer Counselor			39,000	(39,000)
Marketing/Development				
Director/Operating			140,717	(140,717)
Student Life				
Multicultural Center			98,000	(98,000)
<i>Subtotals</i>		-	646,282	(646,282)
C. OTHER				
Revise Tuition Rate Structure				
Raise F/T plateau to 12 ch		1,609,772		1,609,772
Salaries/Development				
Increase			1,195,315	(1,195,315)
Scholarships				
Increase			700,000	(700,000)
<i>Subtotals</i>		1,609,772	1,895,315	(285,543)
Plan Totals -- Year Four	295	4,248,378	4,248,378	-

Estimate of Additional Revenues Generated by Raising Tuition Rate Plateau and Increasing Graduate Tuition to 5% Higher than Undergraduate Tuition

Difference

SUMMER '00														Tuition Calculated as 10 Credit Hours Equals Full-Time, and Undergraduate & Graduate Tuition Assessed at the same rate													
Number of Credit Hours Enrolled		Colorado Residents		WICHE/WUE		Non-Residents		Colorado Residents		WICHE/WUE		Non-Residents		Colorado Residents		WICHE/WUE		Non-Residents									
		No. of Students	Tuition Revenue	No. of Students	Tuition Revenue	No. of Students	Tuition Revenue			No. of Students	Tuition Revenue	No. of Students	Tuition Revenue			No. of Students	Tuition Revenue										
Undergrad																											
1 thru 10		1035	449,288	35	21,289	48	97,152																				
11 thru 18		44	39,776			5	21,120																				
19		1	964			1	4,506																				
20																											
21																											
22																											
23																											
24																											
25																											
Graduate																											
1 thru 10		35	13,831			11	18,586																				
11 thru 18																											
Totals		1115	503,860	35	21,289	65	141,363																				
						Total Revenue						\$ 666,511.90															

Tuition Calculated as 10 Credit Hours Equals Full-Time and Undergraduate & Graduate Tuition Assessed at the same rate												
Number of Credit Hours Enrolled	Colorado Residents		WICHE/WUE		Non-Residents							
	No. of Students	Tuition Revenue	No. of Students	Tuition Revenue	No. of Students	Tuition Revenue						
Undergrad 1 thru 10 11 thru 18	729	418,035	8	8,091	14	40,416						
	2661	2,474,730	214	298,530	216	948,898						
19	43	42,656	4	5,952	8	37,486						
20	19	20,026	1	1,581	7	34,850						
21	18	20,088	3	5,022	5	26,357						
22	5	5,890			1	5,564						
23	1	1,240			1	5,857						
24	3	3,906										
25	2	2,728										
Graduate 1 thru 10 11 thru 18	64	35,957			9	23,283						
	19	17,670			35	153,755						
20					2	9,957						
Totals	3564	3,042,926	230	319,176	298	1,286,414						
		Total Revenue		4,648,516.10								

Estimate of Additional Revenues Generated by Raising Tuition Rate Plateau and Increasing Graduate Tuition to 5% Higher than Undergraduate Tuition

Tuition Calculated as 10 Credit Hours Equals Full-Time and Undergraduate & Graduate Tuition Assessed at the same rate										
SPRING '01										
Number of Credit Hours Enrolled	Colorado Residents			WICHE/WJUE			Non-Residents			
	No. of Students	Tuition Revenue	No. of Students	No. of Students	Tuition Revenue	No. of Students	No. of Students	Tuition Revenue	No. of Students	
Undergrad 1 thru 10 11 thru 18	769	452,817	9	9	9,347	13	13	34,705	13	
	2439	2,268,270	198	0	-	2	2	9,665	2	
				36	60,264	37	37	195,049	37	
				162	271,188	158	158	832,913	158	
	65	64,480	6	6	10,602	11	11	61,208	11	
	18	18,972	1	1	1,860	5	5	29,286	5	
	15	16,740	2	2	3,906	3	3	18,450	3	
	3	3,534	1	1	2,046	3	3	19,328	3	
	5	6,200	0	0	-					
	24		1	1	2,232					
25										
Graduate 1 thru 10 11 thru 18	78	44,547		78	46,774		7	26,292	7	
	14	13,020		2	2,148		0		0	
				3	3,515		6	33,212	6	
				9	10,546		19	105,168	19	
				2	2,474		8	46,741	8	
19		1,984				1	6,150	1		
20										
Totals	3408	2,890,564	218	3408	3,385,935	218	273	1,418,167	273	
					Total Revenue					5,145,546.75
										765,449.85

December 15, 2001

Appendix C:
Summary of Community Meetings

Summary of Public Meetings for HB 1406

Public meetings were organized, advertised, and held in the communities served by USC. In addition to public invitation via the media, additional invitations were provided to respective leaders of community colleges, chambers of commerce, school districts, city governance, legislators, etc. The purpose of each meeting was three-fold; 1) to disseminate information, answer questions and generally increase people's understanding of the changes proposed in the HB 1406 report, 2) to assess the level of community support or concern regarding the proposed changes, and 3) to gather information from community members which may improve USC's plan.

Five public meetings were held at the following locations on the indicated dates; Pueblo (8/29/01), Lamar (9/5/01), Trinidad (9/6/01), Canon City (9/12/01), La Junta (9/13/01), Alamosa (10/10/01) and Colorado Springs (10/11/01). Meetings were scheduled to begin at 5 PM in an effort to optimize convenience and opportunity for attendance by interested persons. Attendance (excluding USC personnel) was as follows; Pueblo (51), Lamar (3), La Junta (6), Trinidad (2), Canon City (9), Alamosa (7) and Colorado Springs (12). The format of the larger meetings in Pueblo and Colorado Springs included a brief 20 minute presentation of the current and proposed changes to the mission, academic programs, student admission standards, and name, followed by a question and answer period for the major topics. At the Pueblo meeting, time limitations were imposed on the question and answer period so that all issues within HB 1406 could be addressed in the one and one-half hours allotted for the public meeting. USC personnel made themselves available to answer questions after each meeting. Additional input from community members was solicited via postage paid post-cards and a dedicated web-site whose address was conveyed on a summary sheet provided to attendees. Meetings in the other communities were conducted in a less formal, press conference format.

The majority of persons attending the meetings asked for clarification on some issues and most often lent support of the changes being proposed. In all of the public meetings, only four different individuals spoke out against the proposed changes. Most of these individuals expressed concern about the name change and the loss of identity for southern Colorado. Two individuals said that the plan does not go far enough in adding academic programs (Ph.D. desired) and raising student admission and faculty standards. Other comments and concerns that were raised at the respective community meetings are summarized below.

The community meeting in Pueblo was well attended by a number of persons representing many segments of the community. Many individuals stressed their support of raising standards across the University (students and faculty) and the need for additional academic programs. Several attendees expressed strong support of the changes and in particular were in favor of a stronger alliance with CSU, access to additional academic programs, and enhanced quality for the University. One question raised by several individuals was the impact of raising student admission standards on access to higher education by the prevalent minority population in Pueblo and southeastern Colorado.

In Lamar, attendees expressed the need for specific academic programs in teacher education, business, management, accounting, nursing and farm/ranch management. Citizens were concerned about a pattern of local youth leaving to attend college and rarely returning to practice their profession in Lamar. Additional needs that were

communicated included access to distance education opportunities for the prevalent population of aging, site bound individuals who have ranches, farms and family responsibilities. Attendees also expressed a need for engineering graduates to support several local manufacturing industries. Installation of a correctional facility in La Junta and future its future staffing needs of 300 nurses were mentioned, along with the opportunity for LCC and USC to jointly prepare nurses. A representative of LCC discussed the vitality of their sports programs (baseball, basketball, equestrian) and the possibility of more direct recruitment of student athletes from the region. One resident expressed the desire for greater involvement of USC in community events, service and cultural outreach.

The public meeting in Canon City included questions pertaining to the legislative events leading up to HB 1406, the estimated level of legislative support, and concern for USC retaining its autonomy. Attendees inquired if program(s) in engineering were to be added, and suggested enhanced partnering of the University with business and industry.

Attendees at the La Junta meeting included 2 Pueblo residents, a CCHE staff member and 3 members of the local and regional press. Questions similar to those raised at the Canon City meeting were asked pertaining to the academic programs to be added, specificity of relationship to CSU, the mission, and community and regional service connection. Those attending in Trinidad included representatives of Trinidad State Junior College and the press. Questions were asked for clarification purposes.

Persons affiliated with Adams State College were the primary attendees of the meeting in Alamosa. Questions focused on the graduate degree programs that were being proposed and the nature of collaboration with CSU in delivering these programs. Concern was raised regarding the impact of the larger universities who have been notably more aggressive in seeking students from the region directly served by USC and ASC.

The final meeting was held in Colorado Springs and was attended by persons representing the business community, the chamber of commerce, and others. Several questions addressed USC's planning for new academic programs and whether USC intended to draw potential students from Colorado Springs for the programs proposed. Conversations focused on economic development and the opportunity for complementary offerings at USC and UCCS to address specific needs of the populations in the respective cities. Additional questions were asked about the driving force for the proposed changes, including those pertaining to the mission and name of the university.

December 15, 2001

Appendix D:
2002-07 Strategic Plan

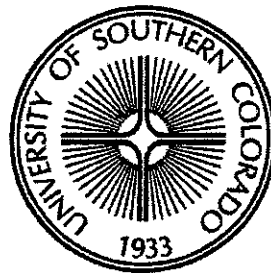


**UNIVERSITY OF
SOUTHERN COLORADO**



**Strategic Plan
2002-2007**

**UNIVERSITY OF SOUTHERN COLORADO
STRATEGIC PLAN
2002-2007**



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John Ryan

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UNIVERSITY OF SOUTHERN COLORADO
STRATEGIC PLAN 2002 - 2007

The University of Southern Colorado is a regional, comprehensive university distinguished by excellence, diversity, access and opportunity. The University offers a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts, blending theory and practice to prepare all graduates for success. The University also offers a select group of graduate programs that address regional needs. The University is a major educational resource for cultural enrichment and economic growth in southeastern Colorado.

INTRODUCTION

The University of Southern Colorado's planning and budgeting activities are based on the premise that ongoing planning and revisions must reflect changes in the internal and external environment. That is, strategic goals are reviewed annually and accomplishments identified as part of a commitment to continuous improvement and assessment. Additionally, the University develops a comprehensive strategic plan every five years. The USC Strategic Plan for 2002 – 2007 represents a campus-wide effort to articulate the University's vision and shared understandings that are the foundation of the planning and budgeting processes. These processes ensure that through the identification of specific outcomes, university resources will be directed toward institutional priorities.

The University of Southern Colorado has many exemplary programs and services, which will continue to have the support and commitment of the University. This document articulates new directions and particular priorities for focus in the next five-year period while continuing the successes, quality, and excellence that exist in all areas across the campus.

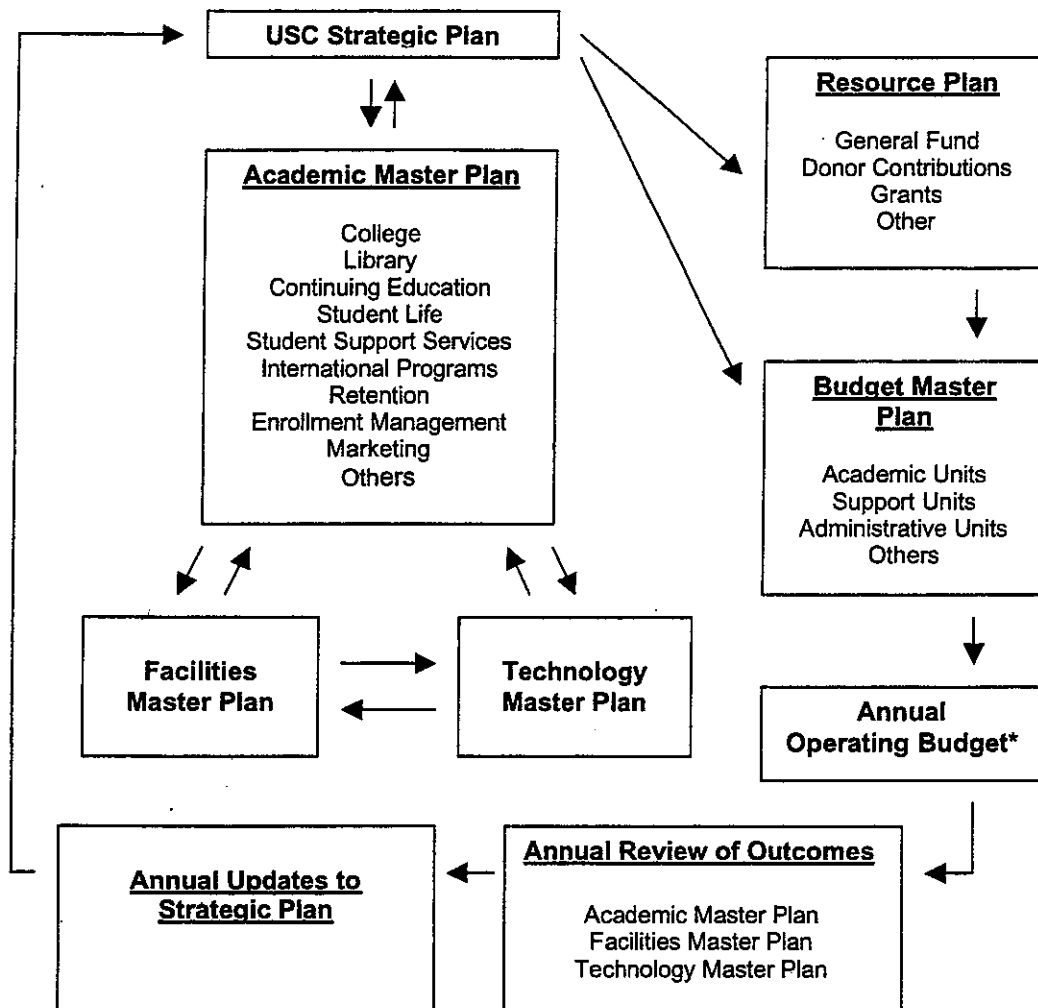
The planning process for the development of the Strategic Plan for 2002 – 2007 began with the President's appointment of a Strategic Planning Committee (SPC) with representatives from faculty, staff, students, and administration. Over the course of the academic year of 2000 – 2001, the SPC coordinated planning activities, which included regular committee meetings, campus forums, roundtable discussions, dissemination of drafts to the campus community, and information sharing through the web and electronic mail.

The plan is guided by a shared vision and the University's mission; yet many factors influence the educational activities of the next five years. These factors include:

- Changing state and regional educational needs, economic development opportunities, and concerns for fiscal and human resources encourage the University to re-examine and revise its mission and the ways it achieves its mission.
- The University's commitment to a stronger collaboration with Colorado State University to better serve the citizens of Colorado, and especially southeastern Colorado. This collaboration creates new opportunities for USC faculty and staff to provide leadership in identifying, coordinating and implementing collaborative programs and activities that promote its mission and serve its constituency.
- The University recognizes its commitment to diversity, multiculturalism and educational equity. This commitment has allowed the University to attract a high percentage of non-traditional students and a large international student body, while earning the distinction of being a Hispanic Serving Institution as identified by the United States Department of Education. The University is well positioned to build on these successes and expand educational opportunities for everyone, including those who have not participated as full stakeholders in higher education in the past.

The planning process sets the foundation for incorporating the shared vision into unit plans and activities that are integrated into institution-wide planning and budgeting. This process includes:

- Annual updates of the Strategic Plan to address key strategies and implementation plans and support assessment of goal accomplishment and unit plan integration.
- Annual planning and budgeting to identify institutional priorities and direct human, fiscal, and infrastructure resource allocation and utilization.
- Annual updates of the Academic Master Plan, which, in turn, informs the annual update of the Facilities Master Plan, Technology Master Plan, Resource Plan and Budget Master Plan.
- Annual assessment of implementation record for each sub-plan, which informs setting priorities for action in subsequent years.
- Five-year updates of the Strategic Plan, refreshing the University's vision and the processes for performance of responsibilities through annual planning.



* Appendices A & B provide additional information concerning the budget process.

Section 1: GUIDELINES FOR INSTITUTIONAL PLANNING

The University Strategic Plan provides the vision and the framework within which the campus plans its activities and assigns its resources.

Background

The prior University of Southern Colorado Strategic Plan was developed in 1995 and addressed the period 1996 – 2001. In 1999, the USC President appointed a Planning Committee for a one-year term to address a number of short-term issues associated with a six-year trend of declining enrollment. In May 2000, President Tito Guerrero, III appointed the 2002 - 2007 Strategic Planning Committee to:

“develop a long-term plan that will build on the work of the USC Planning Committee and that will help chart a course for the University of Southern Colorado over the next five years. The primary purpose of the long-term plan will be to position the University of Southern Colorado as an education leader throughout the region that addresses the intellectual, education, economic, civic, and societal challenges that it will encounter in the Twenty-First Century.”

Over the course of the 2000 – 2001 fiscal year, the SPC met on a weekly basis to develop the framework, process, and subgroups that led to the articulation of the University's strategic vision, shared understandings, and strategic priorities. A campus-wide collaborative process for the “grass roots” development of the plan began with Convocation in Fall 2000. Other activities throughout the year included focus groups, roundtable discussions, public forums, and electronic communications.

Strategic Plan Development Process

The SPC began by investigating various strategic planning models and deciding how to manage the planning process. The text, *Strategic Change in Colleges and Universities: Planning to Survive and Prosper* by Rowley, Lujan, and Dolence was adopted. Copies of the text were provided to each committee member and specific chapters were assigned at subsequent meetings for members to promote a process consistent with the model.

The framework adopted by the SPC is based in large measure on the model included in *Strategic Change in Colleges and Universities: Planning to Survive and Prosper*. This planning model was modified to meet the needs of the University and includes the following steps:

1. Perform an external environmental assessment
2. Perform an internal environmental assessment
3. Perform a strengths, weaknesses, opportunities and threats (SWOT) analysis
4. Conduct brainstorming to solicit ideas and ways to improve performance, reduce threats and weaknesses and capitalize on strengths and opportunities
5. Evaluate the potential impact of each strategy/idea on strengths, weaknesses, opportunities and threats
6. Formulate strategies, mission, goals, and objectives
7. Implement strategies, goals and objectives

In addition, the SPC adopted the following basic tenets:

- The University can engage in effective strategic planning process that leads to successful strategic management, and must do so in order to be proactive about its future.
- Knowledge as the foundation of academic programs must not be compromised, and the resultant strategic plan should avoid commercialization that would transform the University into an institution offering primarily occupational training programs.
- Effective strategic planning must have ongoing evaluation built-in as an integral part of the process.
- While a strategic planning approach consistent with the University's legislatively mandated mission shall be used, a re-interpretation of the University's mission may be a derivative of strategic planning, provided it remains consistent with legislative intent.
- Meaningful involvement and interaction from internal constituents is required to build consensus and commitment to implementing the strategic planning process.
- External constituencies must be invited to provide input to ensure the resultant strategic plan aligns the University with its critical environments.

During Fall 2000, the SPC identified issues and concerns related to the current mission of the University, completed analyses of the University's internal strengths and weaknesses, and evaluated the external opportunities and threats. Based on these analyses, the SPC identified six key strategic initiative areas to serve as a framework for the planning process: Academics, Enrollment, Student Support, Technology, Quality of Work Life, and Resources.

In Spring 2001, the SPC drafted and circulated a University Vision Statement intended to explicitly articulate the educational values of the institution and to set

an overall future direction consistent with these values. Task Forces were then formed for each strategic initiative area, and charged with (1) defining specific measurable goals consistent with this Vision and (2) identifying specific strategies for promoting those goals. Each Task Force was chaired by a member of the SPC and included representatives of various campus constituencies. The SPC then met regularly during Summer 2001 to synthesize the materials prepared by the Task Forces, to prioritize and refine the complete set of goals and strategies, and to incorporate continuing feedback from the campus community into the working document.

In keeping with its commitment to meaningful involvement of all internal constituencies, the Strategic Planning Committee held open-forums in each semester of the 2000 - 2001 academic year. Discussion groups focusing on the six Task Force initiatives were also held as part of the Spring 2001 Faculty Convocation Program. Additional input from the University community was solicited via electronic mail throughout the planning process, and especially with respect to preliminary working drafts of this document that were distributed during spring and summer. Open meetings with the campus community were again held during the Fall 2001 Convocation Week to discuss this document.

Preliminary drafts of the University's 2002 - 2007 Strategic Plan were subject to an internal review and comment process that involved the Faculty Senate, the Associated Student Government, the Classified Staff Council, and various administrative councils in summer and early fall 2001. In particular, the President's Council, the Academic Council, and the Deans' Council were consulted with respect to evolving drafts of the document throughout Summer 2001 in connection with a state-mandated study of the University's mission and role being conducted in response to legislation passed in May 2001.

Section 2: MISSION AND VISION FOR THE FUTURE

Formal Mission Statement

Over the last three decades, the University's curriculum has developed to include a broad range of arts and sciences, social sciences, and professional areas, as well as select masters-level programs. The educational needs of southeastern Colorado and the academic program capabilities of the University argue for a continuing expansion of degree offerings, especially at the masters level. This program profile – both current and projected – is not well represented by the "baccalaureate" and "polytechnic" designations contained in our current institutional mission.

Additionally, the University has distinguished itself through its commitment to providing Colorado citizens ready access to high quality educational opportunities. This commitment has resulted in the recruitment of a high percentage of non-traditional and minority students, and it has earned the University the distinction of being a Hispanic Serving Institution, as identified by the United States Department of Education. The University is well positioned to build on these successes and expand educational opportunities for everyone, including those who have not participated as full stakeholders in higher education in the past.

Therefore, the University of Southern Colorado will propose a formal change in its mission statement such that the new mission will read:

The University of Southern Colorado is a regional, comprehensive university distinguished by excellence, diversity, access and opportunity. The University offers a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts, blending theory and practice to prepare all graduates for success. The University also offers a select group of graduate programs that address regional needs. The University is a major educational resource for cultural enrichment and economic growth in southeastern Colorado.

Vision for Fulfilling USC's Mission

The University is keenly aware of changing state and regional educational needs, economic development aspirations and opportunities, and concerns for fiscal and human resources. In response, USC is committed to enhancing its undergraduate and graduate program offerings to bring new, high demand and high quality educational resources to the region. *In so doing, the University strives to be recognized as a comprehensive university of regional, national and international distinction.*

To provide guidance in achieving this vision, the University has developed two, compatible and complementary plans. The first of these, the *2002-07 Strategic*

Plan described in this document, provides programmatic direction and procedural guidelines for the ongoing, internal planning and assessment related to the University's mission and vision. The second of these, the *Report on Role, Mission and Name* called for by House Bill 1406, is based upon the Strategic Plan and is proposed to inform and guide external community, governmental and higher education constituents, colleagues and administrators in matters related to the University.

Both of these documents make clear the University's strong and steady commitment to excellence through student-centered learning based in high academic expectations and responsive teaching and support services; the hiring, retention and promotion of faculty outstanding for their teaching, scholarship and creative activities, and service expertise; a comprehensive and up-to-date curriculum that meets the needs and demands of our recruitment and service markets; an infrastructure of administrative and support services and facilities that promote success in the educational programs; and innovative resource management and expansion.

In support of the University's vision, it has recently committed to a stronger collaboration with Colorado State University to better serve the citizens of Colorado, and especially southeastern Colorado. This collaboration is a true partnership between two equally independent institutions that are joining forces to better accomplish their respective missions. For USC, this collaboration brings opportunities for new academic programs, expanded support services, enhanced outreach resources, a more visible identity, and enhanced enrollments. For CSU, this collaboration brings opportunities for more direct contact with a highly qualified and diverse pool of potential graduate students and an expanded base of qualified researchers and students to examine, propose and help implement solutions to the state and the region's economic, social and resource problems. In recognition of the closer collaboration between USC and CSU, and in concert with CSU and the State Board of Agriculture, USC is proposing to change its name to Colorado State University – Pueblo.

Finally, the University wishes to celebrate the achievements of its students, faculty and staff that have led to its current high quality as an educational institution, and to call attention to its advance to a new stage in development. By explicitly articulating the principles that made these achievements possible, and by renewing its commitment to these principles, the University will be better able to focus its fiscal, physical and human resources in ways that allow it to effectively fulfill its mission and to develop the distinctive characteristics described below.

Distinctive Characteristics

Excellence	Commitment to educational excellence, access, and equity, epitomized by high academic expectations and effective, responsive learning and support services which contribute to the academic success of a diverse student body
Comprehensive	Cohesive academic curriculum, grounded in an effective general education program and distinguished by a select group of undergraduate and masters-level programs that meet state and regional workforce needs and high standards of excellence
Learning-Centered	Commitment to a learning-centered focus that fosters student success through a blend of active learning approaches, promoting high levels of intellectual and civic engagement and demonstrated learning outcomes
Scholarship and Creative Activities	Culture of intellectual exchange that promotes disciplinary and interdisciplinary scholarship, including the discovery of new knowledge, the integration and application of knowledge, the bridging of academic disciplines, the scholarship of teaching, and the creative and performing arts
Information and Technology	Integration of appropriate technologies into the fabric of university curriculum and services to prepare students for success and to expand access to educational resources and information
Student Development	Encouragement of superior individual and collective performance by students through campus-wide efforts to create a climate that fosters academic and intellectual development and reinforces learning in all aspects of campus life

Outreach

Leadership in the establishment and delivery of quality programs and activities that serve the needs of southeastern Colorado through strategic partnerships with public education and other organizations in support of the economic development of the region

Planning

Commitment to long-term strategic planning that ensures the effective acquisition, planning, and management of fiscal, physical and human resources within a climate of participatory decision-making and shared governance

Section 3: CRITERIA FOR DECISION MAKING AND PRIORITIZATION

Decisions that support the Strategic Plan depend on using agreed upon criteria in the decision-making process. The University of Southern Colorado strives to become an excellent comprehensive regional university. To achieve this, the University will use the following criteria in its resource allocation process: quality, centrality to mission, need and demand, cost and external mandates.

- **Quality:** program quality is the overarching goal for all decisions. The university will support and enhance high quality programs as demonstrated by reference to internal and external qualitative measures. All programs must demonstrate continuous quality improvement.
- **Centrality to Mission:** resources will be directed to those programs that are central to the mission of the University.
- **Need and Demand:** programs must demonstrate need and demand by reference to measures such as mission, enrollment, placement, and employment projections.
- **Cost:** decisions will take into consideration program costs and will seek to balance costs with program quality, centrality to mission and need. Cost considerations include one-time and on-going costs. In addition, this cost analysis will consider alternative uses of funding for programs.
- **External Mandates:** the University must respond to specific requirements of various government agencies such as CCHE and federal or state legislation.

The University will withdraw support or close programs that do not meet the above criteria and reallocate freed resources.

Section 4: STRATEGIC PLANNING GOALS AND OBJECTIVES

Throughout the years, USC has demonstrated its longstanding commitment to excellence through an array of liberal arts and professional programs, mostly at the undergraduate level, that meets significant educational needs in southeastern Colorado. High quality teaching has been the number one priority. Classes have been taught by fully qualified faculty—not graduate students—and class sizes have been kept low to foster active learning with high levels of faculty-student and student-student interaction. With close ties to the region and a strong commitment to service, the University has been a community partner in educational development and cultural enrichment. By clearly valuing cultural pluralism, the University has attracted a diverse student body, including a significant number of international students. Moreover, the University was recently recognized nationally as a Hispanic Serving Institution.

These commitments are an integral part of the University's identity and will continue to be improved upon, thereby contributing to the University's future record of excellence. But success in achieving previous goals, along with new challenges and opportunities, encourage USC to broaden its efforts in the spirit of continuous improvement and its on-going commitment to a high quality work-life. In embracing a new vision to be "a regional comprehensive university with national and international distinction," the University is embarking on new paths toward excellence, access and equity. These new paths are described in detail in goals one through eight that follow.

Goal 1: Excellence

Commitment to educational excellence, access, and equity, epitomized by high academic expectations and effective, responsive learning and support services which contribute to the academic success of a diverse student body

- 1.A. Promote institutional excellence as a comprehensive regional university.
 - 1.A.1. Develop and maintain an accessible academic program array that meets regional needs for degree and non-degree programs.
 - 1.A.2. Maintain high quality facilities that support and enhance the university learning environment.
 - 1.A.3. Maintain and expand the use of assessment as a means for continuous improvement throughout the University.
 - 1.A.4. Recruit, retain and recognize staff who deliver high quality service to the campus community.

- 1.A.5. Foster development of a diverse campus community (students, faculty and staff) that recognizes the importance of pluralism in the global society of the 21st century.

1.B. Promote academic program excellence.

- 1.B.1. Develop, maintain and recognize academic programs that deliver a modern and responsive curriculum relevant to the forefront of the discipline(s) and the needs of potential employers and graduate programs.
- 1.B.2. Develop, maintain and recognize academic programs that deliver curriculum in alternative formats that meet the needs of a diverse student body.
- 1.B.3. Develop, maintain and recognize academic programs that attract and retain a diverse and academically successful student population.
- 1.B.4. Develop, maintain and recognize academic programs that generate success for all students following graduation.
- 1.B.5. Develop, maintain and recognize academic programs that seek external funds to support their commitment to excellence.
- 1.B.6. Develop, maintain and recognize academic programs that promote applied student learning through research, internship and other faculty mentored activities.

1.C. Promote faculty excellence.

- 1.C.1. Recruit, retain and recognize faculty who engage in high quality teaching focused on student learning.
- 1.C.2. Recruit, retain and recognize faculty who engage in scholarship and creative activity as a means to enhance teaching and to maintain currency within their discipline.
- 1.C.3. Recruit, retain and recognize faculty who apply their disciplinary expertise to service activities.
- 1.C.4. Recruit, retain and recognize faculty who engage in activities that support the University as a diverse community of engaged learners.

1.D. Promote student excellence.

- 1.D.1. Recruit, retain and recognize students who actively and successfully pursue learning through curricular and co-curricular activities.
- 1.D.2. Encourage student involvement in undergraduate research, internships, clubs, field experiences, and service learning.

- 1.D.3. Develop and maintain strong academic support services that enhance the academic performance of a diverse student body.
- 1.D.4. Support and recognize efforts of faculty, staff and programs that successfully foster student commitment to academic excellence.

Goal 2: Comprehensive

Cohesive academic curriculum, grounded in an effective general education program and distinguished by a select group of undergraduate and masters-level programs that meet state and regional workforce needs and high standards of excellence

- 2.A. Provide appropriate academic programs that meet state and regional workforce needs and high standards of excellence.
 - 2.A.1. Improve access to curriculum through alternative delivery methods.
 - 2.A.2. Expand the number of on-site weekend/evening programs to meet the needs of a diverse student population.
 - 2.A.3. Enhance degree completion through transfer and articulation agreements with other state institutions.
 - 2.A.4. Use distance education to make courses from other state institutions available as part of degree programs.
 - 2.A.5. Increase enrollment for selected low enrollment programs through collaboration with other state institutions or through other growth strategies.
- 2.B. Continue the review of the General Education program.
 - 2.B.1. Ensure alignment with other state institutions.
 - 2.B.2. Develop and assess learning outcomes for the General Education program.
- 2.C. Develop appropriate degree programs for the USC service area, including masters degrees.
- 2.D. Realign degree programs.
 - 2.D.1. Programs with enrollment growth will emphasize improving the quality and/or array of offerings that focus on meeting regional needs.
 - 2.D.2. Degree programs that do not meet the university criteria (quality, centrality to mission, need and demand, cost and external mandates) will be restructured or phased out.

Note: Collaboration with other state institutions will be a primary means to expand the program array in southeastern Colorado.

Goal 3: Learning-Centered

Commitment to a learning-centered focus that fosters student success through a blend of active learning approaches, promoting high levels of intellectual and civic engagement and demonstrated learning outcomes

3.A. Strengthen the learning-centered approach to pedagogy and student support.

- 3.A.1. Ensure that student learning will be broadly characterized by active, collaborative and participatory experiences integrating theory and practice.
- 3.A.2. Enhance the academic support system to improve overall retention rates with a special focus on at-risk students.
- 3.A.3. Emphasize the application of knowledge by increasing the student participation rates in research, service projects, internships, and field experiences.
- 3.A.4. Maintain class sizes that promote high degrees of faculty/student and student/student interaction
- 3.A.5. Continue commitment to program quality by limiting the use of part-time faculty

3.B. Improve student learning outcomes through formative and summative assessment techniques.

- 3.B.1. Ensure that all programs implement assessment methods that evaluate student learning in terms of program goals and lead to programmatic improvements.
- 3.B.2. Increase pass rates to benchmark levels in appropriate licensure exams related to academic programs.
- 3.B.3. Include information from alumni, employers, and other external sources to improve program quality.

3.C. Encourage and support faculty development activities related to effective assessment and effective teaching and learning strategies.

Goal 4: Scholarship and Creative Activities

Culture of intellectual exchange that promotes disciplinary and interdisciplinary scholarship, including the discovery of new knowledge, the integration and application of knowledge, the bridging of academic disciplines, the scholarship of teaching, and the creative and performing arts

4.A. Enhance support for faculty/staff development.

4.A.1. Assess policies, procedures and programs, including the Office of Research and Sponsored Programs, for faculty scholarly and creative activities grants and support to ensure that they adequately support activities consistent with the University's commitment to scholarship and creative activities.

4.A.2. Encourage and support faculty and staff participation in conferences, professional meetings, and workshops.

4.A.3. Establish college-level discretionary funds to support scholarship and creative activities.

4.B. Evaluate and balance faculty workloads in teaching, scholarship and creative activities, and service to promote scholarship and creative activities and to ensure equity.

4.B.1. Establish and/or clarify workload expectations (including scholarship and creative activities) within academic units.

4.B.2. Evaluate teaching, scholarship and creative activities and service in terms of their contribution toward achieving the University mission.

4.C. Promote opportunities for students to engage in scholarly/creative activities with faculty, staff and peers.

Goal 5: Information and Technology

Integration of appropriate technologies into the university curriculum and services to prepare students for success, and expansion of access to educational resources and information

5.A. Improve student access to on-line services.

5.A.1. Develop web-based student services including registration, admission and transcripts, student billing and financial aid, degree planning and audit.

5.A.2. Enhance the student portal to improve services and access for students.

5.A.3. Develop a "help-desk" system for students with questions about hardware, software and on-line services.

5.B. Support faculty development and integration of technology into the curriculum.

5.B.1. Develop a plan to continue to phase the appropriate faculty development activities of the Instructional Technology Center from the Title III support to university support.

5.B.2. Formulate a plan for the routine life-cycle replacement of technology.

5.C. Increase utilization of digitized information and further develop electronic information

5.C.1. Improve electronic access to library services.

5.C.2. Improve electronic access to (and distribution of) key University reports.

5.D. Expand library learning materials and research resources in support of the University's mission.

5.E. Improve the university network infrastructure and Internet connectivity.

5.F. Explore opportunities for joint software licensing agreements, databases, sharing of technical expertise or help desk environments, coordination and consolidation of distance learning activities with other state educational institutions.

Goal 6: Student Development

Encouragement of superior individual and collective performance by all students through campus-wide efforts to create a climate that fosters academic and intellectual development and reinforces learning in all aspects of campus life

6.A. Establish a centralized location for a student support center that provides integrated services including advising, counseling, career placement, tutorial/academic support, records and financial aid.

6.B. Build a stronger community among students, faculty, staff, and alumni.

6.B.1. Establish a Multicultural/Diversity Center.

6.B.2. Expand recreational opportunities for students.

- 6.B.3. Work with the local chambers, city council, and county agencies to encourage development of college-oriented businesses and housing to be developed near the campus.
- 6.B.4. Provide space in each building that is designated for students to meet informally, relax, and/or study.
- 6.B.5. Improve student participation rates in experiential learning activities by increasing the array of these activities for new students at the start of each semester.
- 6.B.6. Develop an effective freshman experience program.
- 6.B.7. Enhance mentoring opportunities for students.

6.C. Improve career and post-graduate placement services for students.

Goal 7: Outreach

Leadership in the establishment and delivery of quality programs and activities that serve the needs of southeastern Colorado through strategic partnerships with public education and other organizations in support of the economic development of the region

7.A. Investigate additional alternative delivery systems for selected off-site undergraduate and graduate programs (e.g., evening-weekend college, accelerated degree programs, inter-session courses, early morning classes) and non-degree programs (e.g., certificate, life-long learning, professional development, other non-degree classes).

7.B. Determine needs, design, produce, and deliver relevant degree and non-degree Continuing Education programs.

7.B.1. Conduct marketing research to successfully promote appropriate programs.

7.B.2. Develop programs that meet the needs of the region through strategic partnerships with public educational institutions, CSU extension and other organizations.

7.B.3. Support economic development within the region through expanded offerings of continuing education programs.

7.B.4. Strengthen the coordination of Continuing Education policies, procedures, programs, and staffing with academic units and student services in the design and delivery of programs.

7.C. Encourage faculty, student and staff involvement in appropriate community activities.

7.D. Encourage and support faculty engagement in applied scholarship and creative activities that serve the region.

Goal 8: Planning

Commitment to long-term strategic planning that ensures the effective acquisition, planning, and management of fiscal, physical and human resources within a climate of participatory decision-making and shared governance

8.A. Further develop and implement effective enrollment management strategies while maintaining status as a Hispanic Serving Institution (HSI).

8.A.1. Achieve an appropriate balance, consistent with our mission, among identified recruitment markets: District 60 and 70, regional community colleges, southeastern Colorado counties, adult learners, international students, and non-resident students.

8.A.2. Achieve diversity goals.

8.A.3. Achieve annual enrollment targets.

8.A.4. Identify and implement appropriate admission requirements.

8.A.5. Implement effective marketing of the University and its programs.

8.B. Revise, as needed, the faculty performance appraisal system to reflect the University's commitment to teaching, scholarship and creative activities, and service.

8.C. Revise, as needed, the performance appraisal system for contract staff to reflect the University's mission.

8.D. Improve systematically faculty and contract staff salaries to address internal and external salary equity.

8.E. Increase the instruction support share of the University budget.

8.F. Assess the University's work environment on an annual basis and implement continuous improvement strategies.

8.G. Enhance educational facilities in support of the University's mission.

8.H. Identify and increase funding from external sources.

Section 5: PLANNING AND BUDGETING PROCESSES

Guiding Principles for the Allocation of Resources

The allocation of University resources should:

- Respond to student and public needs and expectations.
- Ensure that resources are available for successful, effective, and efficient performance on a continuing basis.
- Facilitate the achievement of defined University strategic priorities.
- Recognize the need to maintain the University's asset base.
- Acknowledge changes in enrollment across the campus.
- Allow for funding of new initiatives.
- Maximize and provide incentives for the creation/enhancement of revenues.
- Not compromise long-term strategies with short-term decisions.

Budget Development Guidelines

Within the framework of the University's planning process, a broad resource allocation strategy will be developed to identify funding gaps needed to achieve the University's strategic goals and identify resource opportunities to close the gap. Resource allocation decisions will be made considering the following guidelines to ensure that the strategic plan and the resource allocation process are integrated.

1. The University is heavily dependent upon appropriated funds from the state. Further, both state appropriations and tuition increases are limited by the TABOR amendment, and both revenue sources are related to enrollment. In an environment where enrollment growth is low and additional resources are constricted, *it is imperative that existing resources be reallocated to meet strategic goals.* Reallocation occurs when a current program and/or activity is reduced, eliminated, or measurable efficiencies are created, and the resulting freed resources are moved to higher priority programs and/or activities.
2. The strategic goals were identified and developed by the Strategic Planning Committee (SPC), utilizing campus wide input and reviewed for fiscal and

programmatic soundness. Therefore, the strategic goals represent informed input and recommendations, and will be considered during the budgeting process.

3. The strategic goals do not include all the institution's ongoing activities. The planning and budgeting process recognizes that the majority of the University's resources reside in existing on-going unit budgets. Further, there is uncertainty as to the level of additional resources that the University might obtain in the coming years. Therefore, funding requests that support items identified in the strategic plan will receive highest priority. All other needs and priorities must be funded from existing budgets.

Integration with the Strategic Plan

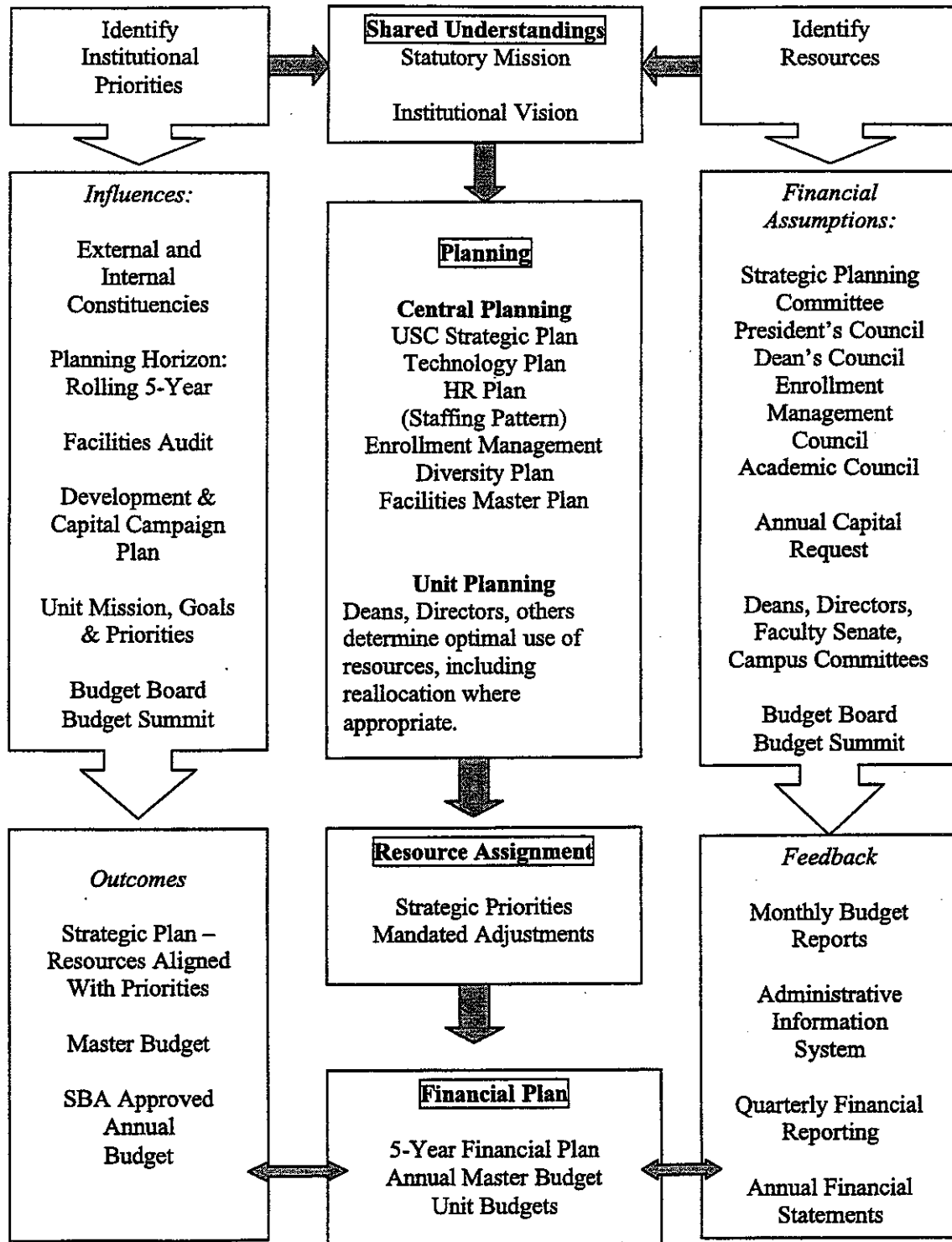
Planning and budget proposal development will be focused upon the eight strategic goals. Proposals may be developed that focus on reallocation of resources toward priorities identified during the strategic planning process and/or mandatory or critical expenditures.

Each unit will develop annual plans that address the goals of the Strategic Plan. The unit plans must include:

- The highest priority elements, and its linkages to the Strategic Plan, being proposed for implementation in the next budget cycle.
- The resources needed to implement the plan (identified by funding source).
- The resources needed in support services and/or infrastructure support.
- Specific plans for phased implementation, if necessary.

The Provost will work closely with the Deans' Council to develop and refine the overall Academic Plan. The Vice President for Finance and Administration will work with business service support units to develop a unified plan for these areas. Following this step, the Provost and the Vice President for Finance and Administration will develop a comprehensive annual plan that will be finalized, in consultation with the Budget Board and the SPC, during the annual budget cycle. In addition, campus meetings will be scheduled to enable the exchange of ideas and information. The process will culminate in a recommendation to the President.

Appendix A



GENERAL FUNDS BUDGET DEVELOPMENT SCHEDULE

