COLORADO MESA
U N I V E R S I T Y

2020 Strategic Plan
January 2016

2020 STRATEGIC PLAN

COLORADO MESA UNIVERSITY

JANUARY 29, 2016*

* Approved by the Colorado Mesa University Board of Trustees

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I. INTRODUCTION

Twenty miles east of the Colorado-Utah border, Colorado Mesa University (CMU) is located in the only metropolitan center outside the state's Front Range corridor – Grand Junction – with a county-wide population approaching 150,000 residents. In addition to the main campus, CMU offers coursework at its Montrose campus, 60 miles southeast of Grand Junction, as well as through its two-year division, Western Colorado Community College (WCCC), also in Grand Junction.

The University has the distinction among Colorado's public four-year institutions of having the authority to award undergraduate and graduate degrees in addition to technical certificates. With this span of degree authority, the institution supports the widest range of credentials for students to pursue of any higher education institution in Colorado. Enrolling more than 10,000 students on an annual basis, most of whom are undergraduates, CMU awarded nearly 1,700 degrees and certificates in Academic Year (AY) 2014-15. A major employer in the region, the University had an estimated economic impact of $417.5 million based on direct and indirect spending in Fiscal Year (FY) 2014-15, while its students contributed more than 357,000 hours in volunteerism valued at $8 million.

CMU's forward momentum, first documented in the 2010 strategic planning progress report,[1] has continued during the subsequent five-year period, with the University changing in ways that range from subtle to stunning. Partly from the impetus of that plan, CMU has taken a new name, reformed its undergraduate curriculum, added important programs and improved its classroom facilities. This dynamic campus environment exists within a broader context of change in higher education that includes persistent funding challenges, altering demographics, and the ever-increasing number of educational options for students and their families. CMU's ability to think forward and innovate carefully has allowed the institution to thrive over the past five years when external threats might well have motivated it to entrench and settle for mere survival. This need to remain nimble while continuing to grow has informed both the spirit and methodology of the current strategic planning effort.

Among the highlights from the recently completed planning period are:
1. An institutional name change with the renaming in June 2011 from Mesa State College to Colorado Mesa University.
2. Degree expansion, with the University's span of degree levels widened to include the Doctor of Nursing Practice in 2011.
3. A curricular reorientation based on an integrated learning model that prepares CMU graduates to be successful 21st century problem-solvers.
4. Campus growth and technology enhancements resulting from a $65 million investment in new and existing facilities and technology upgrades.
5. Funding shifts, as state support decreased from $4,547 to $2,959 per FTE student even while the University's enrollment grew from 5,279 FTE students to 6,704 FTEs, requiring that CMU continue developing alternative revenue streams to offset losses from the State.

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[1] Progress Report on the Mesa State College 2004 Strategic Planning Goals, August 19, 2010, available at: http://www.coloradomesa.edu/president/documents/ProgressReport08-19-10.PDF

6. Changing student demographics, as the admissions index was raised, effective for 2013 first-time, baccalaureate-seeking applicants. Other shifts were reflected in CMU students' race/ethnicity, gender, age, and geographic origin.
7. Reaffirmation of the University's accreditation by the Higher Learning Commission in 2014.

In the midst of all of this change, what has remained consistent over CMU's 90-year history are:
1. An over-riding focus on student success and academic excellence that prepares students for graduate study and/or career advancement.
2. Exceptional faculty members who view students as active partners in learning and a staff with a strong customer-service orientation.
3. Educational affordability through a commitment to having among the lowest rates of tuition and mandatory fees at Colorado's four-year public institutions.
4. Service to the region is many and varied forms that support the region's economic development and contribute to the intellectual, social, cultural, and economic life of Western Colorado.

II. 2015-16 Strategic Planning Methodology

The 12-member Strategic Planning Committee (SPC) was comprised of representatives from the University's faculty, administration, staff, and Trustees (see Appendix A for a list of committee members). Appointed by CMU's President, the group began meeting in August 2015 and continued throughout the fall semester, including 2 ½ hour discussions in early September with individuals[2] representing eight CMU stakeholder groups (see section II.F. for additional details). SPC members reviewed various documents for context that included the University's role and mission, vision, and values statements, as well as recommendations from the 2013 review by the Higher Learning Commission, and the goals of the Colorado Commission on Higher Education. Additionally, consideration was given to a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis based on a compilation of internal accomplishments related to CMU's 2010 goals and a review of external forces affecting the University. Finally, the results of the Fast Forward 2.0 Survey conducted in spring/summer 2015 by CMU's Office of Institutional Research and Assessment were considered.

A set of draft goals and objectives for the University's 2020 Strategic Plan was discussed with the Trustees in October, and feedback from the University community was solicited, with 17 individuals submitting responses. The Trustees' feedback was reviewed by the planning committee, and a subsequent draft was the basis of a second discussion with the Trustees at their November meeting. A joint meeting of the SPC and the senior administrative staff followed to re-consider the goals and objectives and identify potential metrics. The current document is recommended to the Board for its action at the January 2016 meeting. Subsequent to Board adoption of the plan and metrics, implementation strategies and measures for the goals and objectives will be developed.

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[2] The discussion groups represented faculty (13), academic department heads (14), administrative staff (13), students (12), senior University administrators (7), community/business members (8), alumni (8), and representatives of the Board of Cooperative Educational Services (BOCES) (8).

III. Context for the 2020 Strategic Plan

The following elements serve as context for the current update to the University's strategic plan.

A. External Frameworks
   1. Enabling Legislation and Institutional Mission Statement
   The initial context for the current planning process is the University's role and mission as expressed in its enabling legislation:

> There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider. (Source: Excerpt from Colorado Revised Statutes 23-53-101)

Additionally, the CMU Board of Trustees adopted the following interpretation of the University's mission statement in 2013:

> Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

   2. CCHE Master Plan
   Finally, it should be noted that Colorado Mesa University's performance contract with the Colorado Commission on Higher Education (CCHE) articulates CMU's commitment to the State's four goals for higher education. CCHE's goals – credential completion, student momentum and success, closing progress and attainment gaps, and financial stewardship – served as a context for CMU's planning process, and CMU's goals and objectives are consistent with the goals of the Commission (Appendix B).

B. CMU Vision Statement for 2020*
   It is the year 2020 and Colorado Mesa has continued to mature into an institution of higher education that successfully prepares students from diverse backgrounds for lives of career and service anywhere in the world. Over the next decade, Colorado Mesa University will seek to be the first choice institution for students, faculty, and staff.

To achieve this vision Colorado Mesa will leverage:

- An adaptable, flexible approach to learning that allows students to choose from multiple and potentially integrated pathways to achieve certification, associates, bachelors, and graduate degrees.
- A highly qualified faculty that excels in teaching and interacting with students.
- A curriculum, often bridging liberal education and professional programs, that successfully prepares students for the 21st century in the areas of personal and social responsibility, civic engagement, ethics, and intercultural/ global learning.
- Continued investment in facilities and technology that expand, expedite, and enhance learning for every student.
- Community support from businesses, industries, alumni, and residents of the region.
- A wide array of academic programs that are improved on an on-going, continuous basis for quality and relevance to Western Colorado's needs in the context of an ever-changing world.
- An administration that uses human and natural resources wisely, embraces excellence, is committed to shared governance, and is focused on the future.

Colorado Mesa in 2020 will be respected as a learning community that embraces diversity of students, faculty, staff, ideas, and degree levels, while maintaining a quality educational environment that focuses on serving its many constituents. As it assumes an expanded leadership role, CMU will expand its public engagement of the region's stakeholders by serving as the primary intellectual and cultural center and promoting the exchange of ideas that are of regional, national, and international importance.

*Note: The vision statement was adopted in 2010. The only change since then is reflected in the institution's name change from Mesa State College to Colorado Mesa University.

C. **CMU Values Statement**
Colorado Mesa University values:
- high quality education in a student-centered environment;
- small class sizes and a high level of student/faculty interaction;
- a learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem-solving, innovation, teamwork, and communication in students.
- student choice in academic programming that prepares future leaders to function as productive and responsible members of a global society;
- opportunities that engage students in applied learning;
- a faculty recognized for their professional expertise and quality of instruction
- a staff committed to the highest quality of service to the College community;
- an attainable, accessible post-secondary experience for students in and outside of Western Colorado that emphasizes continuous improvement;
- a vibrant and varied campus setting that values diversity and diverse activities and encourages involvement and interaction outside the classroom;
- a culture committed to integrity and academic and intellectual freedom;

- a community and region that supports the College in multiple ways;
- state-of-the-art facilities and technologies that enhance the learning environment; and
- a diversity of students, faculty, staff that promotes a balanced exchange of ideas.

*Note: The values statement was adopted in 2010. The only change since then is reflected in the institution's name change from Mesa State College to Colorado Mesa University.

D. Strengths, Weaknesses, Opportunities, and Threats (SWOT)
    1. Internal Strengths and Weaknesses: Progress toward the 2010 Strategic Goals
        In 2004, then-Mesa State College developed a strategic plan focused on supporting the aspirations of its students and the residents of its 14-county region (Appendix C). The 2004 goals were ambitious, but with strong campus leadership, faculty and staff commitment to academic excellence, and support from government and business leaders, the gains were significant. In the five-years that followed an update to the plan in 2010, enrollment has continued to grow and new academic programs have been added. Further, there have been sustainable integrations of technologies, enhanced student services, a rebuilding of the faculty, stronger relationships with the community and region, renovated campus facilities, and strong public stewardship of its resources. The accomplishments summarized in Table 1 serve as an assessment of the institution's strengths and weaknesses for CMU's 2015 strategic planning effort and are grouped by the 2010 goals.[3]

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
Goal 1: To raise the level of educational attainment in the 14-county region through the delivery of a wide array of quality programs that respond to regional needs at differing locations, formats, and times by developing:	
a. Colorado Mesa University as the baccalaureate institution of choice for academically well-prepared students.	
1) By 2015, enrollment at CMU will achieve a financially sustainable level.	• Not only has the average ACT Composite score for entering freshman raised from 20.6 to 20.9 in the last five years, but a notably greater percentage of these better-prepared students now prefer CMU over other schools. In 2010-11, 23% of entering undergraduates listed CMU as their first choice for ACT reporting, whereas in 2014-15, 27% of students named CMU as their first-choice college. • CMU's students come from an increasingly geographically diverse range. While averaging a 3% growth rate overall during the plan period, the growth rate averages for

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[3] "Progress Report on the Colorado Mesa University 2010 Strategic Planning Goals, August 19, 2015" available at: http://coloradomesa.edu/strategic-plan/documents/2015StrategicPlanProgressReport_Final.pdf

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	undergraduates from within Colorado, but outside the 14-county service region, and for out-of-state students was 12.8% and 7.5% respectively.
2) Raise the University's first-year retention and six-year graduation rates by three percentage points respectively over the planning period.	• CMU is attracting stronger students, and also doing a better job of keeping them once they arrive. The 2010 strategic plan set a very ambitious goal of raising first-year retention and six-year graduation rates by three percent. The graduation rate was 32% (up from 26.3%) during the planning period and first-year retention was 66.1% (up from 63.1%). Both those figures represent substantial gains against CMU's peer groups, moving the institution from near the bottom to the middle in both categories.
3) Prepare all students with the knowledge and skills necessary to succeed in their careers, graduate education, and/or their community in the 21st century's global economy through curricular enhancements that include, but not limited to: (a) Encouraging inter-disciplinary learning in General Education courses. (b) Developing inter-disciplinary learning as a fundamental component of the upper-division learning experience at CMU.	• CMU faculty revised institutional, programmatic, and general education outcomes to reflect the unscripted and integrated nature of the careers most students will have after college. Taken together at all levels, the new outcomes articulate a new emphasis on a "toolkit" for CMU undergraduates that includes specialized knowledge from their major, the ability to draw on information from multiple disciplines, and the development of intellectual skills that will allow them to be lifelong learners and problem-solvers. • The interdisciplinary, team-taught Maverick Milestone course has been implemented to provide students with the intellectual tools needed to make connections across the various fields and sub-fields of learning they will encounter both at CMU and after graduation.
4) Strengthen academic programs within available resources and student demand through accountability processes.	• Much of the work noted in relation to objective 3, especially the construction and revision of program outcomes, focused the vision of the campus' various programs and aligned them with the needs of future graduates. • Revisions to CMU's assessment processes – including a more active advising function from the Faculty Senate Assessment Committee and regular faculty development sessions on assessment – have strengthened programs' ability to continuously improve.
5) Align financial aid packaging strategies and funding with student success outcomes.	• To support enrollment growth amongst more qualified students, CMU has increased its total institutional financial aid commitment by 104% (from $5.8 to $11.8 million)

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	during the plan period, while increasing its tuition at a much lower rate (36%). The net effect is that as CMU attracts students with higher admissions index scores, it has been more able to financially support their success.
b. Western Colorado Community College as an institution of access, affordability, and excellence that complements Colorado Mesa.	
1) Improve access through community awareness of course offerings and the alternative pathways to success for all students. By 2015, enrollment at WCCC will achieve a financially sustainable level.	• WCCC has significantly grown its credit hour generation for career and technical education programs over the past ten years by 70.5% since AY 2004-05. • Gains can be attributed largely to WCCC's engagement of business and industry (including the Mesa County Workforce Center), the local school district, and the community through a mix of programs. • Through the TAACCCT grant, WCCC has offered six 16-week certificate programs tailored to industry specifications and job demands, but to date only 18% of the anticipated number have completed programs. • Seven new programs have been added at WCCC since 2010. • High school concurrent enrollment has dropped by 14.6% since AY 2010-11, though the technical scholars program has increased 345% over the same span.
2) Improve recruitment and retention rates by five percentage points respectively over the planning period through increased awareness in the five-county region for avenues for success for the individual student. -and- 3) Strengthen integrated coursework in career and technical education to develop critical thinking and team-building skills through close ties with business and industry.	• A recruitment plan for WCCC was implemented in 2014 and to heighten brand awareness, a marketing campaign was designed for community college students and tagged as "training you need for the future you want." • A Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant of $2.5 million was awarded to prepare program participants for employment in high-wage, high-skill occupations. • Total registrations in the Community Education Center have increased more than four-fold since AY 2009-10 and net revenues have increased 203% over the same period. • Enrollment in middle school summer camps has increased 644% since summer 2011. • Programmatic success rates continue to need improvement, with certificate programs showing a 9.1% decrease and A.A.S. degrees indicating a 12% decrease since Fall 2009.
Goal 2: To implement a financial structure that results in a sustainable funding base for the institution.	
a. Reduce reliance on state support.	• Over the past five years, CMU has restrained the rate of increases in tuition, fees, and auxiliary rates

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	• CMU has experienced solid enrollment growth over the planning period, serving 8,130 students in Fall 2010 up to 9,116 students in Fall 2014 and a projected increase of another 3% for Fall 2015. • Auxiliary operating revenues have increased from $18.7 million in FY 2009-10 to $28.2 million five years later. • CMU has developed the region's largest renewable energy ground-source heating and cooling system • The University has been able to operate with an annual increase in net position, averaging $15.4 million since FY 2009-10. Similarly, the unrestricted net position has grown from $18.2 million in FY 2009-10 up to $34.1 million in FY 2014-15. • The University established a rainy day fund, which is invested independently of the State Treasurer and now has a net gain of $3 million as of June 30, 2015. • CMU has also significantly grown its net assets over the past ten years.
b. Maintain financial strength through prioritization of program development and offerings.	• Graduate program development has been limited, to date, to those programs that show a strong connection to regional needs: business, education, and nursing. • Nine new programs have been structured as career ladders to advance educational attainment in the region. • Several certificate and associate degrees have been fully available online since 2007. • Beginning in Fall 2014, CMU worked with a third party to implement an online R.N.-B.S.N. degree completion program. • Since AY 2010, 3 new graduate degrees, 9 Baccalaureate degrees, 11 Certificates, 3 new minors, and 9 new concentrations have been implemented. • During the next planning period, each University division should undertake a formal process to determine the programs and services that are essential to the institution and those that are not.
c. Pursue sustainable and eco-friendly technologies to reduce reliance on traditional and regulated utilities to meet energy needs.	• CMU's geo-exchange system is one of the larger systems of its kind and saves the University over $600,000 annually in reduced energy consumption, while lowering CMU's carbon footprint by nearly 6,000 metric tons. • To the extent economically feasible, all new projects and remodels incorporate "green construction" techniques, aligned with Green Globes criteria.

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
d. Integrate continuous improvement practices into all support operations.	• The University's academic program review functions on a six-year rotating basis and evaluates program curriculum and analyzes student demand and success, program resources, and future program plans • Human Resources staff negotiated a significant moderation of the rate increases associated with CMU's health care plan, along with a cap on plan rate increases, and a risk-sharing agreement with Rocky Mountain Health Plans resulting in a $750,000 premium rebate. • Information Technology staff completed a significant move from a Novell networking environment to Microsoft Active Directory in November 2014. • Colorado Mesa University, along with six other state institutions of higher education, joined the Rocky Mountain E-Purchasing System on January 2015. • The *Report from the Working Group to Improve Student Academic Success* led to the 2013 creation of an Office of Student Success whose academic success coaches provide enhanced advising, guide students into appropriate academic courses, develop a "success plan" for a major in which the student has interest, as well as complete financial aid activities that discourage students from unnecessary borrowing.
e. Pursue opportunities for external funding consistent with the University's priorities and its role and mission.	• The University has allocated more resources to Foundation fundraising efforts. As a result of these changes, progress in raising funds is being made, with annual contributions for the past few years averaging $4 million. • The CMUF endowment is growing steadily, increasing from approximately $9 million in FY 2009-10 to nearly $25 million over the following five years. • Since FY2009, CMU has submitted 170 proposals requesting approximately $21.3 million in external grant funding and received over $11.5 million.
Goal 3: To recruit, support, and retain excellent:	
a. Faculty from diverse backgrounds who have teaching as their highest priority as well as a commitment to scholarly activity, advising, and service to the University and community;	
1) Hire the University's first choice in faculty applicant pools in 100% of full-time faculty searches.	• Over the past five years, CMU has been successful in completing most of its faculty searches and hiring its first choice among applicants, on average, 83% of the time. • The University has made progress in increasing the proportion of female faculty members in a position with

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	academic rank from 39.2% in AY 2010-11 to 43.5% in AY 2015-16. • The University has made minimal progress in increasing diversity of faculty from racial/ethnic minorities from 6.8% in AY 2010-11 to 8.6% in AY 2015-16. • Over the past decade, all CMU faculty and staff have been given annual cost of living adjustments, and in specific years, some faculty ranks have been given an additional salary adjustment to more closely align with salaries at regional and national peer institutions.

2) Evaluate faculty appointment levels to ensure academic quality.	• In Fall 2011, the distribution of faculty members by length of time at CMU was heaviest in the longer time ranges. By Fall 2015, the trend toward an increasing number of "newer hires" continued, with the largest number of faculty members found in the 0-3 year range (38.9%).
	 • CMU faculty average significantly higher ratings than those reported for the comparison institutions, as witnessed from data from the Noel-Levitz Inventory in Fall 2014.
	 • Another indicator of student's experience at CMU is based on the results of alumni surveys from the past three cycles of academic program reviews:
	     o In general, alumni indicated they were either very well or more than adequately prepared in the areas of communication, critical thinking, acquiring knowledge independently, and leadership, all of which were rated at greater than 80%.
	     o More than 93% of alumni surveyed gave a satisfied response to the question "Overall, how satisfied were you with your undergraduate education?"
	     o More than 80% rated their CMU education as "very high" or "high" while more than 90% would recommend the University to a high school senior.

3) Expand faculty professional development opportunities that are consistent with the University's role and mission and aligned with institutional priorities.	• CMU has invested annually in faculty professional development activities. Over the past five years, the average attendance at these workshops has been 110+ faculty members. • In-house training has been offered frequently by the Office of Distance Education with workshops focusing primarily on using Desire2Learn, the University's Learning Management System. • Faculty members are also invited to submit proposals annually for financial support from the Faculty Professional Development Fund. The total fund was $50,000 for AY

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	2014-15, with a maximum of $3,000 per award. This fund has supported 199 proposals between AY 2010 and AY 2014. • The Teacher-to-Teacher (T2T) working group has planned activities that promote faculty professional development opportunities related to teaching.
b. Administrative staff and classified staff from diverse backgrounds who are enthusiastic and share the vision and desire to improve the University and community.	
1) Hire the University's first choice in staff applicant pools in all searches. -and- 2) Increase the number of employees from underrepresented groups and increase retention of all employees.	• In 2012, 4.34% of applicants who voluntarily shared their demographic information self-identified as Hispanic/Latino. In 2014, 8.65% of applicants reported themselves as Hispanic/Latino. • In 2012, 2013, and 2014, 2.94%, 9.91%, and 12.34%, respectively, of all hires self-identified as Hispanic or Black. In 2014, 7.86% of all hires self-identified as American Indian, Asian, or two or more races. • Data from the Bureau of Labor and Statistics indicate that the total separation in Educational Services for 2014 was 26.4% of the workforce. This compares with 12.1% at CMU, where the number of employee resignations has remained fairly constant and at a much lower rate year to year. • CMU analyzes changes in the cost of living to offset the effect of inflation. The Board of Trustees has approved annual increases for full-time faculty and staff over the past decade. • CMU compares average full-time faculty salaries by rank with regional and national peer institutions, based on data from the U.S. Department of Education. Data to align staff salaries with peers are based on averages from the annual College and University Professional Association Staff Compensation Survey. • CMU faculty and staff receive merit bonuses if they are ranked as "highly proficient" or higher. In Spring 2015, those given a "highly proficient" rating were awarded $500, while those with an "excellent" evaluation received $1,000. Out of the faculty and staff with an "excellent" rating, 41 were recognized in AY 2014-15 as "exemplary", which carried a $2,000 award. • For faculty in academic ranks, the promotion to associate professor involves a one-time base increase of $2,500 while advancement to professor raises the base salary by $3,000. • A Distinguished Faculty Award is given annually in

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	recognition of a faculty member's outstanding contributions in all areas of faculty responsibility, which currently carries a non-base-building award of $2,000.

Goal 4: To actively engage students of all backgrounds in on- and off-campus activities which broaden their educational experiences and enhance their successes.

Goals/Objectives	Accomplishments
a. Involve first-time students in at least one extra-curricular student offering of the institution within their first two semesters.	• Since 2010, when the single largest student event attracted 500 students, Student Life staff members have seen significant increases in event attendance, some events approaching 1,000 students with the largest event attracting 4,000 students and guests. • Of the 4,780 students who were involved in at least one activity/event in the Academic Year 2014-15, 1,412 students were first time students in either fall or spring semesters. • First-time out of state students had higher rates of participation than local students. For instance, the WUE and Mountains and Plains students had the highest participation rates, with 94.2% and 88.5% participation respectively. • Among ethnic groups, participation among first-time African Americans and Pacific Islanders were the highest, at 84.6% and 97.6% respectively. • First-time students pursuing an A.A./A.S. participated in on-campus events at a rate of 70% while baccalaureate-seeking students participated at a rate of 81.2%.
b. Develop and improve relevant engagement opportunities for returning students, adult learners, and commuter students.	• Though the number of adult learners has experienced a decline over the planning period, several efforts have been used to reach this population including family movie nights/afternoons, parents' night out (with childcare provided), and family Easter egg hunts. • Among non-traditional-aged students, one student group that has seen growth during the planning period has been the student veterans. The University has collaborated with student veterans to provide a gathering/study/resource space especially for them. CMU has also partnered with the VA, the Veterans Center, and the Veterans' Vocational Rehabilitation to hold regular office hours for the student veterans. Finally, the university has initiated "Green Zone" training for faculty and staff to provide them with better knowledge on how to support and understand student veterans. • To meet the engagement needs of commuter students, CMU has grown from having 8 club and intramural sports to 19 different sports. This has been accompanied by a

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	corresponding increase in intramural participation of 36% between AY 2013-14 and AY 2014-15. As evidence of their importance to commuter students, some 89% of club and intramural sports participants live off campus; 91.4% of participants are sophomores and above and 95% are of traditional age. • After a renovation and program expansion in AY 2013-14, a student-operated pub (The Point and Game Room) was opened to provide additional student interaction for both on-campus and commuter students. Since its opening, the use of the space by students has increased by 59% from 23,410 students in AY 2013-14 to 37,122 students in AY 2014-15.
c. Develop student learning and/or development outcomes for all support programs offering enrichment services, leading to an increase in the senior NSSE composite score for supportive campus environment by five percentage points over the planning period.	• To measure student satisfaction with programming, the Noel-Levitz Student Satisfaction Inventory (SSI) was administered three times between 2009 and 2014. The results showed that the greatest gains were achieved between 2009 and 2012 when CMU: 1) opened the University Center; 2) opened new residence halls; and 3) expanded Student Life programming. Nearly all survey items showed an increase in 2014 and, in addition, showed that CMU outperformed other four-year public institutions across the nation that also administer the SSI.
d. Identify and coordinate ways in which to involve residents of the local community in supporting students and diversifying the experiences available to them.	• CMU's Cultural Diversity Board collaborates annually with School District 51 to host a Multicultural and Leadership conference, providing local high school students from under-represented with the opportunity to visit the University, encourage attendance in post-secondary educational opportunities, and learn about workforce readiness. School district administrators report that students who have attended this conference have frequently matriculated to the University or pursued another post-secondary pathway.
Goal 5: To expand the University's use of technology as it contributes to an exceptional student learning environment and broadened educational delivery.	
a. Improve student and faculty access to innovative teaching and learning environments.	• Over the past five years, the University has made a substantial investment in its learning environments. The number of technology-enhanced classrooms has grown from 144 to 207, and the purchase of highly-specialized equipment and construction of laboratories provides students access to real-world instruction. • The University funds an annual technology refresh program for classrooms, learning spaces and distance education

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	platforms.
b. Improve student access to information and services.	• CMU Mobile, a native app for Apple iOS and Android mobile devices, was rolled out 2015 through the Apple App and Google Play Stores. Students can now access academic information, such as course and grade information, campus news and event information, key department contacts, and campus maps from the mobile app, as well as connect to online course material through the Desire2Learn Learning Environment's responsive interface. • The University moved student email accounts and file storage to Office 365, cloud-based services, to provide better interoperability between end-user mobile devices and campus communication systems and an improved set of collaboration and file-sharing tools.
c. Expand the campus standard for audiovisual presentation systems as emerging digital media display technologies mature.	• The campus standard for classroom audiovisual presentation systems is now comprised of high-definition displays, high-performance digital video switchers that are compliant with required High-bandwidth Digital Content Protection standards, and wireless presentation equipment.
d. Facilitate the region's access to educational opportunities by increasing the number of academic programs fully available through distance delivery formats to ten by 2013.	• The University has expanded its distance delivery programming to include six academic programs available fully online, and the number of course sections delivered in an online format has grown considerably, from 25 to 161 over the last five years. All distance delivery courses are expected to meet the national Quality Matters standards and be of a comparable content and quality as those offered in a site-based format.
Goal 6: To strengthen Colorado Mesa's brand perception and awareness to support and enhance the long term, stature, growth, and competitive position of the institution.	
a. Complete research on the potential change of name and status.	• Between March 2010 and April 2011, the institution conducted research on a potential name change that involved both the shift from a college to a university and the recommendations of options for a new institution name. This effort was conducted with surveys and focus groups that represented key stakeholders. Ultimately, the Board of Trustees approved the renaming of Mesa State College to Colorado Mesa University; the new brand and logo were unveiled in August 2011 and supporting advertising campaigns were launched in October 2011.
b. To raise the awareness and perception levels of the institution outside of Western Colorado.	• Beginning in 2011, CMU contracted with Student Insights to conduct online surveys of Colorado high school seniors to assess the brand awareness and brand perception of CMU

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	using a four-point scale. The results showed that CMU's brand awareness has grown from an average of 1.71 in 2011 to 1.92 in 2015, putting it above Western State Colorado University (WSC), Fort Lewis, and Adams State. CMU's brand perception has also improved, from an average of 1.82 in 2011 to 1.91 in 2015, placing CMU above CSU-Pueblo, Adams State, Fort Lewis, and WSC. Student Insights calculated CMU's market position score at 3.67 which places it above WSC, Fort Lewis, Adams, and CSU-Pueblo. • Several projects have been initiated to improve brand awareness and perception including a redesign of recruitment materials that feature academics, the distribution of state and national earned media promoting student, faculty and staff accomplishments, promotion of the Maverick Innovation Center, and the use of new technology (e.g. drone video) to capture the beauty of the campus and the area for recruitment purposes.
c. To further enhance the perception and prestige of the institution by serving as the intellectual and cultural center for the region.	• As an intellectual center of the region, the University continues to expand its offerings at all levels, most recently at the doctoral level. Opportunities for undergraduate research continue to expand as well with students demonstrating their accomplishments at the annual Student Showcase. • As part of its regional outreach, CMU's role as a research center for Western Colorado is increasingly visible. For instance, work done under the umbrella of the Redifer Institute (dealing with natural resources, water, and unconventional energy issues) has facilitated public discussions while work done at the Forensic Investigation Research Center (more commonly referred to as the "body farm") has added to the body of knowledge available to scientists and law enforcement officials. • As a cultural center of the region, CMU's Departments of Music and Theatre Arts produce more than 70 events each year ranging from large-scale main stage theatre productions to music concerts and dance recitals. Faculty and students from the Department of Art and Design now exhibit their work to the public in the Art Gallery located in downtown Grand Junction. • The University has significantly expanded athletic opportunities for both men and women in recent years with 24 teams currently recognized by the NCAA at the Division

Table 1. Progress toward the 2010 CMU Strategic Goals

Goals/Objectives	Accomplishments
	II level and the teams split evenly between men and women. CMU student athletes have generally met or exceeded the graduation rates and grade point averages of the undergraduate student population as a whole. The programming also builds support for the institution by providing area residents with access to quality, competitive athletic events to attend. • With the renovation and expansion of Tomlinson Library nearing completion, the community will have a new education resource.

2. **External Opportunities and Threats**
When one looks ahead to Colorado Mesa University's near future, what are the trends on the horizon that will have either a positive or negative effect on higher education? What are the change drivers that will shape CMU, and how does the University strategize to both meet the challenges and design its responses? Complementing the internal assessment of the University is an analysis of the external forces posing opportunities and threats to Colorado Mesa.[4] Those influences are summarized below, grouped into six broad categories.

a. **Economic/Financial**
One of the most influential trends that will shape CMU's future is the continuing shift in institutional funding away from state support. Looking ahead, the trifecta of the State's revenue and spending limits resulting from the Taxpayers Bill of Rights (TABOR), growth in Medicaid spending, and constitutionally-mandated increases in K-12 spending will accelerate the decline in state appropriations to higher education. Even though Corrections funding has slowed, the resulting intersection of these three mandates of the State's budget portends an accelerating decrease in state support, and the need for colleges and universities to find ways to be more self-sufficient.

The good news for CMU is that it has time on its side, albeit limited, to adjust to this fiscal scenario. Over the past few years, the University has taken steps to offset the State's reductions and begin development of alternative revenue streams that include gaining institutional investment authority, building a contingency fund, pursuing strategic growth initiatives, and budgeting conservatively each year. An additional funding option in need of further consideration is the ability to increase tuition and fees, but even this capacity raises questions about CMU's ability to 1) be competitively priced, and 2) remain financially accessible, particularly to residents on the Western Slope.

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[4] "Colorado Mesa University Strategic Planning External Opportunities and Threats, August 2015" available at: http://coloradomesa.edu/strategic-plan/documents/SWOTAnalysisDraft_2015.pdf.

b. Political
From leveraging matching dollars for capital construction projects to influencing outcomes with new complex regulatory and funding schemes, Colorado Mesa's strength is in successfully navigating Colorado's political landscape. At the federal level, however, CMU has not established a large lobbying presence. That said, the University monitors and responds to the rules, regulations, and ever-increasing reporting requirements initiated by the United States Department of Education and the United States Congress. When the President of the United States suggests that community college should be free for all Americans, CMU should take notice. Of particular note are issues surrounding college costs, student borrowing, completion rates – and the overall value of a college degree – all of which directly tie into Colorado's workforce and economic development capacity. Additionally, fueled by the desire to see completion rates improve, Colorado legislators have followed the lead of their peers in other states by adopting a performance-based funding model.

c. Demographic
The population of Colorado is projected to grow from 5.4 million in 2015 to 5.9 million in 2020, an increase of 8.2%, with the largest gains expected among adults 65 and older (+21%). Growth in the traditional-aged college population (18 to 24) is projected to match the state average at 8.2%, with similar growth of 8.6% expected for the high-school-aged group (14 to 17 years). The 14 Western Colorado counties in CMU's service region are expected to grow somewhat faster between 2015 and 2020, with an overall projected increase of 10%. A fuller comparison of the region and state is shown in Table 2. Additionally, based on data from the Colorado Department of Education, growth in high school enrollments is anticipated to continue. Specifically, the number of Mesa County students in grade 9, when compared with those in grade 12, shows a +19% increase and looks to exceed the same comparison at the state level (+3%). The regional demographics should inform CMU's recruitment efforts over the next five years.

Table 2. SUMMARY OF COLORADO POPULATION GROWTH BY REGION, 2015 - 2020

Region	Age Group							
	0 to 4	5 to 13	14 to 17	18 to 24	25 to 34	35 to 64	65 to 90	Total
Mesa County	3.2%	4.0%	12.2%	6.1%	3.2%	7.2%	20.4%	8.9%
14 County Region	11.5%	6.8%	12.0%	12.8%	1.7%	6.9%	21.2%	9.8%
Front Range	8.2%	1.6%	8.5%	8.3%	5.3%	6.2%	21.4%	8.2%
Other Western Counties	16.7%	8.3%	10.9%	9.7%	15.1%	1.9%	19.0%	9.6%
Eastern Counties	2.9%	0.4%	2.7%	-0.5%	8.3%	0.9%	13.1%	4.3%
State Total	**8.6%**	**2.3%**	**8.6%**	**8.2%**	**5.7%**	**5.8%**	**20.6%**	**8.2%**

Finally, the 14-county service region of Colorado Mesa includes the state's richest county as well as some of its poorest when measured by per capita personal income. As is well-documented, students from counties having higher average incomes are more likely to attend college than residents living in poorer communities. In order for CMU to make higher education more accessible to students across its service region

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and encourage more students to enroll in college, the University must continue development and delivery of selected coursework and programs in a mix of locations and formats, in addition to working with representatives of school districts to encourage students to continue their education beyond high school.

d. Competition
Some of the most disruptive elements in the higher education environment come from experiments in accelerated models of learning, often delivered online. The relatively recent introduction of Massively Open Online Courses (MOOCs) led to speculation by many that the future of traditional higher education was in jeopardy. This free or low-cost technology, however, has not served the niche of expanding access that it was originally designed to fill. Rather, students already holding a degree have been one of the more common student demographics accessing these courses.

Models delivering curriculum in a more flexible manner, thereby benefitting a student by both saving money and enabling progress more quickly through a program, are increasingly popular. While more convenient, these streamlined or accelerated approaches tend to be significantly more expensive and have yet to demonstrate their success in addition to the long-term benefits that accrue to graduates of a more traditional higher education experience. Like MOOCs, one of the motivations of the "free community college" movement is to generate more interest in attending college and attaining a degree, but its economic feasibility and academic success have yet to be determined.

e. Teaching and Learning
There are two long-term trends on which a panel of experts from the New Media Consortium agree: "advancing learning environments that are flexible and drive innovation, as well as increasing the collaboration that takes place between higher education institutions." Both of these expectations have implications for Colorado Mesa University. First, many higher education leaders are coalescing around the belief that institutions must become more adaptable and innovative in response to growing expectations related to regional economic development. Second, as resources become increasingly scarce, higher education institutions are creating partnerships more and more that work toward common goals. Whether the relationships are being built across the state, country, or the globe, institutions are developing cost-effective arrangements and pooling resources to deliver instruction as well as services.

A final noteworthy trend is the growing emphasis placed on the development of higher order thinking in college students as part of integrated learning curricular models. Numerous surveys of business leaders document the need for higher education to better prepare its learners to tackle what the American Association of Colleges and Universities (AAC&U) refers to as "an education for a world of unscripted problems." The understanding of, and the ability to solve, complex problems found in the real world – locally, regionally, and globally – are crucial to individual success and our global future in the 21st century. CMU faculty's development of student learning outcomes that mirror most of those listed above is only the first step in a multi-year effort to equip graduates with these essential problem-solving skills. Implementation of

the Maverick Milestone and Essential Speech courses in Fall 2015, complemented by activities planned for the Maverick Innovation Center, are positive steps to support this movement.

f. Technology
Over the past decade, the trend of "Consumerization of IT" has driven technology in education and corporate America alike. Currently, the pace and volume of information technology adoption is occurring more quickly by the individual consumer than by business and government, making it challenging for organizations, such as CMU, to keep up with the customer expectations. At the center of this trend are mobile and cloud technologies. The popularity of smartphones and tablets with their processing power, storage capabilities, and wireless connectivity, coupled with cloud-based services, has put large amounts of information at the fingertips of users. "Anytime" access to information and online services has moved from being appreciated to an expectation. The competition for students, and their increased focus on educational value, will require the University to focus on more student- and data-centered technologies through investments in Customer Relationship Management (CRM), Business Intelligence, and Digital Assessment.

Longer term, the institution's heavy reliance on data for making key business decisions will continue, and future investments in enhanced data warehouse and business intelligence tools to simplify and accelerate daily reporting would greatly benefit the campus. The University, however, cannot lose sight of its primary mission of educating students. Investments in learning spaces and the development of additional technology resources in the area of Digital Assessment will be required to support online programs and blended courses alike.

The ever-increasing number and types of mobile devices bring challenges to meet growing demands for around-the-clock support and availability of services, along with the need to advance information security controls. Mobile and cloud technologies have increased the University's information security risks, and chances of a data breach are growing exponentially thereby placing much greater responsibility on end-users, technology professionals, and the institution. Further, mobile and cloud computing will continue to drive costs of technology due to shorter equipment life-cycles and the need for more support staff.

E. CMU Fast Forward 2.0 Survey Results
The Fast Forward 2.0 survey of 2015 mirrored the survey administered in 2010, with invitations to complete the survey sent via email to four different groups: current students, faculty, staff, and members of the business community. The 2015 results were found to be remarkably consistent with those from the 2010 survey.[5] The highest averages for the following questions/statements are summarized below:

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[5] "Fast Forward 2.0 Survey Results, July 2015" available at: http://coloradomesa.edu/strategic-plan/documents/FastForward2.0SurveyOverview_2015.pdf

1. **How important is it to you that Colorado Mesa University?**
   Of the items in this section of the 2015 survey, *Offers baccalaureate degrees* received the highest rating of importance: an average rating of 4.8 on a scale where 1 represents Not Important and 5 is Very Important. *Offers master's degrees* and *Meets regional employer needs with course work and/or programs* were also highly rated, with average scores of 4.5 each, while *Offers technical certificates* (3.7) and *Offers doctoral degrees* (3.9) received the lowest overall importance ratings.

2. **Select your level of agreement with the following statements.**
   In this section of the survey, the statement that respondents agreed with most strongly was *CMU has a positive impact on the region's economic and cultural development*, which received an overall average rating of 4.3 where 1 represents Strongly Disagree and 5 is Strongly Agree. *CMU delivers a quality educational experience* also received high ratings. The items receiving the lowest ratings were *CMU offers an affordable education* and *CMU makes classes accessible via a variety of formats and times*, which each received an overall rating of 3.9.

3. **What limits the university from moving forward?**
   For this section of the survey, *Funding for curriculum* was the item most strongly identified as a limit to Colorado Mesa University's moving forward, with an overall average rating of 3.4 on a scale where 1 is Not a limiting factor and 5 is Strong limiting factor. *Sense of direction and focus* and *Relationships with businesses in the region* received the lowest ratings at 2.7 each as limiting factors.

4. **How should the University direct its focus during the next five years?**
   The item receiving the highest importance rating in this section of the survey was *Maintaining affordability*, with an average rating of 4.6 on a scale where 1 represents Not Important and 5 is Very Important. *Enhancing instructional quality* also received high ratings, with an average score of 4.2. *Adapting and reacting to market conditions*, with an overall average score of 3.9, had the lowest importance rating in this section.

5. **How important should the following goals be for Colorado Mesa University?**
   Among the items in this section, *Recruit and retain quality faculty* received the highest rating of importance, with an average rating of 4.5 on a scale where 1 represents Not Important and 5 is Very Important. Other items rated as highly important were *Manage the institution's resources efficiently* and *Enhance students' experiences in order to assure their success after they leave CMU,* with ratings of 4.4 each. *More fully develop and implement the community college role* received the lowest importance rating: an average score of 3.5.

F. **Summary from Stakeholder Discussion Groups**
   In drafting the 2020 strategic plan, the SPC relied on input received from eight stakeholder discussion groups regarding what goals and objectives should be included. SPC members met with each group for 2 1/2 hours, between September 8 and 10, 2015, obtaining a total of 20 hours of input from over 80 participants. Each group represented a specific stakeholder category: community/business leaders; WCCC/BOCES; Senior Management; Academic

Department Heads; Administrative Staff; Students; Faculty; and Alumni. The groups were small (no more than 12). Participation by group members was animated, enthusiastic and informed. The groups were provided extensive background materials in advance of the meetings, as well as a list of questions that would be discussed. Participants did their homework, resulting in high-quality discussion with SPC members who were instrumental in drafting the 2020 plan.

The questions provided in advance and discussed at each session included:
1. Where would you like CMU to be in the next 5-10 years as it relates to:
    a. enrollment/number of students?
    b. admissions standards? retention and graduation rates?
    c. student diversity?
    d. faculty qualifications? faculty and staff growth?
    e. faculty diversity?
    f. on-line vs. on-campus expansion?
    g. teaching vs. research emphasis?
    h. facilities and campus expansion?
    i. graduate programs?
    j. intercollegiate athletics?
    k. financial resources?
    l. brand recognition?
    m. technology?
2. What is the one thing you see missing at CMU?
3. Do you understand the relationship between CMU and WCCC?
4. Are the six goals (from the 2010 Strategic Plan) still appropriate?
The following summarizes the discussions by each of the four questions listed above:

Question 1:
The group discussions started with each participant selecting 5 of the 13 topics under question 1 that he or she felt should be a plan priority and explaining why. The topic most frequently selected was "enrollment/number of students." The consensus was that enrollment and the total number of students should continue to grow over the next 5-10 years. A growth rate of 2% or more per year was suggested, reaching between 12,000 and 20,000, with 15,000 being the most common suggestion. There was no desire that the University stop growing, although some were concerned that the faculty, staff, and facilities for students, continue to grow commensurate with student enrollment. Participants generally liked the "culture" that exists at CMU and did not seek expansion to the size of CU or CSU.

"Teaching vs. research" was the second most commonly selected priority topic. There was total agreement that excellent instruction should be the most important expectation of the University's faculty and that CMU should not strive to become a research, publish-or-perish, institution. But as CMU continues evolving as a university, including adding graduate-level programs, more scholarly and creative endeavors by faculty should be encouraged. CMU needs to develop a statement that articulates the relationship and balance desired across these responsibilities, recognizing that scholarly and creative endeavors enrich teaching and are crucial to delivering instruction that is current and of the highest quality. Encouraging a

teacher-scholar model may require adjustments to the relative weights placed on teaching vs. scholarly /creative activity in faculty evaluation formulas, additional faculty release-time, reduced teaching loads, and more administrative assistance for teacher-scholars. Applied research that encourages undergraduate student involvement was stressed over faculty-centered basic research.

"Admissions standards, retention and graduation rates" ranked third as priority topics. The collective desire was that these continue to increase. Nevertheless, there was support for CMU's open-enrollment standard for the WCCC division students seeking technical certificates and two-year associate degrees. Also, there was general support for the continuation of CMU's provisional student admissions for candidates who cannot meet the "selective" standard (currently 92) required for baccalaureate degree programs, but who have an academic score of at least 80.

Overall, the groups wanted additional graduate programs, improved brand recognition, greater student, faculty and staff diversity (including ethnic, racial, age, geographic, and income diversity). Participants lauded the improvements and additions to CMU's facilities that have occurred in the past 10 years and viewed continued facilities expansion as necessary to continued growth in enrollment. "Financial resources" received top priority rating more frequently from the Community/Business Leaders and the Academic Department Heads than from other stakeholder groups. Keeping ahead-of-the-curve with technology was recognized as required and more frequently selected as a top priority by the WCCC/BOCES stakeholders than other groups.

Few participants selected "on-line vs. on-campus expansion" as a top-priority topic. Discussion centered on the importance of the on-campus experience, while recognizing the need to offer on-line courses, lectures and materials to both on-campus and off-campus students.

The topic least frequently selected as a top priority for the Strategic Plan was "intercollegiate athletics." Participants recognized the following truisms: the opportunity to play sports is the reason many students select CMU; athletics are important to achieving greater diversity; international students have been attracted to CMU because of sports; student athletes tend to have higher retention and graduation rates than non-athletes; sports attract community members to the campus; and athletics improves CMU's brand recognition. All of these are positive influences at CMU derived. There was no push from the groups to have Division I athletic programs at CMU, or to drop any athletic programs now offered.

Question 2:
Next, participants shared their observations regarding, "What is the one thing you see missing at CMU?" There was no consensus, but many desires were expressed. Examples include: speakers' series; more student internships; deeper community connection to CMU; a university mall; ROTC program; advisors in the residence halls; help with essential learning – student ability to solve the unscripted problems; a floor on open enrollment for WCCC because graduation from high school is not an adequate floor; more school spirit, like wearing CMU colors and caps; night-time athletic tutoring; more outreach to veterans; master's program in computer science; parking; more certified athletic trainers; math

graduate program; our own stadium; a uniform logo for branding; pre-law program; mental health services; our own campus police department; skateboard/bike dismount areas; more support for theater arts; student life calendars that are correct; better bus service between CMU and WCCC campus; masters in geology; educational path from WCCC to CMU; better CMU connection with Montrose and WCCC campuses; WCCC branding – can't buy a WCCC hat; masters of fine arts; fraternity and sorority row; testing center large enough to accommodate all testing; more engineering programs; being cosmopolitan; more partnerships with companies; graduate program in music; center for teaching and learning; film studies program; center for wellness; airframe program; more languages.

Question 3:
Regarding the third question, "Do you understand the relationship between CMU and WCCC?" many participants were satisfied with their current level of understanding and viewed WCCC as providing a valuable technical certificate and two-year community college opportunity. Most were aware that WCCC is a division of CMU, but were unclear that, as a division, WCCC is not a separately accredited institution and cannot award degrees or certificates in its own name – all such degrees and certificates are awarded by CMU.

Participants did not believe there was a significant problem with the relationship between WCCC and CMU. A few participants suggested that WCCC become a separately accredited community college, but no group proposed this as a goal for the strategic plan. Rather, the favored approach was providing clear information to applicants about WCCC and its relationship to CMU.

Administrative Staff, Senior Management and the WCCC/BOCES stakeholders were most knowledgeable about areas of confusion that need clarification or revision. The main concern is with "redirects" – students who apply to CMU but have an academic rating below 80 and are not eligible for CMU's baccalaureate or provisional student programs. These applicants receive a letter accepting them to WCCC, which has open-enrollment, to pursue a technical certificate or two-year associate degree. They may take courses on CMU's main campus, paying the same rate per credit hour as baccalaureate candidates, but cannot automatically transfer into the baccalaureate programs. They must go through the register's office again and be accepted to the baccalaureate program. They are not eligible to play on CMU's athletic teams, but can reside in CMU's residence halls. They do not receive the mentoring and curriculum guidance that is provided to provisional students. Retention rates are lower for redirects than for provisional and baccalaureate students.

Some participants perceived a conflict between the goal of higher academic standards for entering students and the open enrollment for WCCC students. This concern presents challenges for recruitment, branding, teaching and learning. Noteworthy, student stakeholders were not generally bothered by the fact that WCCC students take classes and reside in dorms with the four-year CMU students.

Question 4:
Regarding the final question about what the Strategic Plan goals should be going forward, there was approval of collapsing and reducing the six goals stated in the 2010 plan. When

asked to state one goal for CMU going forward, participant suggestions centered on the goal of being the first choice university for students, faculty and staff. The SPC was guided by these excellent stakeholder group discussions in drafting the three-goal strategic plan for 2020 set forth in the next section.

IV. Strategic Planning Goals and Objectives for 2020

During the next five years, the University's proposed goals are:

Goals/Objectives	Metrics
Goal 1: Become the university of choice for students, faculty and staff with a focus on academic excellence.	
Objective 1A. Become the university of choice for students.	
Strategy 1. Attract and retain students with increasing levels of academic preparation.	• Number of applications; • Yield; • Quality of student (average index).
Strategy 2: Offer a rigorous student-centered educational environment that promotes academic success.	• Responses on Student Satisfaction Inventory; • First-year retention and six-year graduation rates.
Objective 1B: Attract and retain faculty who balance a passion for teaching with a commitment to scholarship.	• Percent of hires who were first choice; • Responses on Student Satisfaction Inventory; • Faculty retention.
Objective 1C: Attract and retain staff who embrace the institution's student-centered focus and are committed to student success.	• Percent of hires who were first choice; • Responses on Student Satisfaction Inventory; • Staff retention.
Objective 1D: Advance learning opportunities that are innovative, integrated, experiential, and interdisciplinary.	• Change in the number of students with integrative experiences, including Maverick Milestone; undergraduate research; internships; Departmental Honors Program completers; etc.; • Participation in Innovation Center; • Number of programs delivered electronically either wholly or in part (i.e., hybrid); • Number of courses delivered electronically either wholly or in part (i.e., hybrid); • Number of students enrolled in courses delivered electronically either wholly or in part (i.e., hybrid); • Expanded use of digital content and services (e.g., use of materials available from lecture capture; number of student ePortfolios) and increased connectivity (e.g., amount of wireless infrastructure and bandwidth).
Objective 1E: Increase recruitment and retention of faculty, staff, and students who reflect geographic, racial, ethnic, and age diversity.	• Numbers and percent of under-represented groups, with annual report to the Board of Trustees.

Goals/Objectives	Metrics
Goal 2: Increase the level of educational attainment in the region through quality academic programming.	
Objective 2A: Boost new student enrollment by an average of 2% per year.	• Growth in new student (first-time and transfer) headcount annually.
Objective 2B: Increase the rates of first-year retention and six-year graduation for all students while reducing the attainment gap.	• Improvement in retention rates; • Improvement in graduation rates; • Reduction in attainment gaps; • Reduction in time-to-degree.
Objective 2C: Selectively add programs that enhance student opportunities after graduation.	• Projected demand for proposed programs; • Enrollments by program; • Placement of graduates by program.
Objective 2D: Increase community awareness of, and participation in, the life of our campuses.	• Number of events hosted on campus; • Volunteer hours in community; • Increased enrollment in life-long learning (e.g., New Dimensions/Golden Scholar and WCCC CEC classes); • Community attendance at campus events (e.g., athletics; arts; public lectures).
Objective 2E: Ensure that all graduates are prepared with the knowledge and skills required for success in the 21st century workplace.	• Program improvements based on the continued collection and analysis of assessment data based on the student learning outcomes of communication (written and oral), quantitative literacy, and critical thinking/problem-solving skills at all degree levels.

Goals/Objectives	Metrics
Goal 3: Continue the maturation of the university at all of its campuses.	
Objective 3A: Continue commitment to small class sizes that promote high levels of faculty-student interaction.	• Percent of classes with enrollments of fewer than 40 and fewer than 20 students; • Responses to selected questions from the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE).
Objective 3B: Nurture faculty members who embrace CMU's teacher-scholar model.	• Number of faculty members awarded a sabbatical annually as percent of applicants; • Funding allocated to Faculty Professional Development Fund (FPDF); • Number of applicants seeking support from the FPDF; also includes summary of proposed activities; • Institutional investment in faculty professional development activities in addition to sabbaticals and the FPDF (e.g., on-campus workshops; travel budgets).
Objective 3C: Continue to strengthen financial and organizational structures that support the University's strategic goals.	
Strategy 1. Ensure student-centric business process and data-driven institutional decision making.	• Student Satisfaction Inventory • Number of departments/offices using business analytics reports for decision-making purposes.
Strategy 2. Set budget priorities in alignment with strategic planning goals.	• Progress toward and/or accomplishment of goals.
Objective 3D: Enhance awareness among present and potential students of the educational opportunities available through CMU's WCCC division and the Montrose campus.	• Increase in applications; • Growth in enrollments.

Appendix A

STRATEGIC PLANNING COMMITTEE AND DISCUSSION GROUP PARTICIPANTS

2015 STRATEGIC PLANNING COMMITTEE			
Betty	Bechtel	Trustee and Co-Chair	Colorado Mesa University
Jeremy	Brown	Executive Director	Information and Communication Technology
Tim	Foster	President	Colorado Mesa University
Carol	Futhey	Provost/Vice President and Co-Chair	Academic Affairs, CMU
Kurt	Haas	Professor of English	Department of Languages, Literature, and Mass Comm
Paula	Herzmark	Trustee	Colorado Mesa University
Steve	Meyer	Former Trustee and Co-Chair	Colorado Mesa University
Chad	Middleton	Professor of Physics	Department of Physical and Environmental Sciences
Tim	Pinnow	Professor of Theatre Arts	Department of Theatre Arts, CMU
Joan	Ringel	Trustee	Colorado Mesa University
David	Reed	Attorney, Board Member	Montrose Advisory Committee
Aparna	Palmer	Faculty Trustee	Colorado Mesa University

2015 STRATEGIC PLANNING DISCUSSION GROUPS			

COMMUNITY/BUSINESS   Tuesday, Sept. 8; 7:30-10:00am

Nicole	Bernal Ruiz	Program Director	Hispanic Affairs Project
David	Combs	National Account Representative	Aspen National Collections
Jerome	Gonzales	Owner	JG Management Systems
Phyllis	Norris	Mayor	City of Grand Junction
Rose	Pugliese	Commissioner	Mesa County
Jay	Seaton	Publisher	Grand Junction Sentinel
Patricia	Tucker	Owner	Conquest Development
John	Williams	Attorney, Board Member	Mesa County Valley School District 51

CMU/WCCC/BOCES   Tuesday, Sept. 8; 11:00am-1:30pm

Jeanne	Adkins	Temporary Vice President	Community College Affairs
Nina	Anderson	Owner	Express Employment Prof; WCCC Business Advisory Board
Paul	Kobishop	Director of Quality Control	Reynolds Polymer; WCCC Business Advisory Board
Gary	Looft	Technical Instructor	Transportation Services
Bill	McCracken	Assistant Technical Professor	Machining
Greg	Mikolai	President; CMU Instructor	Mesa County Valley School District 51
Steve	Schultz	Superintendent	Mesa County Valley School District 50
Bob	Wilson	Trustee	Colorado Mesa University

SENIOR MANAGEMENT   Tuesday, Sept. 8; 2:30-5:00pm

Jeanne	Adkins	Temporary Vice President, Community College Affairs
Pat	Doyle	Vice President, Finance and Admnistration
Peggy	Lamm	Vice President, Development
John	Marshall	Vice President, Student Services
Tom	Spicer	Director, Intercollegiate Athletics
Derek	Wagner	Vice President, Intergovernmental and Community Affairs
Kim	Williams	Executive Director, Marketing

ACADEMIC DEPARTMENT HEADS   Wednesday, Sept. 9; 7:30-10:00am

Debra	Bailey	Associate Professor	Nursing	Department Head, Health Sciences
Morgan	Bridge	Professor	Business	Department Head, Business
Tim	Brower	Director	CMU/CU Mechanical Engineering Partnership Program	
Jill	Cordova	Professor	Kinesiology	Department Head, Kinesology
Valerie	Dobbs	Director		Center for Teacher Education
Suzie	Garner	Professor	Art	Department Head, Art and Design
Jessica	Herrick	Professor	Psychology	Department Head, Social and Behavioral Sciences
Calvin	Hofer	Professor	Music	Department Head, Music
Barry	Laga	Professor	English	Department Head, Languages, Literature, and Mass Comm
Denise	McKenney	Professor	Biological Sciences	Department Head, Biological Sciences
Lori	Payne	Professor	Mathematics/Computer Sci	Department Head, Computer Science, Mathematics, and Stat
Tim	Pinnow	Professor	Theatre Arts	Department Head, Theatre Arts
Russ	Walker	Professor	Environmental Science	Department Head, Physical and Environmental Sciences
Steve	Werman	Professor	Biological Sciences	Assistant Vice President for Acad Affairs/Dir of Graduate Studies

STAFF   Wednesday, Sept. 9; 11:00am-1:30pm

Sonia	Brandon	Director	Institutional Research
Jody	Diers	Acting Director	Residence Life
Mike	Kansgen	Director	Computer and Network Systems
Cindy	Lueb	Director	Sponsored Programs
Kent	Marsh	Director	Facilities Services
Curt	Martin	Director	Financial Aid
Gillian	McKnight-Tutein	Assistant Vice President, Academic Affairs/Director, Distance Educ	
Joey	Montoya Boese	Director	Montrose Campus
Michael	Poll	Vice President	Enrollment Management
Sylvia	Rael	Director	Tomlinson Library
Bette	Schans	Director	Assessment of Student Learning
Joey	Taylor	Controller	Finance
Lynn	Wilson	Interim Director	Campus Recreation Services

STUDENTS   Wednesday, September 9; 2:30-5:00pm

Taylor	Aitaro
Kealohilani	Akiyama
Kasey	Benish
Kyle	Buniger
Davis	Cantwell
Jake	Carmin
Ethan	Kishi
Megan	Lynch
Selina	Najar
Jacob	Reimer
Amber	Sigler
Jacob	Wallace

FACULTY   Thursday, Sept. 10; 7:30-10:00am

Tim	Casey	Professor	Political Science	Department of Social and Behavioral Sciences
Jennifer	Daniels	Assistant Professor	Education	Center for Teacher Education
Megan	Glynn	Assistant Professor	Dance	Department of Theatre Arts
Sue	Goebel	Associate Professor	Nursing	Department of Health Sciences
Eli	Hall	Assistant Professor	Graphic Design	Department of Art and Design
Kristin	Heumann	Assistant Professor	Kinesiology	Department of Kinesiology
Darin	Kamstra	Associate Professor	Music	Department of Music
John	Nizalowski	Instructor	English	Department of Languages, Literature, and Mass Communication
Joe	Richards	Professor	Chemistry	Department of Physical and Environmental Sciences
Dan	Schultz-Ela	Associate Professor	Mathematics	Department of Computer Science, Mathematics, and Statistics
Luis	Silva-Villar	Professor	Spanish	Department of Languages, Literature, and Mass Communication
Gayla	Slauson	Associate Professor	Computer Information System	Department of Business
Tom	Walla	Professor	Biological Sciences	Department of Biological Sciences

ALUMNI   Thursday, Sept. 10; 11:00am-1:30pm

|			
Mike	Burke	Attorney	Kain & Burke
Mariah	Campbell	Project Analyst	Stoller Newport News Nuclear
Alex	Forsett	Western Slope Coordinator	Rocky Mountain PBS
Ky	Oday	Mortgage Lender	Premier Home Mortgage
Kristi	Pollard	Executive Director	Executive Director of GJEP
Kaylan	Robinson	Photographer	Robinson Photography
Lee Ann	Shobe	CEO	Western Ortho
Ryan	Stringfellow	Major and Planned Gifts Officer	St. Mary's Hospital Foundation

Appendix B

STATEWIDE PLANNING GOALS

The primary performance goal established by this [CCHE's] Master Plan is to increase the number of Coloradans aged 25-34 who hold high-quality postsecondary credentials—certificates and degrees—to 66 percent by 2025. . . . The Commission's four performance goals are as follows:

Goal 1. Increase the attainment of high-quality postsecondary credentials across the academic disciplines and throughout Colorado by at least 1,000 new certificates and degrees each year to meet anticipated workforce demands by 2025.

Goal 2. Improve student success through better outcomes in basic skills education, enhanced student support services and reduced average time to credential for all students.

Goal 3. Enhance access to, and through, postsecondary education to ensure that the system reflects the changing demographics of the state while reducing attainment gaps among students from underserved communities.

Goal 4. Develop resources, through increases in state funding that will allow public institutions of higher education to meet projected enrollment demands while promoting affordability, accessibility and efficiency.

Appendix C

**WESTERN COLORADO COUNTIES SERVED BY
COLORADO MESA UNIVERSITY**
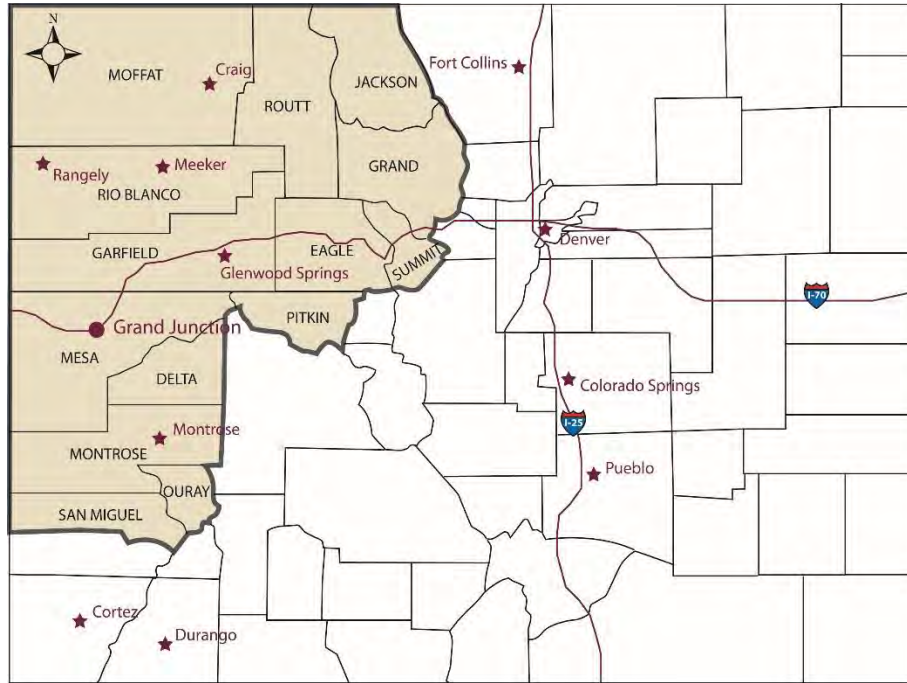
Colorado Mesa University is the regional education provider for the following 14 counties in Western Colorado: Delta, Eagle, Garfield, Grand, Jackson, Mesa, Moffat, Montrose, Ouray, Pitkin, Rio Blanco, Routt, San Miguel, and Summit. This region covers nearly 30,000 square miles and represents 28 percent of Colorado. The geographic scope for program delivery varies, however, according to the level of programming. Its two-year service region is defined as Delta, Mesa, Montrose, Ouray, and San Miguel Counties, while delivery of vocational programs is limited to Mesa County.

COLORADO MESA
U N I V E R S I T Y

1100 North Avenue
Grand Junction, Colorado 81501-3122
coloradomesa.edu