



COLORADO MESA UNIVERSITY



2015 Progress Report

on the Colorado Mesa University
2010 Strategic Planning Goals

July 2015



**2015 PROGRESS REPORT
ON THE
COLORADO MESA UNIVERSITY
2010 STRATEGIC PLANNING GOALS**



August 2015

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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 population approaching 150,000 residents. 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. 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. (See Fall 2014 student profile in Appendix A.) 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.

The forward momentum of Colorado Mesa University, first documented in the 2010 strategic planning progress report,¹ has continued during the subsequent five-year period but in a more challenging political, social, economic, and technologic environment. Among the challenges are: greater federal and state intrusion; increased competition from for-profit institutions and other providers including Massively Open Online Courses (MOOCs); changing student demographics; the impact of social media; and growing parental expectations concerning the return on the investment in their student's education. These trends are mounting pressures on the University that would have been hard to anticipate a decade ago.

Among the highlights from the past five years are:

1. An institutional name change. In June 2011, Mesa State College was officially renamed Colorado Mesa University after a six-month process involving various campus and community stakeholders.
2. Degree expansion. CMU's span of degree levels widened to include a clinical doctorate – the Doctor of Nursing Practice – when the final approval was given by the Higher Learning Commission in 2011.
3. Curricular reorientation. CMU faculty members have adopted a new curricular model based on integrated learning that combines the existing liberal education core with active, applied learning in order to prepare CMU graduates to be successful 21st century problem-solvers.
4. Campus growth and technology enhancements. Over the planning period, the University has invested approximately \$65 million in new and existing facilities, including technology upgrades. In addition to the renovation of Houston Hall and construction of Escalante Hall, the University Center, Garfield Hall, and Orchard Avenue Apartments, the soon-to-be-completed remodel of Tomlinson Library represents the largest of the construction projects. Also reopening in 2015 is Pinon Hall which offers on-campus housing and serves as the home of the Maverick Innovation Center.
5. Funding shifts. State funding from the College Opportunity Fund (COF) and Fee-for-Service decreased from \$24 million in Fiscal Year (FY) 2009-10 to \$19.8 million in FY 2013-14, with the low point being \$18.5 million in FY 2011-12. While CMU will receive

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>

\$24.5 million for FY 2015-16, resident FTE continues to grow. For FY 2009-10, CMU enrolled 5,279 FTE students which grew to 6,704 FTE by FY 2013-14, yet funding per FTE decreased from \$4,547 to \$2,959. Even with the increase in state funding for FY 2015-16, CMU funding is still down when compared to FY 2009-10, requiring that CMU continue to develop alternative revenue streams to offset the loss in state support.

6. Government intrusion. It is one of the ironies of today's higher education environment that reductions in state funding have been accompanied by greater intrusion by legislators in the form of caps on tuition limits, resulting in students bearing a greater share of the cost of their education. At the federal level, the massive investment in student financial aid by the U.S. Department of Education – now at \$138 billion for Fiscal Year 2014-15² – has been the rationale for placing significantly more burdensome requirements on institutions.
7. Changing student demographics. Effective with the Summer/Fall 2013 entering class, the University's Board of Trustees approved a second increase in the admission index in June 2012 for first-time, baccalaureate-seeking applicants. Other shifts reflected in CMU's student profile are a 12.4% growth in enrollments between Fall 2010 and 2014. The race/ethnicity reported by incoming students has become more diverse – of particular note is the increase in Hispanic students – along with a "more even" ratio of females to males, and the growing attraction of students from beyond the 14-county service region.
8. Reaffirmation of accreditation. After an extensive self-study process, the University's regional accreditation was reaffirmed by the Higher Learning Commission in 2014. All criteria and components were met, with only one of the 21 subcomponents requiring follow-up.

In the midst of all of this change, it is easy to overlook what has remained consistent at the institution, not only over the past five years, but throughout CMU's 90-year history:

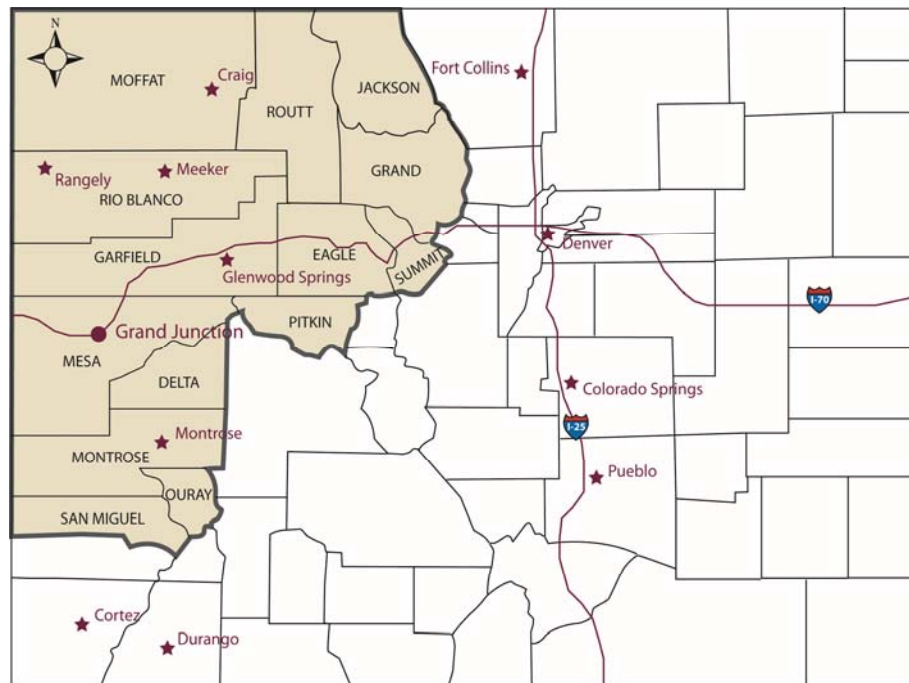
1. An over-riding focus on student success. As the leading entry of the University's values statement states, the institution's primary purpose is "high quality education in a student-centered environment." In spite of a significant period of rapid enrollment growth during the planning period, CMU's student-to-faculty ratio declined to 22:1 after moving upward from 23:1 in Fall 2010 to a high of 24:1 in Fall 2012. With a commitment to educational excellence, the University's faculty members deliver academically rigorous programs, primarily at the undergraduate level, that have a liberal education core for each of its associate and baccalaureate programs. This instruction prepares students for graduate study and/or career advancement.
2. Exceptional faculty and staff. CMU faculty members view students as active partners in learning at the collegiate level. Students, often first generation to college, access a faculty of teaching scholars and artists who are committed to exemplary undergraduate instruction and an engaged support staff with a strong customer-service orientation. Because of their critical role in all facets of the institution, the University has increased faculty and staff salaries every year.
3. Educational affordability. The University has prided itself in consistently having one of the lowest rates of tuition and mandatory fees among Colorado's four-year public institutions. For FY 2014-15, CMU ranked 10th out the 12, as a result of the low annual rates of increase.

² U.S. Department of Education, "Student Aid Overview: FY 2016 Budget Request," U.S. Department of Education, 2015: O-7, <http://www2.ed.gov/about/overview/budget/budget16/justifications/o-sao.pdf>.

4. Service to the region. Program development has occurred largely within the framework of supporting the region's economic development, and the University has emphasized the purchase of goods and services from Western Colorado companies located in the 14 counties. Further, the University's faculty and staff members have strong commitments to address regional needs through locally-based research, board service, volunteerism, and various other activities that contribute to the intellectual, social, cultural, and economic life of Western Colorado.

In 2004, then-Mesa State College developed a strategic plan which focused on supporting the aspirations of its students and the residents of its 14-county region.³ (See Figure 1.) 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-year period that has followed the plan's 2010 update, enrollment has continued to grow and new academic programs have been added. Further, there have been a sustainable integration 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.

Figure 1. WESTERN COLORADO COUNTIES SERVED BY COLORADO MESA UNIVERSITY AS A REGIONAL EDUCATION PROVIDER



³ 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 UNIVERSITY⁴
2015 PROGRESS REPORT TOWARD THE
2010 STRATEGIC PLANNING GOALS AND OBJECTIVES

1. **Goal:** 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.**

Key indicators of the change in CMU competitiveness for highly-prepared students are shown in the academic profile of its entering students, with three of the metrics based on American College Testing (ACT) reports and the fourth from the University’s student information system. Table 1 summarizes changes in the average ACT composite score for CMU’s full-time entering first-year students over five academic years. Particularly noteworthy is the improvement in the average composite score, such that it nearly matches the statewide average of 21.0. The table also documents a growing percentage of the students who identified Colorado Mesa University as their first choice of institution, with that measure increasing four percentage points over the five-year timeframe.

**Table 1. COMPARISON OF AVERAGE ACT COMPOSITE FOR
 CMU FULL-TIME ENTERING UNDERGRADUATES**

Academic Year	Headcount	Average ACT Composite	ACT - % Identifying CMU as 1st College Choice
2010-2011	1,291	20.6	23
2011-2012	1,542	20.6	25
2012-2013	1,502	20.7	22
2013-2014	1,670	20.9	25
2014-2015	1,523	20.9	27

Note 1: Enrolled counts shown on ACT tables are limited to those students identified by the National Student Clearinghouse as enrolled full time.

Note 2: The national ACT composite for Academic Year 2013-14 high school graduates was 21.0.

Source: *ACT Class Profile Report: Freshman Class 2014-2015*, Executive Summary.

⁴ The 2010 Strategic Plan referenced Mesa State College. The goal statements have been updated to Colorado Mesa University.

The next two tables offer more detailed data from differing perspectives about the full-time students coming to the University. The first differentiates between students who have completed the high school core, as defined by ACT, in contrast with those who have not. As described in the footnote of Table 2, Colorado specifies a high school curricular expectation – the Higher Education Admissions Requirements (HEAR) – that is more rigorous than ACT’s sequence. The table also documents average subscores, as well as the composite score, for the most recent CMU full-time entering class. In each pair of entries, the average score for students meeting the core curriculum was higher in all areas.

Table 2. COMPARISON OF AVERAGE ACT SCORES BY COMPLETION OF ACT-DEFINED CORE CURRICULUM FOR CMU FULL-TIME ENTERING UNDERGRADUATES, AY 2014-15

ACT* Core Status	Average ACT English	Average ACT Math	Average ACT Reading	Average ACT Science	Average ACT Composite
Core and more	20.9	21.0	21.5	21.5	21.4
Less than core	19.4	19.2	20.3	20.0	19.9

Note: ACT's Core is defined as completing a minimum of 4 units of English and 3 units each of Mathematics, Natural Sciences, and Social Sciences. To meet Colorado's Higher Education Admissions Standards (HEAR), high school students should complete a minimum of: 4 units of Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents); 3 units of Natural/Physical Sciences (two units must be lab-based); 3 units of Social Sciences (at least one unit of U.S. or world history); 1 unit of World/Foreign Language; and 2 units of electives.

Source: ACT Class Profile Report: Freshman Class 2014-2015, Executive Summary.

The following table presents ACT data for seven of CMU’s top feeder high schools that are located in Western Colorado. Table 3 shows a comparison of average ACT composite scores for those who enrolled at CMU with those who did not attend here. For each high school, the average score for CMU enrollees was much stronger than for those not attending the University.

Table 3. COMPARISON OF AVERAGE ACT COMPOSITE FOR CMU APPLICANTS WHO ENROLL AND APPLICANTS WHO DO NOT

High School Name	Total Applications Received	Total Enrolled	Average ACT Composite Score for Enrolled Students	Average ACT Composite Score for Non-Enrolled Students
Grand Junction High School	251	135	21.2	19.0
Fruita Monument High School	234	119	21.4	19.6
Central High School	167	78	21.2	18.4
Palisade High School	135	77	21.6	20.7
Montrose High School	125	34	20.3	19.3
Delta High School	41	25	20.5	17.3
Coal Ridge High School	68	20	19.6	19.3

Note: Of CMU's top 10 feeder high schools, the seven shown above are those located in the University's 14-county service region.

Table 4 expands beyond ACT data and includes full- and part-time entering undergraduates for Fall 2010 through Fall 2014. The proportion of first-year students with an ACT composite of 24 or greater increased from 15.4% in Fall 2010 to 21.9% by Fall 2014. In terms of high school performance, the table also indicates that the percentage of students earning a 3.5 or higher grade point average (G.P.A.) grew by 8.5 percentage points over the five years, now representing nearly 29% of the entering cohort.

Finally, CMU has become much more competitive in the recruitment of students who are well-prepared to undertake college-level coursework through its academic merit scholarship program: MavScholars. This program offers three levels of funding, based on strength of academic credentials, and range from full tuition and fees to \$2,500 annually. Table 5 documents the growth in the number of awards over the past five years as well as the percent of accepted offers. For those Colorado students with the strongest high school performance – the Distinguished Scholars – the rate of acceptance has climbed by 23 percentage points, from 47% to 70.1%. The remaining two levels also saw an overall increase over the five-year timeframe, though the proportion of acceptances was not consistently upward. The amounts of the Trustee and President's awards were evaluated in Summer 2015, and adjustments were made to increase their competitiveness.

CMU has expanded the investment in this scholarship program, in part to attract better-prepared students, but also in recognition of the continuing financial squeeze on middle-income families to absorb a larger share of their student's expenses. The program is discussed in greater detail later as part of this goal's Objective 5. That a growing percentage of the strongest students is electing to attend CMU indicates the importance of financial aid in the college-selection process. That these students also have the highest rates of retention and graduation is a measure of the level of academic satisfaction with their choice.

Objectives:

1) By 2015, enrollment at CMU will achieve a financially sustainable level.

This objective is particularly challenging to meet as virtually all economists project that state support will, in the near term, begin to decline once again. This means that while the University must continue to invest in serving students and finding ways to make them increasingly successful we must also replace declining state support. The strategies to meet this dual challenge revolve around the following: 1) increasing enrollment and diversifying the geographic mix of students from outside the region and outside Colorado; 2) preserving tuition flexibility; 3) controlling costs; and 4) finding alternative sources of revenue, be they from philanthropic or ancillary enterprises.

Table 4. COLORADO MESA UNIVERSITY ENTERING FULL- AND PART-TIME STUDENT PROFILE, FALL 2010 - 2014

Demographic/Academic Characteristic	Headcount Enrollment for Fall --									
	2010		2011		2012		2013		2014	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
ACT Composite Score										
33 - 36	1	0.1%	0	0.0%	3	0.1%	4	0.2%	3	0.2%
28 - 32	62	3.1%	82	3.8%	98	4.7%	103	4.7%	104	5.6%
24 - 27	242	12.3%	311	14.4%	304	14.7%	356	16.3%	300	16.1%
20 - 23	567	28.7%	620	28.7%	610	29.4%	653	29.9%	575	30.8%
16 - 19	524	26.5%	586	27.1%	571	27.5%	567	26.0%	514	27.5%
13 - 15	169	8.6%	171	7.9%	155	7.5%	181	8.3%	129	6.9%
1 - 12	25	1.3%	30	1.4%	37	1.8%	31	1.4%	20	1.1%
No Data	385	19.5%	363	16.8%	296	14.3%	289	13.2%	221	11.8%
Total	1,975	100.0%	2,163	100.0%	2,074	100.0%	2,184	100.0%	1,866	100.0%
Colorado Average	20.6		20.7		20.6		20.4		20.6	
High School GPA										
3.50 - 4.00	396	20.1%	495	22.9%	498	24.0%	554	25.4%	534	28.6%
3.00 - 3.49	512	25.9%	578	26.7%	527	25.4%	557	25.5%	485	26.0%
2.50 - 2.99	485	24.6%	493	22.8%	500	24.1%	529	24.2%	472	25.3%
2.00 - 2.49	312	15.8%	340	15.7%	335	16.2%	350	16.0%	248	13.3%
1.99 or lower	88	4.5%	110	5.1%	87	4.2%	93	4.3%	75	4.0%
GED	148	7.5%	118	5.5%	106	5.1%	70	3.2%	37	2.0%
No Data	34	1.7%	29	1.3%	21	1.0%	31	1.4%	15	0.8%
Total	1,975	100.0%	2,163	100.0%	2,074	100.0%	2,184	100.0%	1,866	100.0%

Enrollment over the period of 2010 through 2014 was generally strong, averaging an annual growth rate of 3%. While the University was prepared for a modest retrenchment in Fall 2014, a key change over the five fall semesters has been the mix in student enrollment by geographic origin. As shown in Table 6, enrollments from the 14 Western Colorado counties declined as a share of the total institutional enrollment – to approximately 58% in Fall 2014 – while students from elsewhere in Colorado and out-of-state students represented a greater proportion of the total at 41% when combined. It should be noted that the growth in undergraduates from these other areas does not come at the expense of students from CMU’s 14-county service region, as all students meeting the relevant requirements are admitted. To the contrary, students from outside the service region and out-of-state enrollees contribute more financially to CMU, and hence, effectively help to underwrite students from the 14 counties in Western Colorado.

A review of this enrollment shift on an annual basis offers further insights, as shown in Table 7. While the University saw an average annual growth of 3% over the timeframe, the averages for undergraduates coming from “Other Colorado” and “Other States” increased by 12.8% and 7.5% respectively. Students categorized as “Other Colorado” pay in-state tuition, but they also are more likely to live in the residence halls and purchase a dining board plan, which expanded the Auxiliary Enterprise Revenues over the time period from \$18.8 million to \$28.3 million. Similarly, due to the growth in out-of-state and international student enrollments over this time period, total tuition and fee

revenue (net of scholarship allowances) grew from \$29.4 million in 2010 to \$52.3 million in 2014 and represented an increase in the tuition and fee revenue per FTE from \$4,945 to \$7,108.

While significant in and of themselves, these revenue gains are one means of helping to offset the losses in state funding that the University has experienced over this period. Further, CMU attempts to stay ahead of this decrease in state support through its maintenance of a contingency and its positive earnings each year. Every year, tuition, fee and auxiliary revenues have increased, but the University has limited the increases in tuition and fee increases.

Table 5. COMPARISON OF MAVSCHOLAR AWARDS TO FIRST-YEAR STUDENTS BY LEVEL, AY 2010-11 THROUGH 2014-15

MavScholar Award Level	Award Criteria (2 of 3 below)	Annual Amount	AY 2010-11			AY 2011-12			AY 2012-13			AY 2013-14			AY 2014-15		
			Offered	Accepted		Offered	Accepted		Offered	Accepted		Offered	Accepted		Offered	Accepted	
				#	%		#	%		#	%		#	%		#	%
Distinguished: In-State	3.75 GPA Top 5% of their class ACT composite score of 29, or SAT combined score of 1280	Full Tuition & Fees	117	55	47.0%	152	80	52.6%	149	93	62.4%	178	113	63.5%	154	108	70.1%
Distinguished: Out-of-State	3.75 GPA Top 5% of their class ACT composite score of 29, or SAT combined score of 1280	\$5,000	-	-	-	-	-	-	-	-	-	54	20	37.0%	52	16	30.8%
Trustee	3.5 GPA Top 10% of their class ACT composite score of 27, or SAT combined score of 1200	\$3,000	248	80	32.3%	272	92	33.8%	246	78	31.7%	248	111	44.8%	264	111	42.0%
President's	3.5 GPA Top 15% of their class ACT composite score of 25, or SAT combined score of 1120	\$2,500	298	116	38.9%	315	118	37.5%	220	89	40.5%	235	108	46.0%	224	108	48.2%
Total % Accepted Awards - All Levels			117	55	47.0%	152	80	52.6%	149	93	62.4%	232	133	57.3%	206	124	60.2%

Table 6. COLORADO MESA UNIVERSITY UNDERGRADUATE PROFILE BY GEOGRAPHIC ORIGIN, FALL 2010 - 2014

Geographic Origin	Headcount Enrollment for Fall --											
	2004		2010		2011		2012		2013		2014	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
14 Counties	4,131	71.8%	5,519	68.7%	5,991	67.1%	6,026	64.3%	5,820	60.8%	5,198	57.9%
Other Colorado	1,030	17.9%	1,576	19.6%	1,893	21.2%	2,220	23.7%	2,526	26.4%	2,524	28.1%
Other States	547	9.5%	903	11.2%	1,012	11.3%	1,089	11.6%	1,180	12.3%	1,202	13.4%
International	42	0.7%	40	0.5%	26	0.3%	42	0.4%	40	0.4%	49	0.5%
Total	5,750	100.0%	8,038	100.0%	8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%

Table 7. COLORADO MESA UNIVERSITY UNDERGRADUATE PROFILE BY ANNUAL CHANGE IN GEOGRAPHIC ORIGIN, FALL 2010 - 2014

Geographic Origin	Headcount Enrollment for Fall --										Chg 2010 - 2014			
	2004		2010		2011		2012		2013		2014		#	%
	#	% Annual Chg	#	% Annual Chg	#	% Annual Chg	#	% Annual Chg	#	% Annual Chg				
14 Counties	4131		5,519	8.6%	5,991	0.6%	6,026	-3.4%	5,820	-10.7%	5,198	-321	-5.8%	
Other Colorado	1030		1,576	20.1%	1,893	17.3%	2,220	13.8%	2,526	-0.1%	2,524	948	60.2%	
Other States	547		903	12.1%	1,012	7.6%	1,089	8.4%	1,180	1.9%	1,202	299	33.1%	
International	42		40	-35.0%	26	61.5%	42	-4.8%	40	22.5%	49	9	22.5%	
Total	5,750		8,038	11.0%	8,922	5.1%	9,377	2.0%	9,566	-6.2%	8,973	935	11.6%	

The conclusion, based on these various strategies, is that CMU is a great value and has the capacity to increase tuition and fees if needed. Currently, a 1% increase in tuition for FY 2016 would increase revenues by approximately \$570,000. From a broader perspective, this means that to offset an elimination of CMU's state support of \$24.5 million for FY 2015-16, the University would need to increase tuition by approximately 43%. This is an option that the institution does not want to pursue. Rather, the University seeks other revenue-generating and cost-saving ideas that are discussed in more detail in Goal 2.

2) Raise the University's first-year retention and six-year graduation rates by three percentage points respectively over the planning period.

The benchmark for this objective was an ambitious one that was achieved for both the retention and the graduation rates over the planning period. The increase of both rates by three percentage points was particularly noteworthy since CMU ranked nearly at the bottom for both rates in 2010 relative to its peers. The demographic profile of CMU students includes a significant proportion of students who have characteristics, shown through research, to increase their likelihood of not being retained by higher education institutions. Among these factors are: being first generation to college (approximately 40% at CMU), having a lower socio-economic status (38.7%), and needing developmental education courses due to academic under-preparation (nearly 50% of

baccalaureate-seeking students), making the achievement of this goal a significant accomplishment. These metrics are described more fully in the next few pages.

The current planning period spans the entering first-year students, beginning with the Fall 2008 cohort that had a retention rate of 63.1% and ending with the students who entered in Fall 2013 whose cohort was retained at 66.1% (Figure 2). As shown in Table 8, CMU's most recent retention rate is at the average for its national peers at 65%.

While still low, the University's six-year graduation rate improved from 26.3% to 32% during the planning period (Figure 3). Table 9 indicates CMU's most recent graduation rate with its national peer institutions – 32.7% for the Fall 2007 cohort – was close to the group average of 33%. For the most recent graduation cohort, it is worth noting that an additional 7% of the cohort continue to be enrolled at CMU and another 31% transferred to another institution. Taken together, these three components account for 70% of the original cohort being successful.

Figure 4 illustrates the retention rate gains the University has made, relative to its peer institutions, for the cohorts that entered between Fall 2004 and Fall 2012. In Fall 2004, CMU's cohort was six percentage points below the peer group average. Over the next eight entering groups, CMU's retention rate moved upward by nine percentage points and matched the group average by Fall 2011 and again in 2012. While progress is being made, CMU retention rates remain, on average, eight percentage points behind the institution with the highest rate in the group, most often being either Midwestern State University or the University of North Carolina at Pembroke.

As for graduation rates, again, CMU has made gains to reach the peer group's average six-year graduation rate over the five entering cohorts as shown in Figure 5. In this case, however, Colorado Mesa's average rate still lags behind the institution with the highest rate – Minnesota State University - Moorhead – by 13 percentage points.

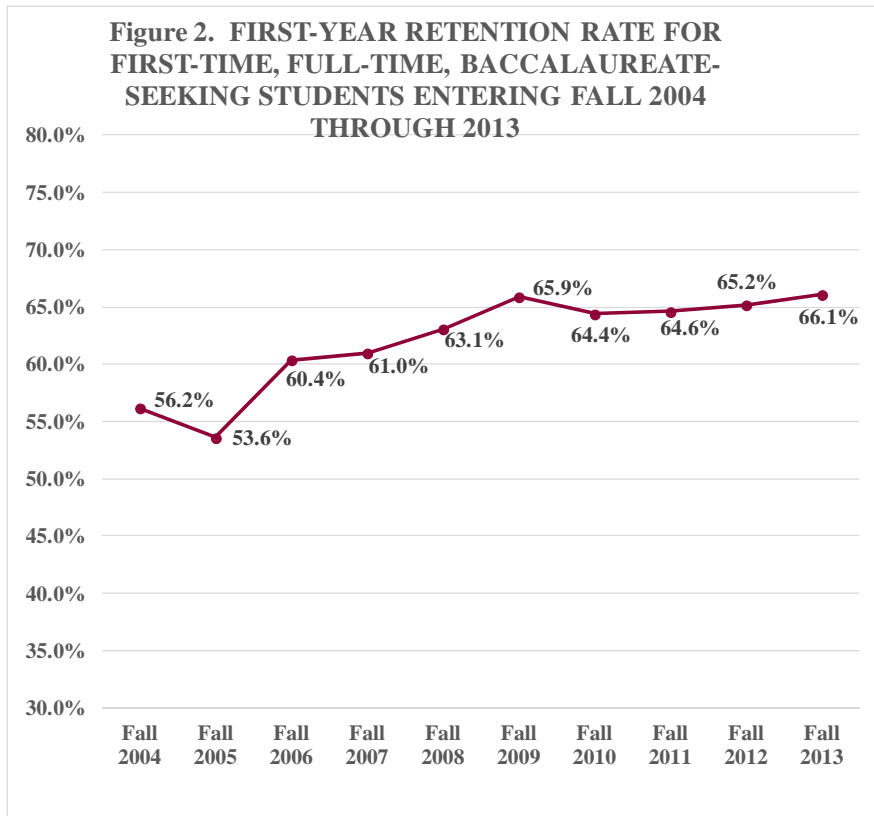


Table 8. COMPARISON OF CMU FIRST-YEAR RETENTION RATE WITH PEER INSTITUTIONS

Institution Name	Retention Rate for Fall 2012 Entering Cohort
Clayton State University	73
University of Wisconsin-Parkside	73
Southwestern Oklahoma State University	70
University of Southern Indiana	69
Minnesota State University-Moorhead	68
University of North Carolina at Pembroke	68
Armstrong Atlantic State University	67
Midwestern State University	67
Missouri Southern State University	66
Colorado Mesa University	65
Colorado State University-Pueblo	63
University of Arkansas-Fort Smith	62
Fairmont State University	61
Black Hills State University	59
Eastern New Mexico University-Main Campus	58
Angelo State University	55
Average	65

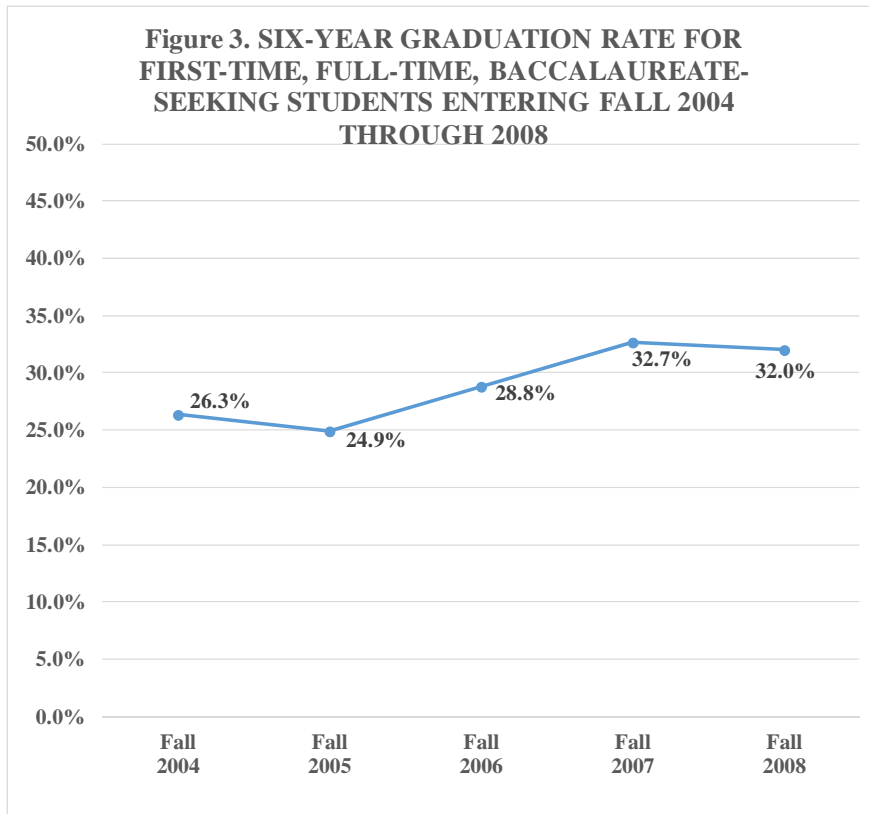
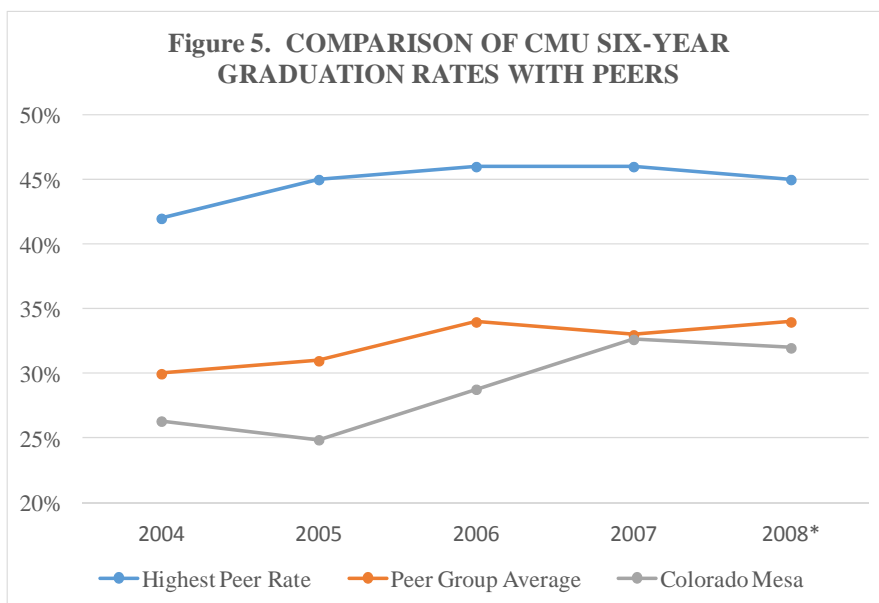
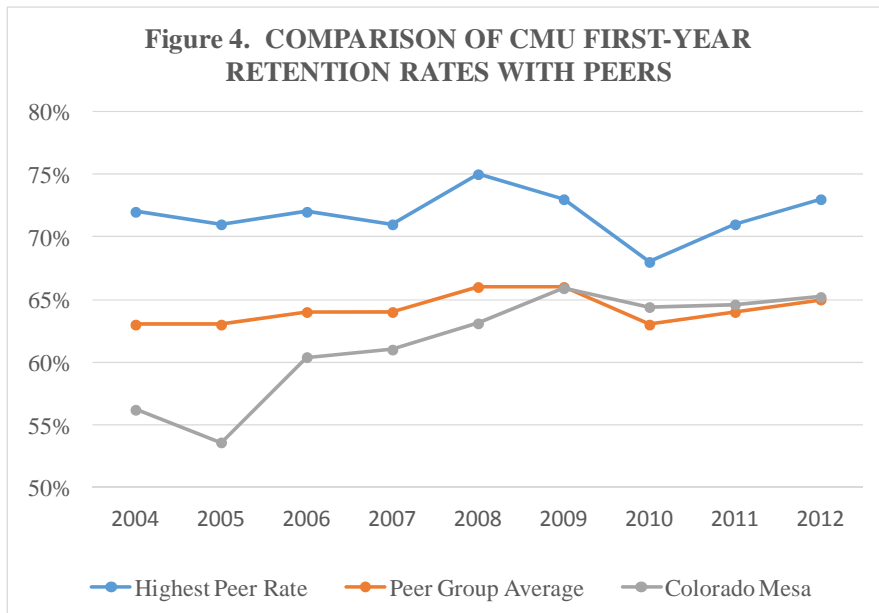


Table 9. COMPARISON OF CMU SIX-YEAR GRADUATION RATE WITH PEER INSTITUTIONS

Institution Name	Graduation Rate For Fall 2007 Entering Cohort
Minnesota State University-Moorhead	46
Midwestern State University	44
University of Southern Indiana	37
Missouri Southern State University	36
Armstrong Atlantic State University	34
Fairmont State University	34
Colorado Mesa University	33
University of North Carolina at Pembroke	33
Colorado State University-Pueblo	33
University of Wisconsin-Parkside	31
Black Hills State University	31
Southwestern Oklahoma State University	30
Angelo State University	30
Clayton State University	29
Eastern New Mexico University-Main Campus	29
University of Arkansas-Fort Smith	24
Average	33



To better understand these rates, some context is helpful. Like many students who attend regional public institutions across the U.S., CMU undergraduates come with widely varying levels of academic preparation. In Colorado, this factor is, in part, due to the fact that local school boards set graduation requirements, rather than there being a statewide set of expectations.

As will be discussed below, a significant proportion of each entering class tests below the level needed for success in introductory English and mathematics courses, with these deficiencies carrying over and affecting success in other lower division coursework. Additionally, upwards of 40% of CMU's students are first generation to college, many of

whom often find the transition to higher education challenging. This under-preparation of undergraduates becomes especially problematic when coupled with some students' behaviors, such as lack of motivation to attend class, complete coursework, etc.

A final point for context is the financial circumstances of many CMU students. While showing a slight decline since Fall 2011, the proportion of undergraduates who are Pell-eligible is currently 38.7%. Even for students from middle income families, the institution's increasing reliance on tuition and fees results in many students needing to work while completing their education. Complicating matters for others are family obligations that can interfere with continued enrollment, or in too many cases, lead to permanent withdrawal from school.

To enhance the likelihood of CMU students' on-going enrollment to certificate or degree completion, the University has continued to initiate activities throughout the planning period as well as across the institution. In late 2010, the Working Group to Improve Student Academic Success (WGISAS) was appointed to address student success rates in both the instructional and academic support areas of the institution. By summer 2011, the group made 15 recommendations that were implemented over the following two years and have contributed to the incremental improvement in retention and completion rates. In addition to recommending that CMU raise the admissions index for baccalaureate-seeking students, the group addressed needed changes in (1) the assessment and placement of entering students with regard to developmental education, (2) the range of courses and number of credit hours in which lesser-prepared students should enroll, and (3) enhancements to academic support. Many of the WGISAS recommendations are detailed in the following points.

a) Raise the admissions index for baccalaureate-seeking students.

The Colorado Commission on Higher Education admissions index is used to determine the placement of an entering freshman student into a baccalaureate-level program. The index score is based on high school grade point average or class rank and on ACT scores. In December 2005, then-Mesa State College's Board of Trustees raised the minimum index initially from 80 to 85, with the higher score effective with the Summer/Fall 2008 admits. In 2012, based on a recommendation of the Working Group to Improve Academic Student Success, CMU requested modification of its CCHE admissions category from "moderately selective" to "selective," and for the minimum index score be raised to 92, effective with students admitted for Academic Year 2013-14.

In Fall 2010, CMU initially implemented a provisional baccalaureate admissions category for those with an admission index score in the range of 70 - 84. Students with an index in this range were required to meet with advising staff on course selection and course placement and make use of academic and student support services. When CMU raised its baccalaureate admissions index to 92 three years later, the new index range for provisional baccalaureate admission became 75 - 91, effective for Academic Year 2013-14. As a result of raising the index score, approximately 400 entering undergraduates enrolled under the provisional

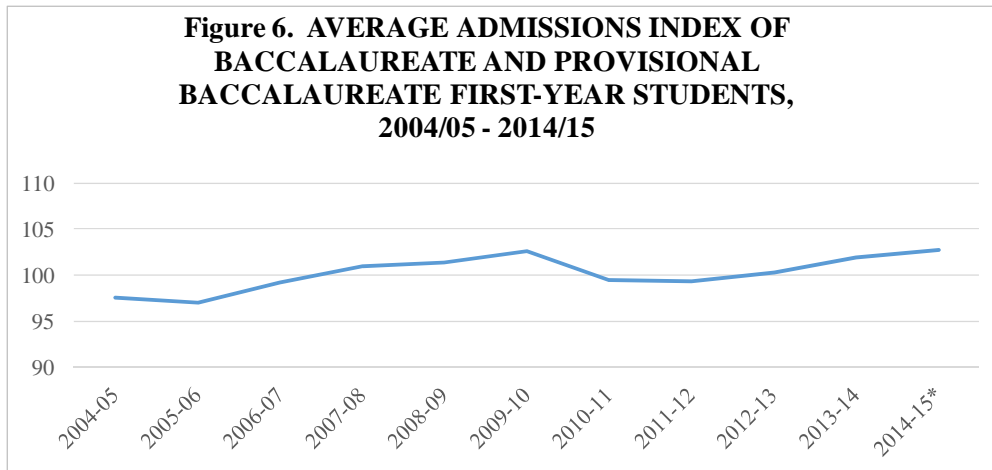
designation, with the Office of Student Success created in Summer 2013 to expand the academic support of the students entering the following fall.

The data in Table 10 and Figure 6 document that CMU continues to grow and attract better prepared students as it raises its admissions index. Review of the three entering cohorts found in the table (including those admitted provisionally) shows that half of the students had an admissions index for AY 2014–15 in the 101 – 103 range, while the average index for the cohort reached 102.7. Both of these metrics reflect higher levels of academic preparation than those shown for students admitted in AY 2011–12. These analyses suggest that CMU should, once again, evaluate its current minimum admissions index and consider raising it to a higher level.

Table 10. INDEX SCORE DISTRIBUTION OF BACCALAUREATE-SEEKING AND PROVISIONAL BACCALAUREATE FIRST-YEAR STUDENTS

Index Score at or above:	2004-05		2011-12		2014-15*	
	N	Cum %	N	Cum %	N	Cum %
110	180	21%	409	25%	485	33%
103	302	35%	654	39%	718	48%
101	333	39%	751	45%	800	54%
94	486	57%	1036	62%	1044	70%
93	503	59%	1071	64%	1079	72%
92	530	62%	1121	67%	1136	76%
90	582	68%	1234	74%	1198	80%
86	679	79%	1383	83%	1316	88%
85	700	82%	1423	85%	1335	90%
80	807	94%	1582	95%	1480	99%
76	842	98%	1664	100%	1486	100%
75	858	100%	1667	100%	1489	100%
No Index	52		9		11	
Total	910		1676		1500	
Avg Index	97.6		99.4		102.7	

*2014-15 as of May 4, 2015



- b) Create the Office of Student Success (OSS) for provisionally-admitted, baccalaureate-seeking students.

While not a specific recommendation, the Office of Student Success was a logical extension of the goals of WGISAS. Using academic success coaches to make strong, intensive, personal connections with students outside classroom activities, students receive intrusive advising and coaching that guides them into a more structured set of curricular options. Specific requirements of provisionally-admitted students fall into two broad areas and include:

(1) Academic

- enrolling in basic skills courses (as appropriate) to ensure completion of developmental coursework during the first 30 hours of enrollment;
- completing the two-course sequence of transition to college courses in their first semester, one of which includes a module on financial literacy in addition to the focus on an academic plan that leads to their career goal;
- limiting their course load to 12 - 15 hours per term, depending on their placement scores; and
- selecting from a University-defined course list that is consistent with their area of interest.

(2) Co-curricular

- meeting with an assigned coach/advisor every 2 – 3 weeks throughout the term, and more frequently with a student peer advisor;
- completing career assessments that lead to an early decision on a major that links with the career choice;
- completing the Learning and Study Strategies Inventory (LASSI) and taking positive steps to improve in identified areas of weakness;
- committing to a multi-term academic success plan developed during their first term of enrollment;
- participating in advising prior to all registrations and securing approval of all schedule changes while under the guidance of staff in the Office of Student Success; and
- making use of academic support services as needed.

Once a provisional baccalaureate student has an earned grade point average of 2.4, based on 24 earned credit hours, the student is fully admitted as a baccalaureate-seeking student. S/he can declare a major, and a faculty member in the major becomes the student's advisor. Table 11 presents selected demographics of the last two years' enrolled students who were admitted as provisional baccalaureates. Each of these demographics is significantly different from the overall CMU student make-up, documenting OSS' reach to students often under-enrolled in higher education.

Table 11. DEMOGRAPHICS OF ENROLLED FIRST-TIME STUDENTS ADMITTED AS A PROVISIONAL BACCALAUREATE, FALL 2013 AND 2014

Demographics	Fall 2013 Admits (N = 409)		Fall 2014 Admits (N = 322)	
	Headcount	% of Cohort	Headcount	% of Cohort
Male	241	58.9%	173	53.7%
Pell-eligible	178	43.5%	142	44.1%
From under-represented group	166	40.6%	118	36.6%
First generation	204	50.1%	167	51.9%

As the program is more fully implemented, Table 12 documents the effect that the additional support for these students has had, particularly in contrast to the success of the provisional students admitted prior to the creation of the Office of Student Success. While the average percent of credit hours completed with a grade of 'C' or better was only slightly greater, the first-term grade point average was higher, and equally important, the fall-to-spring retention rate nearly matched that of the fully-admitted baccalaureate students.

For students in the original Fall 2013 cohort, 37 students had met the qualifications for moving to full admission at CMU by Fall 2014, with no curricular limitations; at least half of this group had earned a 3.0 grade point average (GPA) or higher with the balance earning a GPA in the 2.5 - 2.99 range. An additional six students transferred to a baccalaureate program at another institution.

Table 12. COMPARISON OF ENROLLED STUDENTS ADMITTED FULLY OR PROVISIONALLY, FALL 2010 - 2014

Metric	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Average Percent Hours Passed First Term (C or better)					
Provisional	57%	56%	67%	70%	68%
Baccalaureate	78%	79%	81%	82%	81%
Average First Term GPA					
Provisional	1.86	1.83	2.14	2.14	2.20
Baccalaureate	2.66	2.71	2.77	2.81	2.78
Initial Fall to Spring Retention					
Provisional	82%	78%	80%	81%	86%
Baccalaureate	89%	88%	85%	87%	87%

Note: The Provisional Baccalaureate (PB) student category for all terms is based on those students with an index range of 80-91 (effective Fall 2013), even though PBs were admitted in the 75-84 range between 2010 and 2012. The Office of Student Success was implemented in Fall 2013.

- c) Shorten the time students are enrolled in developmental education. Most students arrive at college with the assumption that graduation from high school equates to being adequately prepared to undertake college coursework. For some entering undergraduates, however, their basic skills in English and mathematics are below the level necessary to succeed in college courses, and they are required to enroll in developmental education according to how they perform on placement tests. At least half of CMU first-time freshmen seeking a baccalaureate degree test below college placement, though the amount of remediation needed varies widely. For students at Western Colorado Community College, the proportion approaches 80%.

In Fall 2006, the University expanded the range of its developmental offerings in English from one to three levels, with mathematics extending from two to four levels. Each level was one semester in length, and not surprisingly, students became quite discouraged at the need to complete the full sequence of developmental coursework in either discipline before progressing on to college-level courses. A very small percentage complete the entire sequence. CMU used this model until 2013 when two unrelated changes occurred.

- (1) In summer 2012, the U.S. Department of Education announced limits on the amount of financial aid that students could use for developmental coursework. In response, CMU moved its two lowest levels of remedial offerings to a non-credit, self-paced option – the Jump Start Program – made available at a nominal cost. This updated approach enables motivated students to progress through the needed coursework at a faster pace and prevents students from incurring significant debt from this level of coursework.
- (2) After much discussion and piloting of options, the University returned to the original range of remedial English and mathematics courses for those students who are close, but not quite ready for college-level courses:

(a) English

Faculty from the English Program teamed with the Developmental English faculty to create a one-credit Writing Studio as an alternative to Basic Writing that provides "just in time" support. In the initial lab session, students write a diagnostic essay to determine particular areas of their writing in need of improvement and set up regular times to meet with a lab instructor to work on specific assignments for ENGL 111. Thus students enroll in ENGL 111 and ENGC 092 in the same term, saving time and reducing the costs from three to one credit for supplemental instruction.

(b) Mathematics

Appropriate placement in Mathematics has been addressed several ways. The website information on the math portion of the Accuplacer placement test was expanded, and sample test questions were added to help students prepare for the test. Second, after experimenting with several alternatives, Mathematics faculty piloted a three-week "review" course for developmental algebra as a prequel to CMU's college-level algebra course (MATH 113) in Fall 2014. Students who successfully completed the review course moved on into a Late Start section of Math 113 in the same semester; those who were not successful in the prequel continued in the developmental-level course. Results of the effort were that 74% of those who went on to College Algebra were successful, a higher percent than average. An equally-successful pilot continued in Spring 2015, and faculty members are planning to offer short-term reviews for Precalculus and Calculus courses in Fall 2015. The success of these prequels gives further support for refining the amount and areas of remediation by student and offering more streamlined, cost-saving options.

d) Restructure of curriculum and communication of program coherence to students.

As will be described in Objective 3, CMU faculty are in the process of shifting to a more integrated learning model, at both the lower and upper division levels, leading to a deeper level of learning and more active student engagement. A part of that effort has involved creating two-page academic program overviews that describe the logical sequencing of courses in which a student will enroll for each major. Part of the narrative documents the relationship of the courses to each other, giving students a clearer road map of the courses they will experience and why they are important to a student's success in a specific major (Appendix B).

e) Improve students' understanding of financial aid.

CMU hired a Financial Literacy and Debt Management Counselor to work with students in managing their overall debt and to counsel them in borrowing wisely. With CMU's cohort default rate beginning to increase in 2011, the administration concluded that this was due to the growing number of students who were borrowing student loans to replace living income lost in the 2008 economic downturn.

Appointed in 2012, the counselor also contacts students who are falling behind on their student loan payments, most recently sending more than 1,300 emails to offer financial counseling to sophomores who have borrowed more than \$11,000. This is

in addition to staff in the Financial Aid Office who have held 385 individual counseling sessions, conducted financial literacy sessions in each residence hall each semester, and offered sessions at local high schools. As a result of these efforts, the three-year cohort default rate decreased from 16.1% in FY 2012-13 to 14.5% the following year.

In a related step, CMU proposed to become an experimental site for the U.S. Department of Education for a program allowing the institution to limit borrowing by a predetermined cohort of students. While the proposal was denied, the Department is now exploring ways to permit all schools to limit borrowing by selected students.

- f) Expand coursework to support students' transitions to college life. CMU has offered Introduction to Higher Education (SUPP 101; also known as the Freshman Year Initiative) for more than a decade in a compressed format the week before classes start in the fall, as well as in modular and full semester formats. In Fall 2014, approximately 585 students enrolled in the course, designed to provide freshman students with early information on how to succeed in higher education academically, financially, and socially. In Fall 2013, an additional success course, Higher Education Success (SUPP 100) was initiated by staff in the Office of Student Success staff; enrollments are shown in Table 13. The SUPP 100 course requires a "success plan" for a major in which the student has interest, as well as completion of financial aid activities to address the goal of educating students on limiting borrowing.

Table 13. ENROLLMENTS IN SUPPLEMENTAL COURSEWORK, FALL 2014

Course	# of Sections	Student Enrollment
SUPP 100: Higher Education Success		
1-Week, Pre-semester Compressed	7	147
Semester or Modular Format	15	188
SUPP 101: Introduction to Higher Education		
1-Week, Pre-semester Compressed	26	585
Semester or Modular Format	20	386

Data on the retention of first-year students to their second fall semester from 2009 – 2013, collected by the Office of Institutional Research, show that completion of SUPP 101 with a grade of C or better increased retention by more than 10 percentage points. Of the entering freshmen who completed SUPP 101/FYI with a C or better, 64% enrolled for their second fall term. By contrast, 52.7% of entering undergraduates who did not take SUPP 101/FYI or did not pass the course with a C or better were retained to their second fall term. Provisionally-admitted, baccalaureate-seeking students are required to enroll in both SUPP 100 and 101.

- g) Strengthen academic support.
Advising and Academic Services encompasses the offices of Advising, Career Services, Educational Access Services, Testing Center, and the Tutorial Learning Center. Each area has continually surveyed students to learn how to best accommodate them in order to increase retention rates, and the staff conduct exit surveys with students who withdraw completely from the University.

Based on recommendations from the Working Group to Improve Student Academic Success (WGISAS) as well as on departmental surveys, changes were made in Academic Services offices that has led to a substantial increase in the use of services by students. Among the modifications have been:

- (1) expanding follow-up from Early Alert messaging;
- (2) placing limits on the number of times a student can attempt a course;
- (3) adding a walk-in option for tutoring as well as offering weekend services;
- (4) increasing services through the Educational Access Services;
- (5) offering a wider array of services at both the Bishop and Montrose campuses;
- (6) enforcing prerequisites and holds on coursework;
- (7) collaborating with Intercollegiate Athletics to ensure that student-athletes stay in good academic standing and remain NCAA-eligible to participate in their sport;
and
- (8) initiating a Major Fair where students can meet with representatives from academic departments to find out about majors, minors, and certificate programs as well as employment possibilities, graduate school, and research opportunities.

Complementing the work of Advising and Academic Services is the TRiO Program, implemented as a result of a 2010 federal Student Support Services grant from the U.S. Department of Education. The program targets first-generation, low-income, and disabled students with support in tutoring, counseling, academic and financial aid advising, and mentoring. Of the 133 students served by the program in 2013-14, 75% persisted to the following year and 85% were in good academic standing.

Finally, the WGISAS group produced a two-page document for faculty to attach to syllabi for all lower division courses: "Your Success at Colorado Mesa University or Western Colorado Community College" (Appendix C). It provides a framework for helping all students understand what they need to do in order to transition into a productive University experience.

- h) Administer the Learning and Study Strategies Inventory (LASSI).
Another WGISAS recommendation was the administration of LASSI, an 80-item assessment that gauges student awareness and uses of "learning and study strategies related to skill, will, and self-regulation." More specifically, the LASSI provides an assessment of the strengths and weaknesses of their learning and study skills related to anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, student aids, test strategies, and time management. All first-time freshmen are required to complete the LASSI during their first semester, prior to meeting with their advisor for spring registration. After four fall semesters of

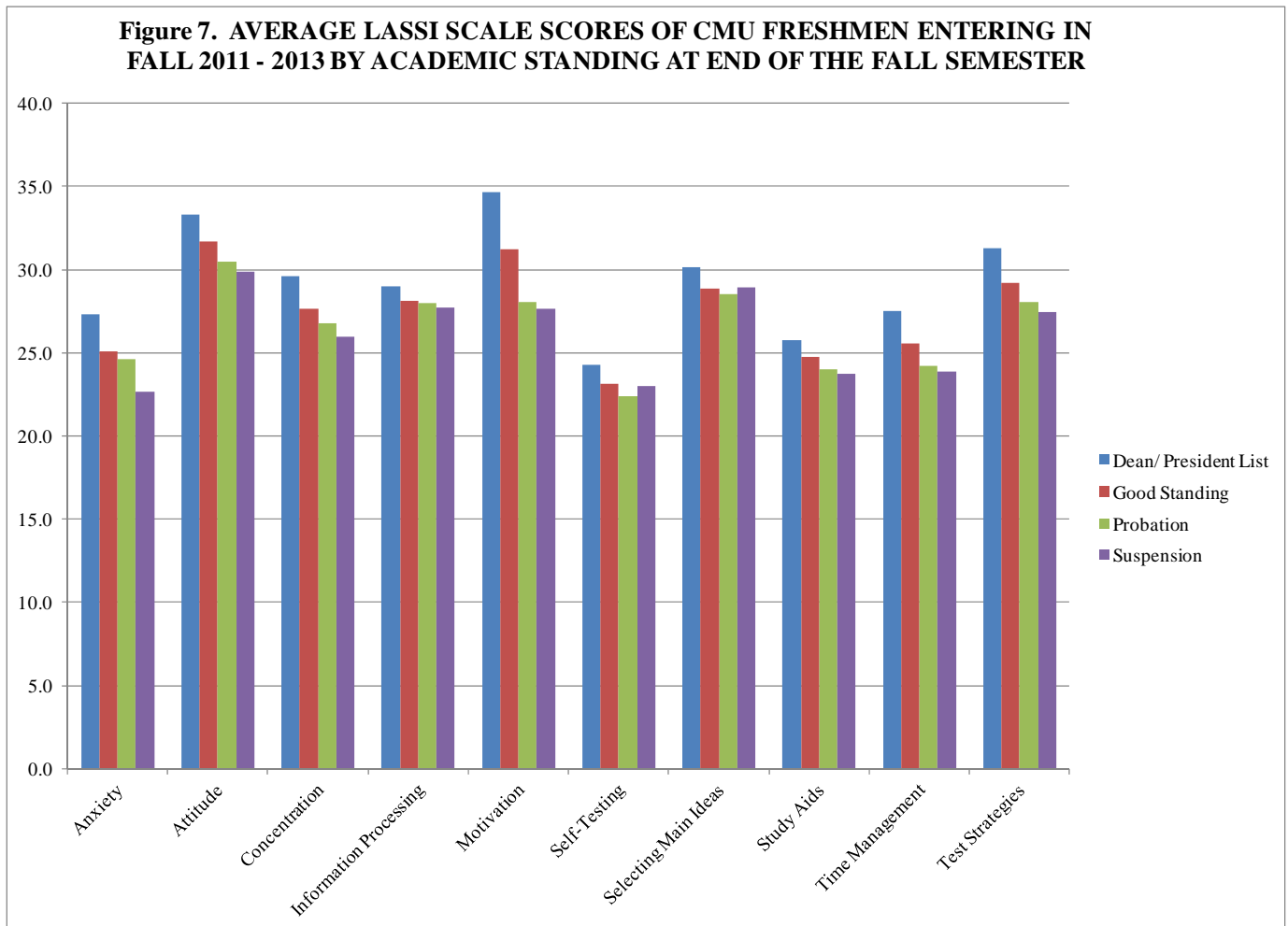
administering the inventory, research shows that the motivation scale is highly predictive of student success when measured by first-semester grades (Figure 7). Staff in the Advising Center use LASSI results as part of their advising sessions to identify strategies that will improve student success in courses in which students are enrolled that term, as well as to guide selections for spring semester courses.

- i) Continue program-level retention efforts.
In Spring 2014, each unit on campus was asked to submit at least one retention strategy that it would pursue over the next year. Submissions fell into one of nine categories, with highly varied activities within each (<http://www.coloradomesa.edu/academics/retentionstrategiesbycategory.pdf>).

The strategy categories include:

- strengthening advising;
- clarifying pathways to graduation;
- enhancing connections with faculty and staff;
- making connections with other students;
- accessing academic and student support services;
- communicating with students through the use of technology;
- expanding student engagement;
- understanding more about students; and
- other.

Follow-up reports on department/program-level activities were submitted in January 2015.



j) Evaluate instructional and support programs.

Colorado Mesa University evaluates student satisfaction and engagement through multiple instruments as part of its efforts to improve retention and graduation.

Among the surveys administered on a periodic basis that provide comparative data for other institutions are the:

- National Survey of Student Engagement (NSSE);
- Faculty Survey of Student Engagement (FSSE);
- Community College Survey of Student Engagement (CCSSE);
- ACT Student Opinion Survey; and
- Noel-Levitz Student Satisfaction Inventory.

Results of these surveys are shared with faculty and administrators and serve as the point of departure for how CMU might improve programming. Of particular note is the fact that, in areas of faculty availability and attitude toward students, CMU has consistently scored higher in student satisfaction over participating public colleges and national institutions.

In closing, as the University looks ahead for ways to improve retention and graduation rates, several areas deserve exploration. First, the institution should leverage its investments in data collection and technology. The University has been collecting data related to a student's past and current academic progress. More effective communication with students is needed so as to improve the student's chances of completing their degree, but the University lacks a comprehensive view of a student's involvement with various offices and personnel. CMU's current systems house data in approximately a half dozen places – some campus-wide, others within offices, making implementation of a comprehensive view challenging at best.

The acquisition of a student success client relationship management (CRM) system will enable the University to integrate what it knows about students from a variety of sources into a coherent system of academic, cognitive, and non-cognitive data. This data integration will enable more personalized, proactive monitoring, communication, and advising processes. Students with characteristics associated with a greater likelihood of dropping out will be a key sub-population to be targeted, though all students can benefit. Perhaps even more critical, the system will enable University faculty and staff to reach out to students before they are overwhelmed, making the institution more proactive rather than reactive.

A second area for improving student success lies in fuller implementation of current software. CMU should leverage its current investments in student support software into a more robust system to enhance student retention and degree completion. The above-described student success module can be integrated with currently-owned software, particularly the Degree Works package which clarifies pathways to degrees through visual indicators on course completion, outstanding requirements, grade point calculations, etc. The system also offers what-if audits so students can see the effects if they change their major. This type of advising support can encourage students to choose their major earlier in their academic career, better ensure that they enroll for appropriate courses (particularly if students self-advise), support potential transfer of credit, and aid in awarding a potential degree based on courses that a student completed. All of these elements lead to informed decisions and can contribute to improving student retention and graduation.

Beyond technology opportunities, the University should reevaluate its Sophomore Student Success Course. The Sophomore Year Experience (SUPP 202) course was implemented in January 2011 to facilitate student progress through what is commonly referred to as the "sophomore slump." This is the second most common point in a student's academic career for dropping out, particularly when they are still unsure of their major and/or not fully committed to college completion. The original course design focused on career goals, self-discovery, resume-building, and making connections with faculty, alumni, and community members and included opportunities for job shadowing and participating in service learning. With the tools and programs now available to students, the time has come to reevaluate how this course can build on these resources and enhance student persistence.

Finally, the University's student retention could be improved through increasing the number of “high impact” practices for its students to engage in offerings that, research has shown, leads to a deeper level of learning and, by extension, higher rates of retention and completion. CMU makes most of these experiences available, but the goal should be that a greater number and proportion of undergraduates should participate in them. As Table 14 documents, the number of students continues to grow, but for significant expansion to occur, the University will need to commit greater resources to those efforts.

Table 14. CMU STUDENT REGISTRATIONS IN HIGH IMPACT COURSEWORK

Type of Course	Academic Year -				
	2010-11	2011-12	2012-13	2013-14	2014-15
First-year Transition-to-College Course	699	858	811	1,154	1,062
Clinical	1,302	1,324	1,394	1,345	1,450
Student Teaching	137	109	127	146	179
Internships/Co-Op	385	396	382	441	442
Practicum	229	203	215	238	293
Subtotal	2,053	2,032	2,118	2,170	2,364
Nat'l Student Exchange	4	11	14	1	8
Study Abroad	5	13	21	24	25
Subtotal	9	24	35	25	33
Indep Study	82	69	71	66	56
Research	501	552	581	680	683
Thesis	47	43	56	59	71
Capstone	138	163	195	147	155
Subtotal	768	827	903	952	965
TOTAL	3,529	3,741	3,867	4,301	4,424

Source: Office of Institutional Research and Assessment

- 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 interdisciplinary learning in General Education courses.**
 - b) **developing interdisciplinary learning as a fundamental component of the upper-division learning experience at Colorado Mesa University.**

In 2012, CMU faculty members began re-envisioning a curriculum structure that was more integrated in nature and articulated the learning outcomes that all graduates should know and be able to demonstrate. Faculty members initiated plans for coursework that was more interdisciplinary in nature, recognizing that disciplinary boundaries don’t exist in the real world, and that students needed to learn to integrate and apply information to real life scenarios much earlier in their academic career.

This Integrated Learning framework expanded applied, problem-solving, multidisciplinary coursework by blending the institution's long-standing commitment to a liberal education – the core of all CMU baccalaureate majors – with the on-going development of students' intellectual skills. This combination of knowledge and skills coincides with the expectations that employers in national and state surveys consistently indicate that they want to see in future hires.⁵ Vocational programs play a role in contributing to workforce development, but those programs offer narrow preparation for a single, first job and leave students without the range of transferable, intellectual skills needed for subsequent employment and promotion. With the needs for future employment shifting constantly and quickly, the goal is to educate a graduate with the specialized knowledge plus the skills that enhance his/her long-term success.

Implementation of the redesign resulted in three key initiatives:

- a) Development of student learning outcomes (SLOs) that supported the goals of the curricular redesign. The learning outcomes have two primary components: 1) those associated with the specialized knowledge gained through the major's upper division courses, and 2) the intellectual skills outcomes initially practiced in lower division courses. These introductory offerings, more commonly referred to as general education, were renamed Essential Learning at CMU to convey their importance as the foundation to all upper division courses in the major and not just coursework “to get out of the way.” Expressed most simply, the four initial learning outcomes are:⁶
 - (a) Content knowledge specific to the student's major;
 - (b) Communication, both written and oral;
 - (c) Computation (or quantitative literacy); and
 - (d) Critical thinking/analysis.

- b) Creation of opportunities for students to wrestle with complex problems. What sets CMU's curricular redesign apart from most other institutions' efforts is the addition of a lower division, topic-oriented course – named the Maverick Milestone – taught by 2 - 3 faculty members from different disciplines. Students see the same problem/issue/event from a variety of disciplinary perspectives and what insights each offers to the discussion. The course requires students to 1) work in teams to tackle an issue for which there is no solution; 2) make connections from the content of their Essential Learning courses; and 3) apply the intellectual tools (e.g., critical thinking, computation, communication). Thus students collaborate in applying and

⁵ To gain some insights as to what employers expect of new hires, an online survey of 318 employers was undertaken by Hart Research Associates, most recently in 2013 at the request of The Association of American Colleges and Universities. Among the key findings from the survey were that employers indicated that greater emphasis needed to be placed on critical thinking (82% of respondents), ability to analyze and solve complex problems (81%), communication (80%), apply knowledge/skills to real-world setting (78%), innovation and creative (71%), and teamwork/collaboration (67%). It is important to note the alignment of CMU's University-wide learning outcomes.

⁶ The learning outcomes unique to each major, were written in 2012; the next three SLOs were implemented in 2013. Two other SLOs – ethical reasoning and information literacy – are to follow.

integrating their learning from multiple disciplines before transitioning into the upper division courses in their majors.

- c) Integration of more interdisciplinary-based, problem-based projects in the capstone for each major. As a student progresses through selected upper-division courses, coursework in the major builds on the lower division foundation and plays an increasingly important role in encouraging creativity and working in teams of problem-solvers as described in the next section. In sum, the redesigned curriculum reflects a recognition that for students to be successful in the 21st century workplace, they must develop a “toolkit” consisting of the (a) specialized knowledge of a major, (b) ability to draw on information from other disciplines, and (c) intellectual skills. The Maverick Milestone and capstone courses in the major provide opportunities for students to practice solving complex, unscripted problems, just as they will encounter in real world situations. These experiences are viewed as preparation, not only for their first position after graduation, but also as transferable knowledge and skills that will be valuable throughout their lifetime.

The next steps in curriculum redesign involve implementation of three projects. The first is continuing to expand interdisciplinary expectations in the major. While some disciplines encourage this approach, it is uneven across the academic departments and some commonality should exist. The second project is piloting two sections of the interdisciplinary Maverick Milestone and its co-requisite, Essential Speech. In Fall 2015, one section will focus on Success and You, taught by faculty members from English and Business; the second section – Technology and Empire – will be offered by professors in History and Political Science (see Appendix D for details).

The third project is the development and use of software that combines ePortfolio and Assessment Systems. Both elements of the system will contribute to student learning. The ePortfolio software enables students to demonstrate the content and competencies they have learned through the collection of artifacts they have completed during their college career. It also requires that students write paragraph-length reflections about what they have learned, an activity that research has shown to deepen the learning process. The assessment system supports data collection on students' work from which reports are generated. These reports document where student learning has been successful - measured by gains in student proficiency levels - as well feedback on where faculty need to make improvements to programs.

In the area of strengthening academic programs, future efforts will continue to focus on building on recent successes in the assessment of student learning. The single subcomponent of the 2013 self-study, in support of Colorado Mesa University's reaffirmation process, where the University was not fully compliant was in assessment. Future plans need to address a campus-wide instrument and the incentives necessary to increase student participation and commitment to that test. Second, assessment methods were piloted in Summer and Fall 2014 to measure achievement of the Essential Learning SLOs. Determining the appropriate artifacts of student work and finalizing a reliable rubric with actionable performance indicators continues to be a challenge. Third, additional SLOs may be considered in

the future, such as ethical reasoning. Originally, information literacy was viewed as a potential additional outcome, but work on the critical thinking SLO has led to information literacy becoming a component of that outcome.

4) Strengthen academic programs within available resources and student demand through accountability processes.

- a) Program level activities related to assessment of student learning and program review. The University has implemented processes to evaluate the quality of academic programs and to strengthen them as warranted, particularly through significant gains in the assessment of student learning. As described in Goal 1, campus-wide outcomes were identified and programs have developed measures and begun collecting data.

By way of background, each academic program is reviewed on a six-year cycle, initially by completing a self-study and secondly by an external reviewer. With the beginning of the second cycle, the program review process expanded by embedding the assessment of student learning into the program review process, a logical step in that both processes share the goals of improving program delivery and student learning. Also introduced with the second cycle was a summary of the external reviewer's findings. While programs obviously vary by content, the summary ensures a consistent set of evaluative elements is used across all academic programs.

A major step forward in the assessment effort is the result of members of the Faculty Senate Assessment Committee working more actively as assessment advisors within their departments. Among the committee's key accomplishments have been:

- The Assessment Committee assigned sub-groups for each academic program to review assessment plans and reports and provide constructive feedback to the program faculty at individual program meetings. The purpose was to improve the quality of the feedback and to encourage two-way communication between faculty and the Assessment Committee.
- All baccalaureate programs provided assessment plans to the Assessment Committee in Fall 2013, followed by all associate and certificate programs in Spring 2014.

Complementing the work of the Assessment Committee, faculty members developed curriculum maps to align each course with their program student learning outcomes (SLOs) in 2013. In Fall 2014, faculty members implemented their assessment plans and have been working on closing the assessment loop by using the assessment data to make program improvements.

During nearly every semester since January 2012, faculty professional development sessions have been held to assist faculty members in writing and improving SLOs and making the assessment process more manageable and the results more meaningful (see Goal 3, Objective 3).

- b) Institutional level activities related to assessment of student learning. Early results from the administrations to date of the ETS Proficiency Profile – selected to measure student proficiencies at the institutional level – have been less than acceptable. Students do not take the exam seriously as there are no consequences in doing so, and some faculty question how well the standardized questions align with CMU's course content. What is clear, however, is that the effort to use an instrument that produces data for comparison with national norms has not yielded meaningful feedback to support programmatic improvement.

Yet another campus-wide accountability project is based on the level of satisfaction that students have with a program and, more generally, the University. Until recently, the University relied on the ACT Student Satisfaction Survey for an annual measure of the perceived quality of students' experiences at CMU. With the discontinuation of the ACT survey in 2013, the University changed to the Student Satisfaction Inventory, developed by Noel-Levitz. While the survey contains dozens of student responses grouped into categories that include instructional effectiveness, campus diversity, safety and security, and service excellence, the most insightful are the items shown in Table 15.

- 5) Align financial aid packaging strategies and funding with student success outcomes.** CMU has been successful in recruiting academically-prepared undergraduates, and not surprisingly, these students are associated with the strongest levels of success as measured by retention rates. Merit-based scholarship programs have been among the most effective tools for recruiting high achieving students and well-received by CMU students and their families.

To support this growth in qualified students, CMU has increased its total institutional financial aid commitment from all sources by 104%, from \$5.8 million in FY 2009-10 to \$11.8 million in FY 2014-15. By way of context, the University increased its tuition at a substantially lower rate – by 36% – for the same timeframe. Further, having students with higher academic standards apply to Colorado Mesa University, as documented by the steady uptick in the average admissions index, has the added benefit of a higher success rates than students who have not been awarded scholarships (Table 16). Given that student success is an element in the state's performance funding, the gains in these rates have serious financial implications for the University

Table 15. SELECTED QUESTIONS FROM THE 2014 STUDENT SATISFACTION INVENTORY

Survey Item	CMU	Nat'l 4-Yr Publics
Item 1: So far, how has your college experience met your expectations?		
1=Much worse than expected	1%	2%
2=Quite a bit worse than I expected	1%	2%
3=Worse than I expected	6%	10%
4=About what I expected	37%	36%
5=Better than I expected	29%	24%
6=Quite a bit better than I expected	13%	12%
7=Much better than expected	9%	11%
Average	4.74	4.60
Item 2: Rate your overall satisfaction with your experience here so far.		
1=Not satisfied at all	0%	1%
2=Not very satisfied	1%	3%
3=Somewhat dissatisfied	5%	7%
4=Neutral	8%	11%
5=Somewhat satisfied	16%	19%
6=Satisfied	47%	39%
7=Very satisfied	19%	17%
Average	5.59	5.28
Item 3: All in all, if you had to do it over, would you enroll here again?		
1=Definitely not	2%	4%
2=Probably not	4%	7%
3=Maybe not	3%	6%
4=I don't know	8%	9%
5=Maybe yes	11%	12%
6=Probably yes	35%	29%
7=Definitely yes	33%	31%
Average	5.67	5.33

Source: Noel-Levitz Student Satisfaction Inventory, 2014

Table 16. COMPARISON OF SUCCESS OF FIRST-TIME, FULL-TIME, BACCALAUREATE-SEEKING STUDENTS BY AID STATUS

	No Institutional Aid			Institutional Aid - Scholarship		
	#	Avg Index	% Success	#	Avg Index	% Success
Fall						
2009	539	96	60%	393	114	74%
2010	587	96	56%	487	112	76%
2011	674	96	55%	584	113	74%
2012	740	98	59%	449	114	74%
2013	488	99	56%	602	115	75%

As Table 5 indicated previously, merit scholarship awards specifically for the most highly prepared incoming students – the MavScholars – have steadily increased, both in the number of offers and the percentage of students accepting their scholarship. In the Fiscal Year 2010-11, only 47% of the 117 students accepted their scholarships, but by FY 2014-15, 206 students (or 60.2%) of awarded students accepted their scholarships.

Beyond recruiting new students, three out of every four return for their second year at CMU. Their longer-term commitment to CMU is reflected in Table 17 which shows the growth in the total number of new and continuing MavScholars. By FY 2014-15, there were 993 enrolled at CMU, representing more than 10% of the total institutional enrollment. The growth in the number of MavScholars who continue enrolling into upper division courses is beginning to have a positive impact on CMU's graduation rate, again a benefit as it relates to the performance contract's metrics.

Table 17. COMPARISON OF TOTAL ANNUAL FUNDING OF THE MAVSCHOLARS PROGRAM, FY 2010/11 - 2014/15

MavScholar Award Level	FY 2010-11		FY 2011-12		FY 2012-13		FY 2013-14		FY 2014-15	
	# Students	Funding	# Students	Funding	# Students	Funding	# Students	Funding	# Students	Funding
Distinguished (In-State)	153	\$903,108	200	\$1,015,144	249	\$1,267,963	298	\$2,049,004	394	\$2,435,064
Distinguished (Out-of-State)	-	-	-	-	-	-	12	\$47,500	23	\$97,500
Trustee	175	\$404,687	226	\$479,074	240	\$613,486	265	\$657,613	301	\$603,921
President's	234	\$434,500	299	\$522,583	237	\$446,593	261	\$532,664	275	\$438,141
Totals	562	\$1,742,295	725	\$2,016,801	726	\$2,328,042	836	\$3,286,781	993	\$3,574,626

Work-study programs have also been shown to improve student retention. To further align financial aid packaging with student success and adjust for the fairly flat work-study funding from state and federal sources, CMU designed MavWorks, an institutional work-study program funding students with a minimum grade point average of 3.0. As Table 18 shows, MavWorks participants have averaged an admissions index that has been as much as 10 points higher than the average index for non-work-study students and several points greater than recipients of federal or state work-study funds.

Begun in 2010, the total number of MavWorks participants is relatively small, but these students have achieved a slightly higher level of success than other work-study students. Funding of MavWorks has increased from an initial base of \$46,268 to \$429,645 in 2014, because of the program's success. It should be noted that for FY 2014-15, CMU received a significant increase in Colorado Work-Study funding.

**Table 18. RETENTION OF FIRST-YEAR STUDENTS WHO RECEIVED
WORK-STUDY FUNDS, FALL 2009 - FALL 2013**

Fall	Work Study Type	Headcount	Retained	Retention	Avg Index
2009	No Work Study	1,508	842	56%	96.7
	Federal/State Work Study	158	105	66%	99.7
2010	No Work Study	1,810	969	54%	96.1
	Federal/State Work Study	108	68	63%	100.1
	MavWorks	34	24	71%	105.6
2011	No Work Study	1,975	1,093	55%	96.6
	Federal/State Work Study	134	100	75%	103.0
	MavWorks	32	28	88%	106.1
2012	No Work Study	1,945	1,058	54%	96.6
	Federal/State Work Study	79	62	78%	106.7
	MavWorks	37	29	78%	106.0
2013	No Work Study	1,949	1,070	55%	96.7
	Federal/State Work Study	179	126	70%	105.1
	MavWorks	43	32	74%	107.5

Colorado Mesa University has developed numerous partnerships with external organizations that use additional criteria to make their awards. Among these external organizations are Mesa County School District 51, the Guardian Scholars Foundation, the Denver Scholarship Foundation, the Boetcher Foundation, the Daniel’s Foundation and the Brownson family. In 2014, the University successfully earned designation as a Reisher Scholars campus, providing \$320,000 of additional merit/need-based aid to Colorado students meeting specific criteria. Total Reisher scholarship funding is expected to reach \$750,000 annually once the program is fully implemented. The relationship with the Reisher, Guardian, and Daniels Foundations has had the added benefit of helping to underwrite a position at CMU – the Manager of Student Cohorts – who responsibility is to oversee the relationships with these foundations and ensure a smooth transition for the scholarship students from high school to college.

Last, CMU recently developed two new programs using financial aid to enhance the likelihood that recipients will be successful. An Earned Merit Award was started in Fiscal Year 2013-14 as a merit scholarship for students who completed 30 credit hours at CMU with at least a 3.75 grade point average but were not awarded a merit scholarship at the time they entered the institution. To reduce the success gap between students living on-campus with those who reside off-campus, a Mesa County Housing Scholarship was started in Academic Year 2014-15. It is too early to determine the success of either of these programs.

b. Western Colorado Community College (WCCC) as an institution of access, affordability, and excellence that complements Colorado Mesa.

WCCC has worked to become an institution of access, not only for those individuals seeking a two-year degree or certificate in career and technical education (CTE), but also to offer opportunities for employees in business and industry, those who are unemployed, students enrolled in secondary education, and the community as a whole. Expanding technical programs and courses, developing various pathways for students of all ages, and heightening community awareness are critical steps that WCCC is taking as it continues its development.

By way of context, WCCC has significantly grown its credit hour generation for career and technical education programs over the past ten years as shown in Table 19. Some of this growth has been due to the addition of various career and technical programs, while the enrollment increase also is associated with the economic recession that began in 2008. These diverging trends, shown in Figure 8, are consistent with higher education enrollments historically whereby job losses often lead to unemployed individuals returning to school in order to upgrade their skills or train for a different type of employment.

Table 19. WCCC CREDIT HOUR PRODUCTION FOR CAREER AND TECHNICAL EDUCATION, FY 2004-2005 AND FY 2010/11 THROUGH 2014-2015

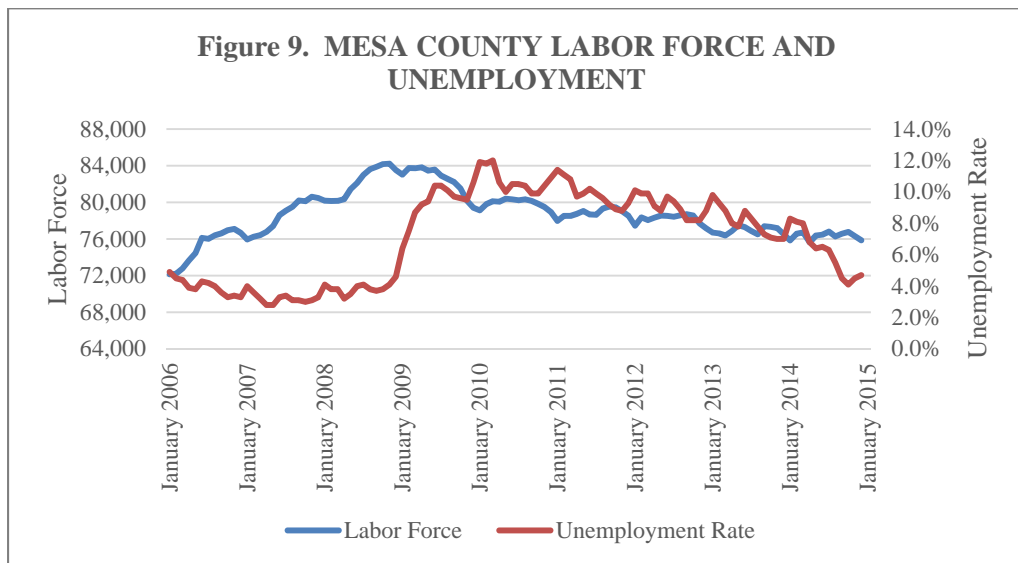
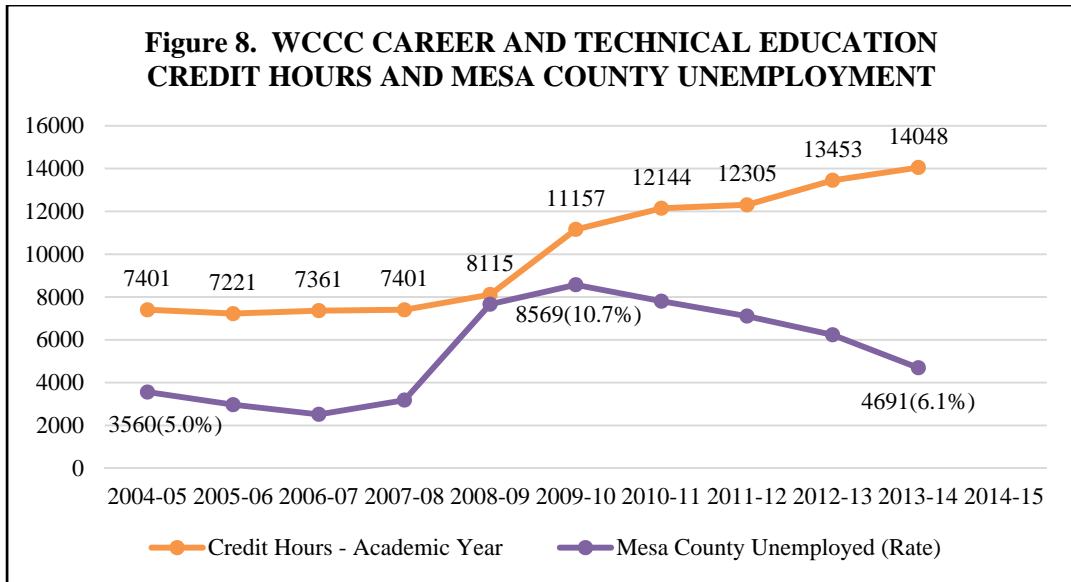
Year	CTE Credit Hours*	CTE FTE
2004-05**	8,735	291.2
2010-11	13,299	443.3
2011-12	13,345	444.8
2012-13	14,666	488.9
2013-14	15,788	526.3
2014-15	14,889	496.3

*Includes Technical Scholars

**Developmental Education was not under WCCC in 2004-2005

Also noteworthy is the fact that WCCC’s growth occurred at the same time that laborforce participation was declining in Mesa County due to the exodus of employers, primarily in the oil and gas industries, that began in 2008 (Figure 9). Laborforce participation peaked at the end of 2008, while the county’s unemployment rate exceeded 12% a year later.

Since then, the participation and unemployment rates have been on a downward trend that would suggest a likely decline in the Community College’s enrollments. But as Table 19 documents, WCCC credit hour generation generally increased over the planning period until the most recent fiscal year when credit hour generation returned to FY 2009-10 levels. The early 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.



Objectives:

- 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.**
- 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.**

Note: Because the two objectives are related to highly intertwined processes, the following discussion addresses them together and is organized by the stakeholder group with whom WCCC is engaged or serves.

a) Recruitment and Enrollment

A recruitment plan for WCCC was implemented in 2014 following focus group meetings of high school students and working, as well as unemployed, adults. To heighten WCCC brand awareness, a marketing campaign was designed for community college students and tagged as “training you need for the future you want.” The goal of the campaign is to provide greater differentiation of the community college’s programs from CMU's to potential and current students. This has involved website redesign and development of brochures for each CTE program that can be used at career fairs as well as high school and adult recruiting events.

The campaign distinguishes between marketing to traditional vs. adult students. Marketing to the adult population has focused on both employed and unemployed individuals whose interests may be credit and/or non-credit courses. The current programming is a media mix of radio, television, print, billboards, and online, with direct mailers to all household in Mesa County planned for 2016. The campaign was further refined according to the community college's stakeholders, and some of WCCC's efforts are described below.

(1) Business and Industry

The most significant program linking WCCC with its business and industry partners is the training by a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant of \$2.5 million. Funded for the period October 1, 2012 through September 30, 2016, the purpose of the program is for colleges to

. . . expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who eligible for training under the TAA [Trade Adjustment Assistance] for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.⁷

Through the TAACCCT grant, WCCC has offered six 16-week certificate programs tailored to industry specifications and job demands in Process Systems Technology, Technology Integration, Engineering Technology, and Welding Technology. Training should lead to job opportunities in manufacturing, information technologies, natural and renewable energy, and industrial operation industries.⁸

⁷ U.S. Department of Labor, Employment and Training Administration (<http://doleta.gov/taaccct/>).

⁸ More specifically, the credentials that WCCC developed were: Certified Control Systems Technician Certificate; Computer Maintenance & Repair Technical Support Specialist Certificate; CISCO Certified Networking Technician Certificate; Associate Electronics Technician (CETa) Certificate; CNC Machinist Certificate; and Basic Welder Certificate.

The effort has not been as successful as initially designed. The original goal projected enrollments of 10 students per certificate program each semester. While laudably ambitious goals, only 44 individuals have completed a program during the first four semesters of implementation that was projected to enroll 240 in that timeframe. Fewer unemployed individuals were willing to participate despite direct calls and mailers sent to names listed in the Mesa County Workforce Center database. The certificate programs were designed to be completed in one semester. Separately, most adult students were unable to complete the certificate program in this timeframe, largely because they had to work to support themselves or their families. Finally, the desire to offer six programs, rather than focusing on two or three, diluted the student pool to the point that class sizes were very small.

That said, faculty and staff members gleaned insights about adult students that WCCC can potentially serve. Faculty members are in the process of focusing on fewer certificate programs to better meet the needs of the student population. Resulting from meetings with employers in the manufacturing industry and staff from the Workforce Center, alternative approaches have been identified and are now in the earliest stages of implementation. Employers are asking for accelerated, four-week evening course sequences that advance students to the next course. The intent is that this approach will enable students to gain skills from courses that aid their job search for entry level jobs. Employers, in turn, are assisting with students' tuition as their skills improve, leading to the next pay grade. This type of financial support has led to employees being recruited by WCCC in teams rather on a one-by-one basis. Finally, in collaboration with businesses and the Workforce Center, WCCC is sharing information on potential employees for businesses to hire.

Additionally, business and industry partners serve on program-specific advisory committees, giving guidance on new program development and subsequent evaluations. Since Fall 2010, WCCC has initiated new programs at its Bishop campus that are listed in Table 20 and expanded offerings in Montrose in Medical Office Assistant, Early Childhood Education, and Manufacturing.

Table 20. NEW WCCC PROGRAM ADDITIONS SINCE 2010

Implementation Term	Award Level	Program
Fall 2010	AAS	Water Quality Management
Fall 2011	Certificate	Medical Office Assistant
Fall 2012	AAS	Medical Office Assistant
	AAS	Sustainable Agriculture
Spring 2013	AAS	Wildland Fire Management
Fall 2013	Certificate and AAS	Baking and Pastry
	AS	Agriculture Science - has an articulation agreement into the B.S. in Agriculture at Colorado State University

(2) Community Education

Of particular note is WCCC's growth in non-credit education opportunities offered through its Community Education Center (CEC) (Table 21). Marketing for these classes has grown from a one-page insert in the local newspaper in 2009 twice a year to a 14-page mailer to approximately 50,000 households three times per year, promoting the WCCC brand, educational opportunities, and summer camps. These programs enable community members to enhance their skills in business as well as pursue various avocations. These opportunities have led some students to subsequently enroll in credit-bearing courses.

Table 21. SUMMARY OF WCCC COMMUNITY EDUCATION CENTER REGISTRATIONS AND REVENUES

Fiscal Year	Total Duplicated Registrations	Gross Revenues	Net Revenues
2009-10	158	\$30,827	\$18,982
2010-11	873	\$107,203	\$26,945
2011-12	2,031	\$228,000	\$67,400
2012-13	2,685	\$289,310	\$51,749
2013-14	2,937	\$293,554	\$70,938
2014-15*	3,162	\$279,262	\$77,719

*As of April 3, 2015.

In 2013, CEC initiated customized employee training for local businesses in areas such as hazardous materials, OSHA, LEAN Manufacturing, Excel, and PowerPoint, among others. The center has become increasingly self-sustainable as it continues to extend its reach. Plans for 2015 include delivery of business offerings in the Montrose area.

(3) High School Students (Concurrent Enrollments)

Concurrent enrollment of high school students grew over the first three years of the planning period, particularly as a result of WCCC's partnership with Mesa Valley School District 51, but declined in the past two years (Table 22). The offerings with the school district are communicated through the district's ParentVue, high school counselors, and the community college's website. These recruitment efforts are complemented by yearly tours of the Bishop campus for all sophomores in the local school district in January and February, just prior to the student's course registration for the upcoming year. Further, WCCC coordinates closely with school districts on the ASCENT program in which school district pays for the first year of a student's college education.

One of the more popular programs currently is the Technical Scholars program, begun in Fall 2011 when the local school district made a commitment to fund high school students who normally could not afford to enroll for college credit. The agreement allows for these students to receive college credit when they

graduate from high school. As a result, the Technical Scholars program now generates more than 1,700 credit hours annually.

Table 22. HIGH SCHOOL CONCURRENT ENROLLMENTS BY CREDIT HOURS BY CATEGORY OF HIGH SCHOOL STUDENT, FY 2010-11 THROUGH FY 2014-15

Region	Enrollment Category	Credit Hours in FY -					2013/14 - 2014/15 % Chg	5 Year % Chg
		2010-11	2011-12	2012-13	2013-14	2014-15		
District 51*	ASCENT	0	202	13	132	158	19.7%	-
	Early Scholar	1,332	249	457	372	450	21.0%	-66.2%
	HS Developmental	159	111	153	116	60	-48.3%	-62.3%
	HS Scholar	477	1,509	1,484	1,245	851	-31.6%	78.4%
	Technical Scholar	378	491	1,394	1,800	1,708	-5.1%	351.9%
Totals		2,346	2,562	3,501	3,665	3,227	-12.0%	37.6%
Mesa County	ASCENT	0	202	13	146	172	17.8%	-
	Early Scholar	1,502	339	653	667	676	1.3%	-55.0%
	HS Developmental	168	111	178	125	64	-48.8%	-61.9%
	HS Scholar	477	1,503	1,464	1,251	851	-32.0%	78.4%
	Technical Scholar	378	491	1,394	1,800	1,708	-5.1%	351.9%
Totals		2,525	2,646	3,702	3,989	3,471	-13.0%	37.5%
All Regions	ASCENT	0	354	42	235	291	23.8%	-
	Early Scholar	1,678	560	988	762	791	3.8%	-52.9%
	HS Developmental	180	117	244	129	80	-38.0%	-55.6%
	HS Scholar	3,605	6,068	5,940	5,640	2,114	-62.5%	-41.4%
	Technical Scholar	387	515	1,404	1,803	1,722	-4.5%	345.0%
Totals		5,850	7,614	8,618	8,569	4,998	-41.7%	-14.6%

*Note that some Mesa County District 51 students are not Colorado residents, possibly due to being a member of a military family from another county or state. As a result, the district's total can exceed that for Mesa County.

In terms of academic coursework, WCCC has agreements with high schools in Mesa County in addition to secondary schools in Delta, Montrose, Ridgway, Ouray, Norwood, DeBeque, and Plateau Valley for its High School Scholars Program. Concurrent enrollments in these courses reached a high in FY 2011-12 and have since declined significantly primarily due to two factors: 1) other colleges are offering concurrent programs (site-based and online) in the 14 Western Colorado counties, and 2) CMU's enforcement of requirements to ensure the comparability of quality in course delivery (i.e., instructor credentials; course content; equipment/software needs) which were not being met by some school districts.

(4) Middle School Summer Camps

Middle school career fairs, school counselors, print ads, and ParentVue are the primary outlets for marketing middle school summer camps. Beginning in Summer 2009, WCCC offered its first camp – Protocamp – for approximately 20 middle-schoolers. Enrollments have consistently grown and programs now include a chef camp (levels 1 and 2), multimedia (6 categories of animation, comic books creation and video storytelling), auto mechanics, and babysitting. A

high school camp in crime scene investigation also is offered. A summary of camp participation is shown below (Table 23).

**Table 23. PARTICIPATION IN WCCC
MIDDLE SCHOOL CAMPS, 2011 - 2015**

Summer (Year)	Total Duplicated Registrations
2011	41
2012	100
2013	104
2014	182
2015*	305

*As of June 16, 2015.

Through a matching grant with the El Pomar Foundation, some campers have attended the programs through need-based scholarships. The scholarships provide up to \$2,000 per year for the first two years of college if students persist through summer camps and continue on through WCCC's concurrent enrollment program.

b) Retention

The retention rate for WCCC is an area that needs improvement as Table 24 shows. The success rates for certificate awards were stronger earlier in the planning period, while the rates for students pursuing an A.A.S. – which include completions as well as retention – have varied in the low to mid-50 percent range. During the planning period, the economic recession on the Western Slope of Colorado resulted in many residents leaving the community, or enrolling in a few courses and then moving on to their next job. As WCCC faculty and staff have given more attention to student retention, they are meeting with current students, advisors, and staff from the Mesa County Workforce Center to discuss next steps for continuing education and available tuition assistance.

In terms of success over the past five years, students in seven of 13 programs had rates of retention or employment in related field that met or exceeded statewide averages for similar programs annually. All other WCCC programs met or exceeded statewide rates in at least three of the last five years.

Table 24. WCCC SUCCESS RATES FOR THE FIVE-COUNTY SERVICE REGION*

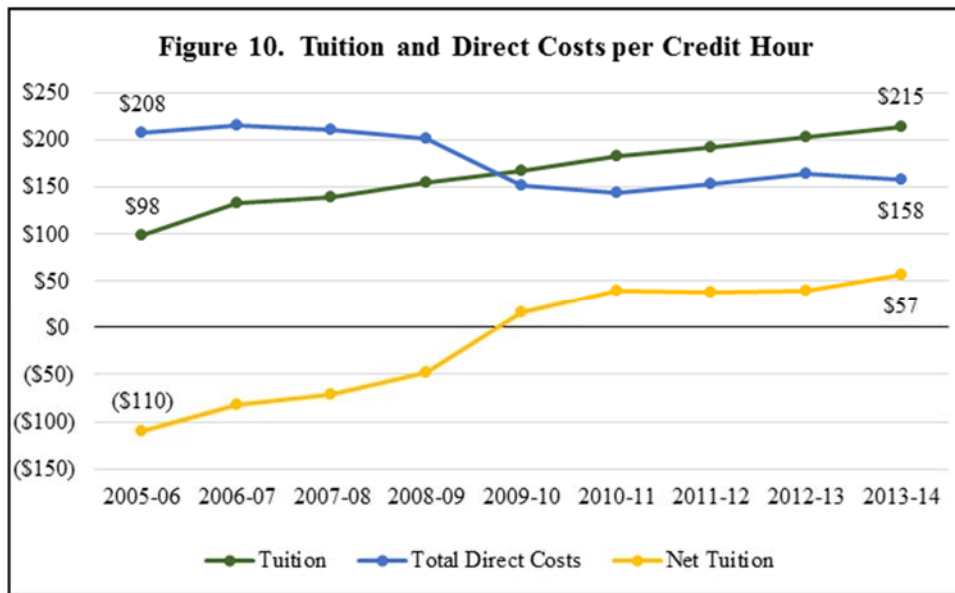
Award Level	Fall Cohort** Entering in -					1 Year % Chg	5 Year % Chg
	2009	2010	2011	2012	2013		
Certificate	84.8%	54.5%	58.3%	68.8%	50.0%	-27.3%	-
Cohort Size	33	33	24	32	30	-6.3%	-9.1%
AAS	57.8%	52.2%	53.8%	55.6%	54.8%	-1.4%	-5.2%
Cohort Size	83	90	78	45	73	62.2%	-12.0%

*The 5-county service region includes Delta, Mesa, Montrose, Ouray, and San Miguel Counties

**Cohorts consist of only programs delivered by WCCC

c) Finance

WCCC programs are vocational and technical, and they tend to be high cost and price sensitive. As Figure 10 reflects, only recently has WCCC tuition begun to cover the direct cost of instruction. Total cost, which includes indirect expenses such as facilities, equipment, financial aid, and registration, has been, and most likely will continue to be, underwritten by CMU's general institutional revenues.



3) Strengthen integrated coursework in career and technical education to develop critical thinking and team-building skills through close ties with business and industry.

As part of developing assessment plans for all WCCC programs, student learning outcomes have been defined for each and include technical skills, critical thinking, and team-building. The POST program, for example, requires participation in one service and one legacy project per academy. Students much directly interact with members of the local community as part of developing their team-building skills, and the projects have the added benefit of broadening the program's visibility.

2. Goal: To implement a financial structure that results in a sustainable funding base for the institution.

Objectives:

a. Reduce reliance on state support.

Odd as it may seem, given the growth and expansion that the University has experienced in the recent past, Colorado Mesa, along with other higher education institutions across the nation, sits on the edge of a financial cliff. The elements of this precipice are well-documented and include:

- the effect of the Affordable Care Act (ACA) leading to a growth in Medicaid even faster than in the past;
- revenue and spending limits in the Colorado Constitution (i.e., Taxpayer Bill of Rights (TABOR));
- mandated increases in K-12 spending, also locked into the Colorado Constitution by what was then Amendment 23; and
- failure of state appropriations to maintain per-student funding levels over the past ten years.

Study after study has concluded that, absent the electorate approving a tax increase or a change in the State's constitutionally-mandated appropriations, the trends shown in Figure 11 will continue and higher education's funding will be crowded out primarily by Medicaid spending and K-12 increases.

1) Shifts in State Funding

If one looks at the history of state appropriations, the long-term trends described above are clear. Figure 12 below documents that prior to the Affordable Care Act and Amendment 23, spending for Medicaid and K-12 grew significantly as did funding for Corrections. The combination resulted in a dramatic shift in the share of the State's General Fund away from higher education.

2) Colorado Mesa University Funding

The solution to this changing environment is multi-faceted and requires CMU to be increasingly entrepreneurial and adaptive. The range of possibilities include

- evaluating CMU's pricing power;
- increasing enrollments leading to declining marginal costs;
- growing out-of-state and out-of-country enrollments;
- being innovative;
- containing costs and increasing efficiencies;
- continuing contribution to a rainy day fund;
- having a positive operating margin;
- raising external funds; and
- investing strategically in the physical plant.

Figure 11. SHIFTS IN CMU FUNDING, FY 2001-02 THROUGH FY 2013-14

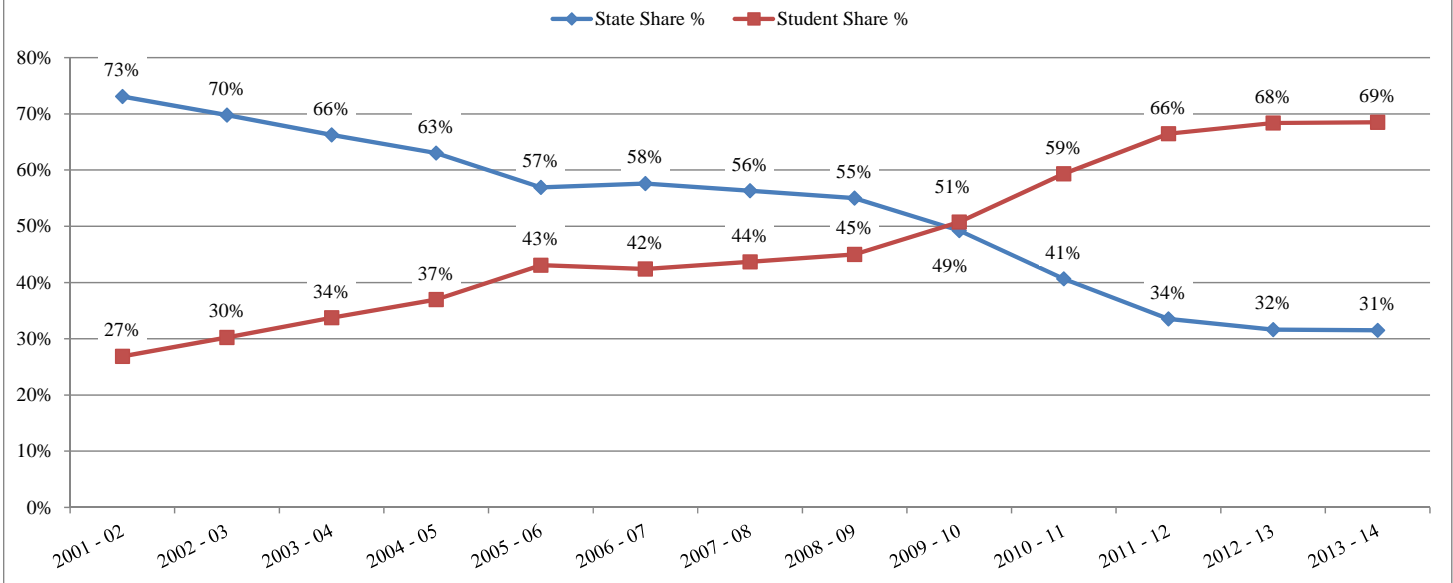
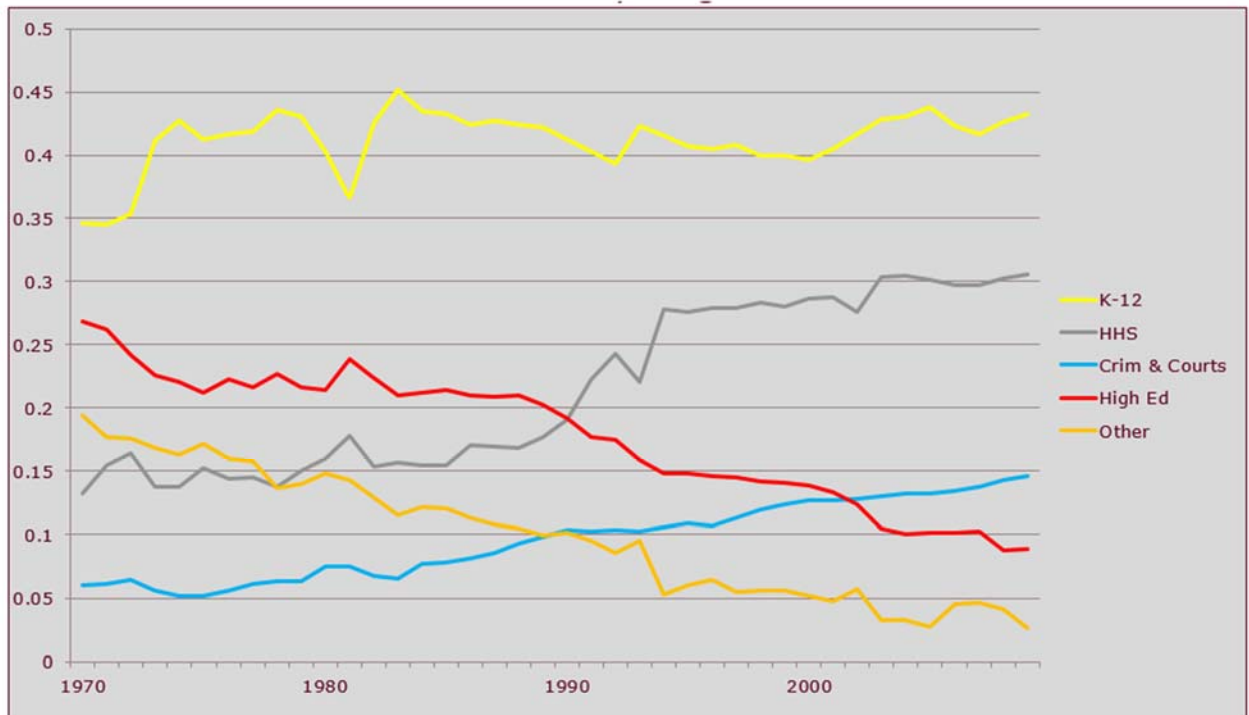


Figure 12. SHARE OF GENERAL FUND BY PROGRAM: 1970-2010



Over the past five years, CMU has restrained the rate of increases in tuition, fees, and auxiliary rates (Table 25). The outcomes are that 1) CMU is a great value and 2) CMU's tuition and fees compare quite favorably to other colleges and universities both in Colorado and in states participating in the Western Undergraduate Exchange (Tables 26 and 27). In both sets of comparisons, Colorado Mesa is much more affordable than most.

**Table 25. CHANGES IN CMU TUITION,
FY 2009-10 THROUGH FY 2015-16**

Fiscal Year	Chg from Prior Year
2009-10	n/a
2010-11	9.0%
2011-12	5.5%
2012-13	5.6%
2013-14	5.5%
2014-15	5.8%
2015-16	5.5%

Note: Based on student's share of resident undergraduate rate per credit hour (i.e., tuition adjusted for COF).

**Table 26. COLORADO RESIDENT UNDERGRADUATE
BASE TUITION AND FEES,* FY 2014-15**

Institution	Tuition	Fees	Total
Colorado School of Mines	\$14,790	\$2,128	\$16,918
University of Colorado - Boulder	\$9,048	\$1,741	\$10,789
Colorado State University	\$7,868	\$2,029	\$9,897
University of Colorado - Denver	\$8,760	\$1,078	\$9,838
University of Colorado - Colorado Springs	\$7,710	\$1,433	\$9,143
Adams State University	\$5,160	\$2,855	\$8,015
Western State Colorado University	\$5,539	\$2,335	\$7,874
Colorado State University - Pueblo	\$5,824	\$2,010	\$7,834
University of Northern Colorado	\$6,024	\$1,709	\$7,733
Colorado Mesa University	\$6,812	\$813	\$7,625
Fort Lewis College	\$5,544	\$1,708	\$7,252
Metropolitan State University of Denver	\$4,973	\$1,097	\$6,070

*Based on 30 semester credit hours

Source: Colorado Department of Education, Tuition and Fee Report.

**Table 27. IN-STATE TUITION AND FEES IN WUE STATES
COMPARED TO CMU's WUE RATE***

State/University System	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
University Of California	\$34,156	\$37,244	\$36,089	\$36,116	\$36,212
Arizona	\$21,288	\$22,724	\$23,355	\$24,026	\$25,088
Washington	\$22,930	\$20,773	\$22,513	\$23,054	\$24,088
Colorado	\$26,294	\$20,761	\$22,736	\$22,211	\$23,722
Oregon	\$22,636	\$19,912	\$21,820	\$22,695	\$23,580
Hawaii	\$21,536	\$19,034	\$20,031	\$21,208	\$22,445
Nevada	\$18,915	\$19,835	\$20,504	\$20,497	\$20,525
Idaho	\$15,889	\$17,125	\$18,065	\$18,065	\$19,711
Alaska	\$15,815	\$17,088	\$18,238	\$18,901	\$19,631
Montana	\$18,732	\$17,030	\$17,837	\$18,275	\$18,720
Utah	\$17,319	\$15,741	\$16,644	\$17,419	\$18,181
California State University	\$16,340	\$17,681	\$17,772	\$17,855	\$17,919
Wyoming	\$12,237	\$12,855	\$13,428	\$14,124	\$14,876
New Mexico	\$17,686	\$13,317	\$13,561	\$13,909	\$14,139
North Dakota	\$16,225	\$12,497	\$11,850	\$12,245	\$12,657
CMU WUE Rate	\$9,512	\$9,812	\$10,135	\$10,650	\$11,268
South Dakota	\$8,100	\$8,841	\$9,427	\$9,861	\$10,437

Source: WICHE, Tuition & Fees in Public Higher Education in the West.

*Based on 30 semester credit hours

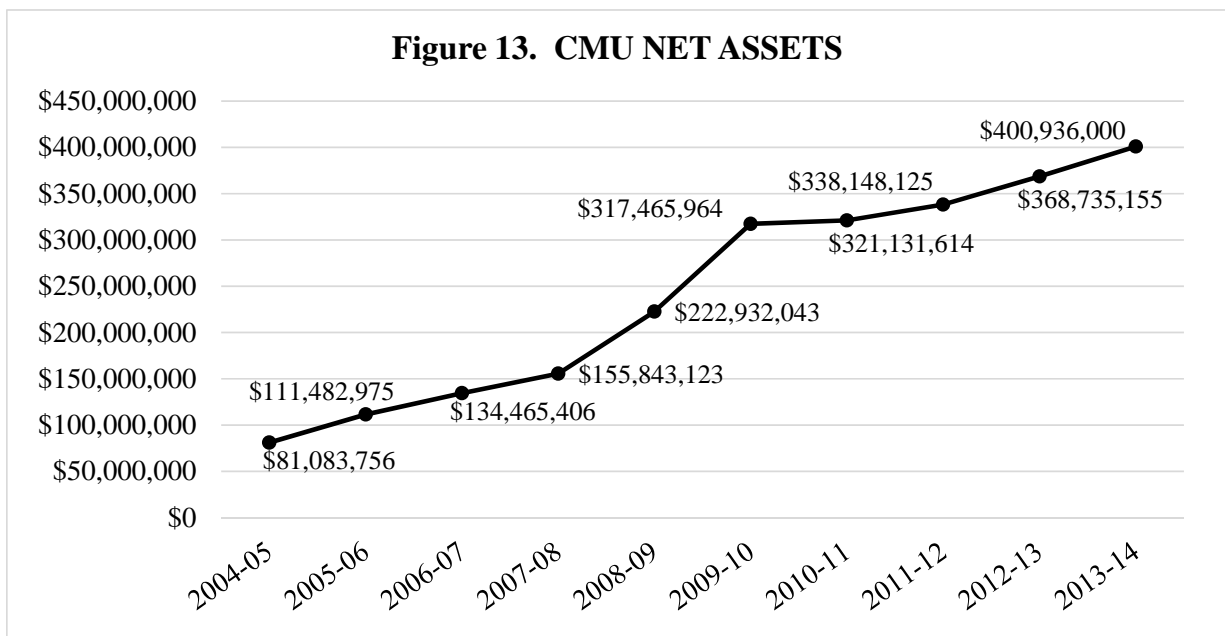
CMU has also experienced solid enrollment growth over the planning period, serving 8,130 students in Fall 2010 up to 9,116 students in Fall 2014 and a projected increase of another 3% for Fall 2015. At the same time, the growth in out-of-state students has been particularly strong (+33%), and the number of international students, while small in number, nonetheless has grown by 22.5%. These students require additional services, but they also have contributed to the increase in auxiliary operating revenue from \$18.7 million in FY 2009-10 to \$28.2 million five years later.

Over the planning period, CMU has continued to identify ways to be efficient in its delivery of programs and services. Those cost efficiencies range from conservatively growing the number of full-time faculty positions to developing the region's largest renewable energy ground-source heating and cooling system (see Goal 2, Objective c). A 2009 review of academic programs, in the context of CMU's role and mission, needs to be revisited and expanded to include all support units while the University seeks better, more cost efficient ways of doing business (see Goal 2, Objective d).

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. Further, 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 pursued alternative funding through grants, such as the Federal Mineral Lease Grant, as well as revenues from a phone tower, building and housing rentals, Procard rebates, a contract with PepsiCo, and acquisition of the nearby Domino’s property as a rental investment, all of which supplement traditional revenue streams. Rental of campus spaces for catered events, particularly in the University Center, has helped to underwrite other University priorities. Acquiring a liquor license and improving the quality of service with partner/vendor Sodexo has been key to this effort. Auxiliary operating revenues for FY 2014-15 equaled \$28.2 million, or approximately 27.8% of the University’s operating revenues.

Finally, in addition to growing its revenue sources and cash reserves, the University has also significantly grown its net assets over the past ten years as shown in Figure 13. Student residence halls and social interaction spaces have contributed to CMU’s growth, play a role in improving student retention, and are needed to accommodate the significant growth in non-resident students. Buildings – both specialized facilities and general classrooms – are outfitted with high quality technologies and driven by academic program needs. The goal remains to provide a holistic and exceptional learning environment as CMU prepares for the future at a time of uncertain state funding.



b. Maintain financial strength through prioritization of program development and offerings.

Throughout its history, the University has added to its program inventory through thoughtful, deliberate processes. Primary emphasis has been, and continues to be, on the delivery of those degree and certificate programs that support the economic development of Western Colorado. As faculty members propose new offerings, a key consideration is Colorado's employment needs, and more particularly, those of the 14 counties for which CMU is the primary educational provider. Additionally, graduate program development

has been limited, to date, to those programs that show a strong connection to regional needs: business, education, and nursing. Finally, nine new programs have been structured as career ladders to advance educational attainment in the region for the broadest possible range of Western Coloradoans.

Over the past five years, the addition of new programs has not been as aggressive as in the previous planning period as the University now offers a fuller array of programs, particularly at the baccalaureate level. Table 28 summarizes the new curricula that have been approved: two graduate and one baccalaureate degrees, nine majors, eleven certificates at various levels, three minors, and six concentrations.

CMU reviews each existing academic program on a six-year cycle, based on a self-study by program faculty, a section of which describes program improvements that have been made since the prior review. The internal assessment is then followed by an evaluation by an external reviewer from that field at a similar type of institution as CMU. Both faculty members and the reviewer make recommendations for improvements that become the basis for on-going planning, addressing issues such as program redirection as a discipline evolves, ensuring current content, curricular restructuring, changes to course delivery, and advising needs. Additionally, the decision can be made to deactivate programs due to low student demand. For example, following a review and discussions with local healthcare agency representatives, the Paramedic program stopped admitting majors in early 2013. In Spring 2015, the same action was taken on the B.A.S. in Public Administration/Public Safety. In both cases, program quality was not the issue; rather, the small enrollments for each program did not justify resource investments.

By contrast, graduate program development has been limited, to date, with Nursing at the master's and doctoral levels added in Academic Year 2010-11 to the previously-approved master's-level business and education programs. Each of these additions has shown a strong connection to regional needs and demonstrated student interest while not compromising the quality of their respective undergraduate majors.

Similarly, the University has evaluated which of its programs can be competitive in an online environment as it responds to the needs of the region's residents. Several certificate and associate degrees have been fully available online since 2007. At the same time, faculty members began expanding the range of undergraduate courses offered asynchronously, especially in general education, which now number approximately 160 sections each semester. Beginning in Fall 2014, CMU worked with a third party to implement an online R.N.-B.S.N. degree completion program. CMU is totally responsible for instruction while the partner assists in the areas of student recruitment and student activities. As the three graduate programs continue evolving, a growing share of the curricula are being delivered primarily online, with limited coursework offered synchronously or in a hybrid format.

Table 28. NEW CMU ACADEMIC PROGRAMS, ACADEMIC YEARS 2010 - 2015

<p>Graduate: D.N.P., Nursing M. A., Education, with cognates in English for Speakers of Other Languages (ESOL) and Educational Leadership M.S.N., Nursing</p>
<p>Baccalaureate: B.F.A., Dance B.F.A., Animation, Film, and Motion Design B.F.A., Theatre Arts B.S., Chemistry (formerly a concentration in the B.S., Physical Sciences) B.S., Exercise Science B.S., Geosciences (formerly a concentration in the B.S., Physical Sciences) B.S., Mechanical Engineering Technology B.S., Physics (formerly a concentration in the B.S., Physical Sciences) B.S.W., Social Work</p>
<p>Certificates: Graduate Certificate, Health Information Technology Systems Graduate Certificate, Educational Leadership Graduate Certificate, English for Speakers of Other Languages Graduate Certificate, Exceptional Learner Graduate Certificate, Teacher Leader Professional (upper division) Certificate, Emergency Management and Disaster Planning Professional (upper division) Certificate, Energy Management/Landman Professional (upper division) Certificate, Insurance Professional (upper division) Certificate, Health Information Technology Systems Professional (upper division) Certificate, Personal Training Technical Certificate, Sustainability Practices</p>
<p>Minors: Addiction Studies Forensic Anthropology Women's and Gender Studies</p>
<p>New Concentrations in Baccalaureate Majors: Biochemistry, B.S., Chemistry Cellular, Molecular, and Developmental Biology, B.S., Biological Sciences Ecology, Evolution, and Organismal Biology, B.S., Biological Sciences Animation, B.F.A., Graphic Design (deleted later) Visual Design, B.F.A., Graphic Design Fitness and Health Promotion, B.A., Kinesiology Generalist, B.A., Theatre Arts Acting/Directing, B.F.A., Theatre Arts Music Theatre, B.F.A., Theatre Arts</p>

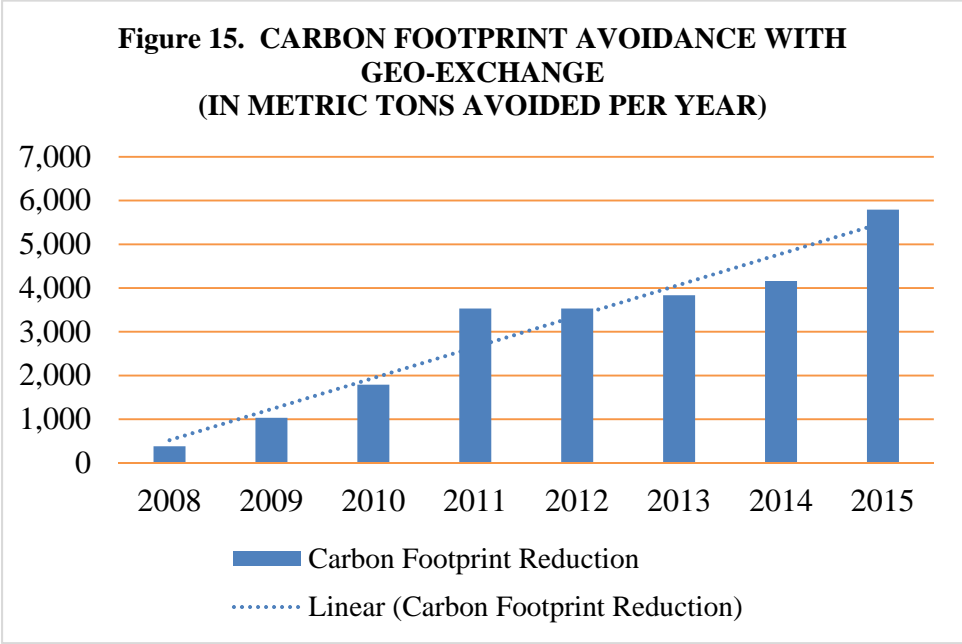
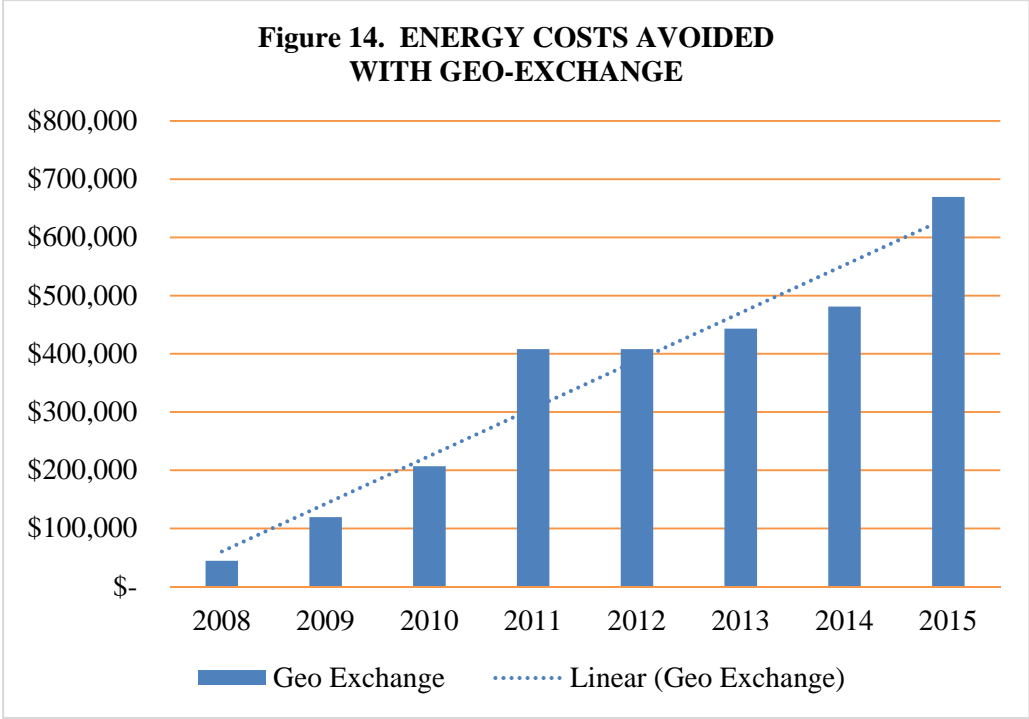
University faculty members give serious thought to program expansion in the context of various factors, including resource availability. As CMU's financial base continues to shift primarily from state to tuition funding, the institution must continue to evaluate the viability of each of its programs. 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. Of those considered essential, a second decision should be made about the efficiency and effectiveness of each, and as appropriate, how to address those that are underperforming.

Separately, as online programming continues to grow – particularly at the graduate level – the University needs to develop an infrastructure that supports students enrolling solely via distance. While a limited number of services are currently available to online students, additional student support should be budgeted for over the next several years.

c. Pursue sustainable and eco-friendly technologies to reduce reliance on traditional and regulated utilities to meet energy needs.

Colorado Mesa University has a long standing commitment to pursue alternative sources of energy to power an ever expanding campus in an effort to show continuous growth towards a sustainable future. CMU's commitment to sustainable, eco-friendly technologies includes the use of geo-exchange and solar power. The initial commitment began as a single drill field and associated geo-exchange piping necessary to heat and cool a 54,000 square foot academic classroom building that opened in 2008. The geo-exchange system has grown significantly over the last seven years and now serves 786,094 square feet of connected load (buildings), includes five separate drill fields, and can dump waste heat from campus buildings into an 850,000 gallon swimming pool in the El Pomar Natatorium. 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 (Figures 14 and 15).

Plans for future expansion of the geo-exchange system include the addition of an irrigation tail water heat exchanger that will allow waste heat extracted from buildings during the summer months to be transferred into tail water flows downstream of CMU's main campus irrigation pump station. Additionally, the University has two small solar arrays on campus and continues to explore creative ways to allow construction of a monolith type array at a remote site inside Mesa County.



CMU is considering the addition of two technologies that would position the University as a leader in sustainable, eco-friendly utilities. The first is the construction of a Trigeration facility that would be used to generate electricity and create both hot and cold water. The energy generated would be used on campus and serve as a source of back-up power in the event of power outage on Xcel Energy’s system. The University also is exploring the use of irrigation tail flows as an additional heat sink for the main

campus. The tail water heat exchanger has the potential of adding one or two buildings (up to an additional 150,000 sf of connected load) to the campus-wide geo-exchange system, saving CMU \$117,000/year on energy costs ($\$0.065/\text{kWh} * 150,000 \text{ sf} * 12\text{kWh}/\text{sf}/\text{year}$).⁹

To the extent economically feasible, all new projects and remodels incorporate “green construction” techniques, aligned with Green Globes criteria. These include use of sustainable materials, optimization of energy efficient mechanical and electrical systems, natural day lighting and operable windows, minimization of water usage, and superior standards for air quality.

d. Integrate continuous improvement practices into all support operations.

CMU collects information from various campus constituents, formally and informally during the academic year, to gauge how successfully various aspects of the institution are functioning and solicit suggestions as part of a continuous improvement effort. To assist with this effort, the Office of Institutional Research and Assessment regularly:

- surveys students, using both national and locally-developed instruments (e.g., ACT Student Opinion Survey, Noel-Levitz Student Satisfaction Inventory);
- collects service enhancement ideas submitted through MAVzone (the campus portal) or via paper comments;
- processes end-of-term course evaluations; and
- convenes focus groups.

When possible, the institution’s findings are benchmarked against peers. Using the collected information, CMU administrative staff have responded to concerns brought to their attention and some of the actions include:

- continued maintenance of facilities and grounds based on several national instruments that evaluate their condition;
- reconfigured spaces for student projects as part of undergraduate research;
- added cameras to parking lots for security;
- widened wheelchair ramps due to several ADA concerns;
- repaired athletic venues;
- expanded the recreation center and library (in progress);
- added clocks to the recreation center;
- addressed several maintenance issues in the residence halls; and
- extended dining hall hours.

Additionally, among the cost savings that have been suggested and implemented were: replacing golf carts used by facilities staff with bicycles (when the job and weather permit); purchasing athletic buses that run on compressed natural gas; and eliminating fax machines and scanners when new copiers with the same functions were leased.

⁹Savings based on the assumption that a traditional HVAC system consumes 22 kWh/sf of electricity per year, versus 10 kWh/sf/yr for a geo-exchange system. CMU pays, on average \$0.065/kWh for electricity.

This following section describes specific examples from support units that illustrate some additional efforts.

- 1) Academic Affairs, Academic Department Heads, and faculty members use the program review as a support process for continuous improvement and planning. 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. The review also includes a program assessment report and plan tied to student learning outcomes. The over-riding purpose of this process is to ensure that programs are of high quality, relevant, current and in demand. (See Goal 1, Objective 4 for more details on this process.)
- 2) By spring 2012, the staff in Distance Education completed a limited review of fully online courses, based on the QM Essential Standards, and provided faculty members with a completed rubric that also included written and oral comments and suggestions for improvement to meet the standards.
- 3) The primary Finance strategy for integrating continuous improvement is to provide parents and students with accurate financial information, to treat all with respect, and to listen to customers to determine reasonable or viable solutions to challenges.
- 4) The food service provider for CMU, Sodexo, USA, operates the University's services for resident dining, retail food, conferences, and catering. As a member of the National Association of College and University Food Services (NACUFS), the University can access results from national surveys for benchmarking all facets of food service in higher education. CMU has participated in these national surveys, and along with student comments, information on trends in the food service industry, and the institution's expectations, has used the results to identify improvements to the food service operations.
- 5) CMU Residence Life is a member of the Association of College and University Housing Officers-International (ACUHO-I), a professional organization that creates performance and ethical standards for housing programs. Residence Life has participated in national benchmarking surveys, including the ACUHO-I Educational Benchmarking and the EBI Residence Hall Survey, as well as other assessments to evaluate students' experiences and identify potential areas for improvement.
- 6) 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 (Table 29).

**Table 29. COMPARISON OF RENEWAL RATE
ADJUSTMENTS NEGOTIATED FOR HEALTH CARE**

Year	Initial Renewal	Final Renewal	Difference
2008	19.51%	9.67%	9.84%
2009	16.19%	7.68%	8.51%
2010	32.64%	5.86%	26.78%
2011	29.73%	8.00%	21.73%
2012*	8.00%	15.00%	n/a
2013	19.90%	9.38%	10.52%
2014	11.11%	6.00%	5.11%

*In 2012, CMU did not participate in shared risk, Fully Insured Plan. Based on previous years' experience, CMU actually paid less (\$102,089) than it would have paid in the shared risk arrangement.

- 7) Information Technology staff completed a significant move from a Novell networking environment to Microsoft Active Directory in November 2014. The conversion process took more than a year to complete, and due to Microsoft's widely-adopted core network technologies, has changed the way the University authenticates users, enforces security polices, stores files, communicates, distributes software, manages desktops, and performs identity management. IT staff has already noticed improvements in product stability and the benefits of more tightly integrated systems. Further, the migration to Microsoft has positioned the University to better support its mission and to be more responsive in the adoption of new applications and network services, not to mention the improvements in mobile device support for students.

- 8) Colorado Mesa University, along with six other state institutions of higher education, joined the Rocky Mountain E-Purchasing System on January 2015. The group opted out of the state's failing bid system because it no longer offered a reliable platform for publishing solicitations and failed to provide adequate competition for the universities' solicitations. The new system is more robust and user-friendly and offers vendors an easier and more economical way to access and compete for local government bids. It connects 1,718 departments from 122 local government agencies with a bid notification system giving vendors instant access to bids, RFP's, and Quotes and Amendments online. The universities' solicitations are exposed to a much larger pool of vendors and suppliers, ultimately increasing competition and resulting in a savings to the group's institutional members. This technology enhancement was accomplished at no cost to the University, and CMU has saved an estimated \$100,000 along with an improvement in all aspects of the bidding process.

- 9) The Student Accounts staff developed online, extended payment plans for delinquent student accounts that are based on new technologies making the collection process more efficient and customer-friendly. The new plan's options allow students to select either a 10-pay or 20-pay plan and make interest-free, monthly, automatic withdrawal payments directly to CMU in place of external collection agencies. In

the initial roll-out, CMU enrolled approximately 290 students with \$575,000 debt and expects to see a significant enrollment increase in the coming year. By handling these accounts in-house, CMU hopes to keep students positively engaged with the University and send fewer accounts to external collection agencies.

- 10) The 2010 *Report from the Working Group to Improve Student Academic Success* (WGISAS 1.0) identified ways to improve student retention, course success, and progress toward degree. Data for students needing varying levels of developmental coursework were analyzed by a group of faculty members and academic support staff. A key finding came from a comparison of pass rates in English composition for students taking the highest level of remedial English. Their rates were very similar to those who opted out of developmental-level coursework. As a result, faculty from the English Program teamed with the Developmental English faculty to create a Writing Studio that provides "just in time" support, thereby reducing the amount of student time and money in developmental courses.

Other changes emerging from the project over the subsequent years (WGISAS 2.0) were the revision of academic support for under-prepared students in all disciplines, a change in CMU admissions standards for baccalaureate-seeking students, and a redefinition of provisional admission. More recently, findings from the WGISAS project 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. WGISAS 3.0 began in August 2015, focusing on the use of technology-based strategies to enhance student success.

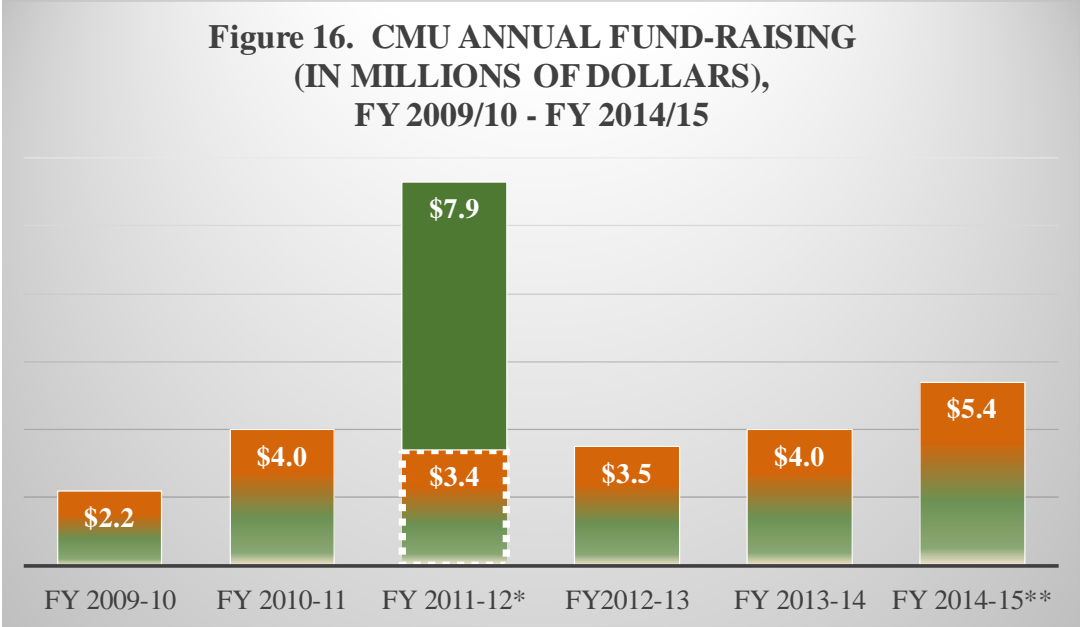
e. Pursue opportunities for external funding consistent with the University's priorities and its role and mission.

1) Fundraising

As the fundraising arm of the University, the CMU Foundation (CMUF) raises funds annually for scholarships, capital projects, and programmatic support, as well as to increase the value of the Foundation's endowment. Among the strategies that have been used by the Foundation's staff are:

- identify, research, and recruit individuals, corporations, and organizations with the capacity to make financial contributions;
- build affinity with prospects to cultivate relationships that will result in enhanced funding for students and the University;
- actively and systematically solicit funding from donors and prospects through annual giving, sponsorships, major gifts, and planned giving; and
- retain and grow the financial support of current donors through various stewardship methods.

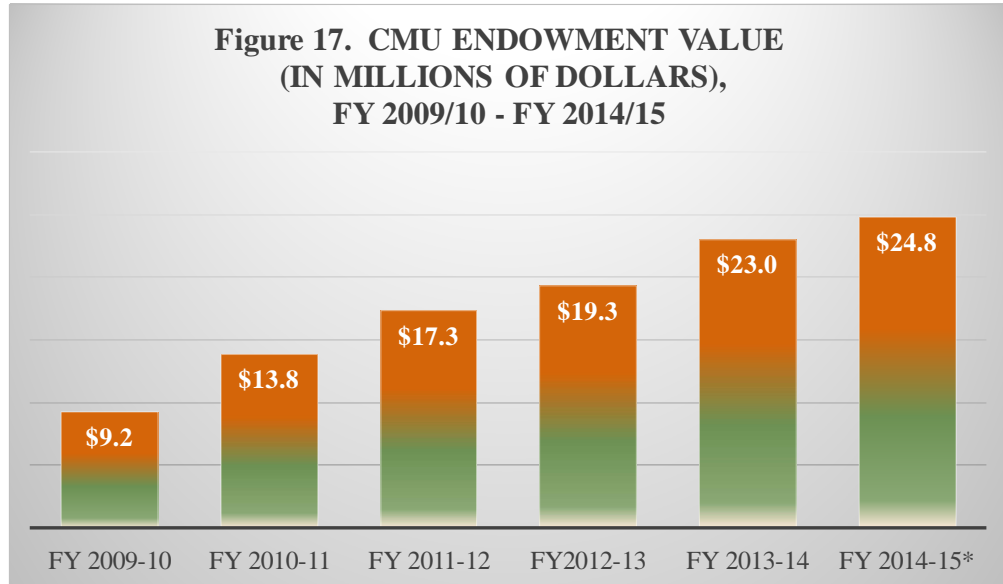
Several aspects of the Foundation’s internal operations have improved markedly over the last several years. In addition to the strategies listed above, the University has allocated more resources to Foundation fundraising efforts. As a result of these changes, progress in raising funds is being made, with annual contributions for the past few years averaging \$4 million, as shown in Figure 16.



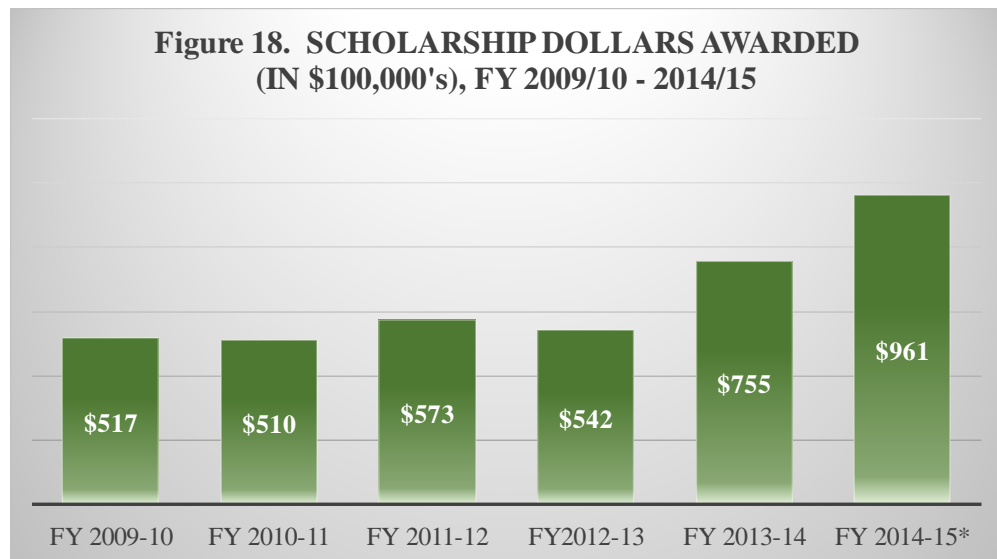
*Fund-raising in FY 2011-12 included some atypical gifts, including \$3.2 million from a government grant match and \$1.3 from the in-kind donation of a building. Without these unusual gifts, the total would be \$3.4 million.

**Data for FY 2014-15 is total as of June 18, 2015 and is not audited.

Similarly, the CMUF endowment is growing steadily, increasing from approximately \$9 million in FY 2009-10 to nearly \$25 million over the following five years (Figure 17). As the endowment has grown, though, there has also been a move to award a greater number of scholarships in order to help offset annual tuition increases. As shown in Figure 18, the increase in scholarship awards over the past two years is particularly noteworthy. Absent the receipt of very large unrestricted gifts, this expansion in awards has slowed the rate of growth in the endowment.



*Data for FY 2014-15 is total as of May 4, 2015 and is not audited.



*Data for FY 2014-15 is total as of May 14, 2015 and is not audited.

With expected decreases in state funding, it is a crucial that the University raise significantly more funds from other sources. If the endowment was expected to serve as the sole replacement for reduced state funding, it would require at least twenty dollars of endowed funds for each lost state dollar. Thus, the size of endowment needed to generate the funds as a replacement for the \$24.5M in state funding in COF and fee-for-service funding for FY 2015-16 is estimated to be at least \$490 million. The CMU Foundation is moving forward, yet there is still an enormous requirement for expansion and improvement.

2) Sponsored Programs

The Office of Sponsored Programs assists faculty and staff in applying for and administering external funds for research, scholarly activities, creative endeavors, and other activities associated with the University's mission and goals. CMU is optimistic about opportunities to enhance research and creative scholarship and recognizes its limitations as a non-research university in a very competitive external funding environment. The University has successfully obtained federal, state, and private funding for faculty research, scholarship, and creative projects.

In addition, CMU has obtained external funding for institutional, academic, and outreach projects such as the expansion of the graduate programs in health sciences, developing and expanding programs to create a safe and supportive environment for students (e.g., AVON grants to reduce sexual assault, dating abuse, and stalking), and funds to develop middle and high school summer camps. Over the past six fiscal years (FY 2009-10 through 2014-15), CMU has submitted 170 proposals requesting approximately \$21.3 million in external funding and received over \$11.5 million.

Table 30. SUMMARY OF EXTERNAL FUNDING ACTIVITY THROUGH CMU'S OFFICE OF SPONSORED PROGRAMS, FY 2009/10 - 2014/15

Fiscal Year	Proposals Submitted	External Funds Requested	External Funds Received
2009-10*	38	\$7,742,092	\$2,024,654
2010-11	24	\$2,244,914	\$1,742,793
2011-12	25	\$2,326,203	\$1,690,235
2012-13**	26	\$3,018,304	\$3,395,828
2013-14	20	\$1,653,949	\$1,656,412
2015***	37	\$4,310,144	\$1,284,860
Total	170	\$21,295,606	\$11,794,782

*This unusually high total submission was largely due to six proposals amounting to \$5.7 million: one proposal to AmeriCorps program = \$325,000; two federal ARRA proposals (to USCOE for geothermal project = \$3.1 million; to HRSA for Health Sciences simulation equipment = \$300,000); and three proposals to NSF (Biology scholarship program = \$506,000; alternative energy equipment adaptation technician training = \$635,000; Noyce Teacher Scholarship = \$862,000). Remaining proposals amounted to approximately \$1.9 million.

**During FY 2013, the University was awarded a grant of \$2.5 million through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program.

***Three proposals have resulted in an unusually large funding request: to Daniels Fund for Ethics Initiative = \$1.25 million; to CO Office of Econ Dev & Int'l Trade for Maverick Innovation Center = \$500,000; and to CO Comm College System for round 4 TAACCCT funding = \$349,000.

3. **Goal:** 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.

Objectives:

- 1) Hire the University's first choice in faculty applicant pools in 100% of full-time faculty searches.

By its very nature, higher education's most significant investment is in people, with faculty members representing a major share of the institution's investment. The relationship of a faculty member and the institution is, more often than not, a long-term one, so it is critical that search processes lead to a hire that is a good fit with an institution's goals and priorities. 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. While not achieving this objective's goal of 100% of hires, Table 31 summarizes the generally successful faculty recruitment results over the past decade.

Table 31. SUMMARY OF CMU BACCALAUREATE FACULTY HIRES FOR AY 2011/12 - 2015/16

Academic Year	# of Searches	# Hires	% Successful Searches
2011 - 12	38	29	76.3%
2012 - 13	21	20	95.2%
2013 - 14	25	22	88.0%
2014 - 15	25	20	80.0%
2015 - 16	20	16	80.0%
Total/Average	129	107	82.9%

In other aspects of faculty hiring, results have been mixed. The University has made progress in increasing the proportion of female faculty members in a position with academic rank, but in terms of diversifying instruction by faculty from racial/ethnic minorities, the gains have been minimal (Table 32). Between AY 2010-11 and AY 2015-16, the proportion of ranked faculty members gained by gender and race/ethnicity, though the latter group rose by only two percentage points despite efforts to recruit a more diversified applicant pool.

Table 32. COMPARISON OF DEMOGRAPHICS AND CREDENTIALS OF CMU FULL-TIME FACULTY WITH ACADEMIC RANK, AY 2010/11 WITH AY 2015/16

Headcount of Faculty Members with Academic Rank	AY 2010-11	AY 2015-16
		148
Gender	39.2%	43.5%
Under-represented Group	6.8%	8.6%
Any Doctorate	77.7%	76.9%
Terminal Degree	91.9%	94.1%
Tenured	64.2%	48.9%

In addition to recruiting highly qualified faculty members, it is equally important that the University retain them with competitive salaries. 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 (Table 33). As relevant, individual faculty members also have received additional increases for documented market compression. Taken together, Figure 19 illustrates the average salaries for CMU and its peers, showing the gains that CMU has made over the past ten years.

Table 33. CMU FACULTY AND STAFF ANNUAL BASE SALARY ADJUSTMENTS, AY 2005-06 THROUGH AY 2015-16

Academic Year	Adjustment*
2005 - 06	3.00%
2006 - 07	2.90%
2007 - 08	3.50%
2008 - 09	2.80%
2009 - 10	3.75%
2010 - 11	2.65%
2011 - 12	2.05%
2012 - 13	3.80%
2013 - 14	2.75%
2014 - 15	2.60%
2015 - 16	2.80%

*Percentage represents adjustments to all full-time faculty and staff base salaries and excludes individual changes due to market, rank-specific adjustments, etc.

2) Evaluate faculty appointment levels to ensure academic quality.

Given the goal of hiring excellent faculty members, the institution's expectation should be to retain those a high percentage of those hires. The performance of each faculty member is reviewed on an annual basis, and at times, the outcome of that process leads to the decision by the faculty member and/or the administration to not renew an appointment. For the most recent planning period, two metrics offer insight about the retention of faculty members employed full-time.

In Fall 2011, the distribution of faculty members by length of time at CMU was heaviest in the longer time ranges (Table 34). 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 years (39%). This pattern isn't surprising, given the number of retirements, since their successors are at a much earlier stage in their careers.

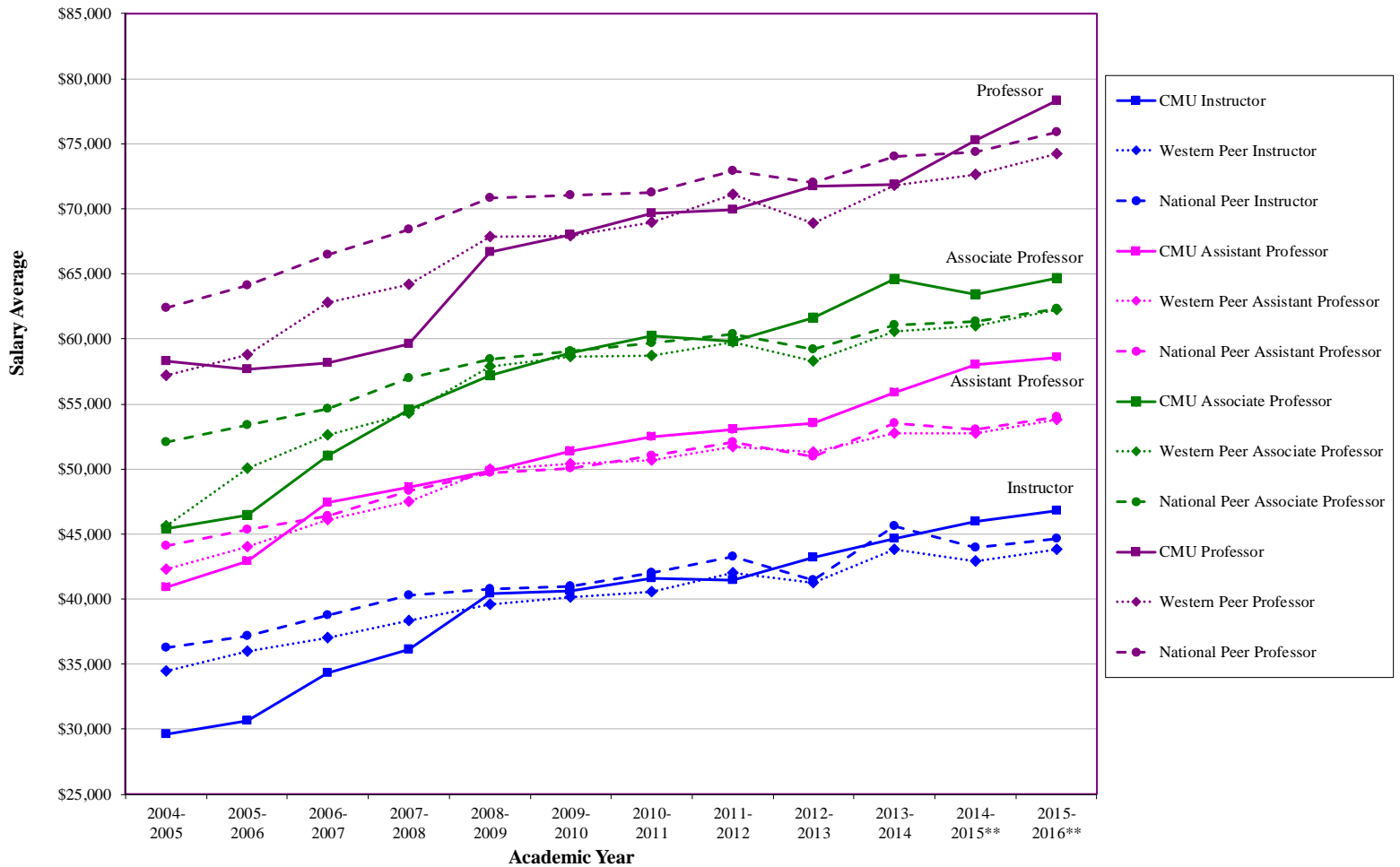
An additional insight on faculty continuity is found in Table 35. Again, this shows the number of full-time faculty by length of time at Colorado Mesa, but in this table, the 43 faculty members documented here are those who were employed by the University in AY 2010-11 though not necessarily for the entire timeframe ending with AY 2014-15. Nearly 25% of the total were those at CMU for three or fewer years, while an equal proportion retired in the 16 – 24 year timeframe.

Retirement was the over-riding reason for faculty not continuing (41%). The majority of those who were employed for a shorter period (11 or fewer years) was due to nonrenewal of their appointment or resigning for a position at another institution or outside higher education. For those not reappointed by the University, it usually is due to a lack of "fit" between the institution and the faculty member, and in that case, the administration has offered feedback through the performance evaluation process to convey its concerns and support the faculty member in seeking a position at another institution.

Beyond faculty credentials, some of the best indicators of the strength of the academic quality of CMU's programs comes from the University's enrollees. The three examples below illustrate levels of student satisfaction or performance from three difference perspectives.

- a. The first indicator of student satisfaction with CMU instruction is presented in Table 36 below, along with comparison data from other four-year public institutions across the U.S. that administered the Noel-Levitz Inventory in Fall 2014. The results are consistent with a decade-long trend of CMU faculty averaging significantly higher ratings than those reported for the comparison institutions. Each metric documents that CMU students rated their instructional experience more positively than peers around the nation.

Figure 19. COMPARISON OF CMU FULL-TIME ACADEMIC FACULTY AVERAGE SALARIES WITH PEERS BY ACADEMIC RANK, AY 2004/05 - 2015/16**



Source: IPEDS Faculty Salary Surveys, except data for AY 2014-2015** and 2015-2016** which were calculated as projections for CMU and averages for the peer institutions by the CMU Budget Office.

Note: For AY 2013-14, 25 CMU taught 30 course credit hours and, in return, received an additional \$8,000 as part of a pilot Instructor 30 concept. This produced a CMU average of \$47,241 which was reported to IPEDS. The pilot, however, inflated salary averages for instructors for the one year, and the pilot was not continued in the following year due to lack of support from the CMU Board of Trustees. When adjusted back to what the average would have been without the pilot, CMU's average dropped to \$44,622.

**Table 34. COMPARISON OF COLORADO MESA
UNIVERSITY FACULTY MEMBERS' LENGTH OF
EMPLOYMENT, FALL 2011 AND 2015***

Number of Years Employed at CMU	Fall 2011		Fall 2015	
	#	%	#	%
0 - 3	45	27.8%	63	38.9%
4 - 7	32	19.8%	34	21.0%
8 - 11	17	10.5%	26	16.0%
12 - 15	31	19.1%	15	9.3%
16 - 24	29	17.9%	40	24.7%
25+	8	4.9%	8	4.9%
Total	162		186	

*Data are based on full-time faculty with academic rank employed in specified term. Instructors, including those at WCCC, are excluded as they are hired on a year-to-year basis.

**Table 35. COMPARISON OF FORMER
COLORADO MESA UNIVERSITY FACULTY
MEMBERS' LENGTH OF EMPLOYMENT, AY
2010/11 - AY 2014/15***

Number of Years Employed at CMU	AY 2010/11 - 2014/15	
	#	%
0 - 3	11	13.8%
4 - 7	10	12.5%
8 - 11	3	3.8%
12 - 15	4	5.0%
16 - 24	11	13.8%
25+	4	5.0%
Total	43	

CMU during the indicated timeframe. Instructors, including those at WCCC, are excluded as they are hired on a year-to-year basis. Of the 43 faculty members who left, 18 retired, 13 had contracts that were not renewed by CMU, 2 died, and 10 left for other positions in/out of higher education.

Table 36. CMU STUDENT SATISFACTION WITH INSTRUCTIONAL EFFECTIVENESS

Survey Item	CMU (N = 636)	National Four-Year Publics
	Satisfaction	Satisfaction
Instructional Effectiveness Scale:	5.67	5.41
I am able to experience intellectual growth here.	5.93	5.62
There is a commitment to academic excellence on this campus.	5.57	5.44
The quality of instruction I receive in most of my classes is excellent.	5.73	5.42
The content of the courses within my major is valuable.	5.73	5.56
The instruction in my major field is excellent.	5.81	5.52
Nearly all of the faculty are knowledgeable in their field.	6.11	5.75
Faculty care about me as an individual.	5.38	5.11
Faculty provide timely feedback about student progress in a course.	5.43	5.12
Faculty are usually available after class and during office hours.	5.97	5.67

Source: Noel-Levitz Student Satisfaction Inventory, October 2014

- b. A second indicator of students' experience at CMU is based on the results of alumni surveys from the past three cycles of academic program reviews. The first table below posed the question of how prepared 233 alumni from various majors believed they were in the context of a series of student learning outcomes. 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% (Table 37). Responses for the area of mathematical thought were not as strong, with two out of three alumni giving a highly positive rating.

Alumni responses to three other questions offer additional insights on students' CMU experiences and are summarized below. The first asked "Overall, how satisfied were you with your undergraduate education?" More than 93% gave a satisfied response (Table 38).

The second and third questions elicited responses that are probably among the most telling concerning the academic quality of a CMU education: "How would you rate the overall quality of your education within that degree/certificate program?" (Table 39) and "Would you encourage a current high school senior to attend CMU?" (Table 40). Both questions received highly positive responses. 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.

**Table 37. CMU ALUMNI PERCEPTIONS OF THEIR PREPARATION
FOR SELECTED LEARNING OUTCOMES***

Based on what you know now, how well do you think your CMU undergraduate experience prepared you to:

Learning Outcome	Very Well		More than Adequately		Adequately		Less Than Adequately		Very Poorly	
	#	%	#	%	#	%	#	%	#	%
Communicate effectively in the English Language	128	54.9%	77	33.0%	27	11.6%	1	0.4%	0	0.0%
Understand the structure and discipline of mathematical thought in problem solving	65	28.0%	91	39.2%	66	28.4%	8	3.4%	2	0.9%
Think critically	125	54.1%	70	30.3%	32	13.9%	3	1.3%	1	0.4%
Acquire knowledge on your own	127	54.7%	70	30.2%	31	13.4%	4	1.7%	0	0.0%
Be an effective leader	109	46.8%	82	35.2%	31	13.3%	11	4.7%	0	0.0%

*Based on 233 CMU alumni responses as part of academic program reviews in AY 2012-13 through AY 2014-15.

Note: This survey's outcomes were written in 2010, prior to the campus-wide development of student learning outcomes, and therefore are phrased differently from those adopted in 2013.

**Table 38. CMU ALUMNI OVERALL
SATISFACTION WITH CMU EDUCATION**

Overall, how satisfied were you with your undergraduate education?

Rating	#	%
Very Satisfied	106	45.5%
Generally satisfied	111	47.6%
Ambivalent	6	2.6%
Generally Dissatisfied	8	3.4%
Very Dissatisfied	2	0.9%

*Based on 233 CMU alumni responses as part of academic program reviews in AY 2012-13 through AY 2014-15.

Table 39. CMU ALUMNI OVERALL RATING OF THEIR CMU EDUCATION

How would you rate the overall quality of your education within that degree/certificate

Rating	#	%
Very High	92	39.5%
High	95	40.8%
Average	37	15.9%
Low	6	2.6%
Very Low	3	1.3%

*Based on 233 CMU alumni responses as part of academic program reviews in AY 2012-13 through AY 2014-15.

Table 40. WILLINGNESS OF CMU ALUMNI OVERALL TO RECOMMEND A CMU EDUCATION

Would you encourage a current high school senior to attend CMU?

Rating	#	%
Definitely Would	149	63.9%
Probably Would	65	27.9%
Maybe	13	5.6%
Probably Would Not	4	1.7%
Definitely Would Not	2	0.9%

*Based on 233 CMU alumni responses as part of academic program reviews in AY 2012-13 through AY 2014-15.

- c. Yet a final gauge of academic quality is found in pass rates on licensure examinations, shown for the most recent year available (Table 41). For most programs, the pass rates document that students have been well-prepared through their coursework.

**Table 41. LICENSURE PASS RATES FOR
SELECTED CMU/WCCC PROGRAMS, AY 2013-14**

Academic or Technical Major	Calendar Year 2013 or AY 2013-14
Accounting	
Auditing & Attestation	34.6%
Business Environ & Concepts	42.9%
Financial Acctg & Reporting	38.9%
Regulation	42.9%
Athletic Training (3-year average)	91.3%
Emergency Medical Technology	
Paramedic	100.0%
Nursing	
Practical Nurse	96.7%
Associate of Applied Science/Registered Nurse	76.1%
Bachelor of Science in Nursing	88.1%
Medical Laboratory Technician	100.0%
Radiologic Technology	98.0%
Teacher Education	
Elementary	100.0%
Kinesiology	100.0%
Language Arts	100.0%
Mathematics	100.0%
Social Studies	100.0%
Science	100.0%
Certified Nurse Aide - State Exam	59.0%
Peace Officers Standard Training - State Exam	97.3%
Culinary Serv Safe Certification - National Restaurant Assoc.	59.0%

3) Expand faculty professional development opportunities that are consistent with the University's role and mission and aligned with institutional priorities.

With its emphasis on teaching, along with supporting activities related to the assessment of student learning, CMU has invested annually in faculty professional development activities that have included the following individuals. Over the past five years, the average attendance at these workshops has been 110+ faculty members.

Additionally, in-house training is offered frequently by staff in the Office of Distance Education. Workshops have focused primarily on using Desire2Learn, the University's Learning Management System, and preparing faculty for teaching in an online environment.

**Table 42. FACULTY PROFESSIONAL DEVELOPMENT
PRESENTERS**

Keith Bailey – Pennsylvania State University World Campus
Ken Bain – University of District Columbia
Sonia Brandon and Heather McKim – Colorado Mesa University
Paul Gaston – Kent State University
Susan Hatfield – Winona State University
Jessica Herrick – Colorado Mesa University
Kathryn Ley – University of Houston - Clear Lake
Barbara Millis – University of Nevada - Las Vegas
Leslie Myers – Chestnut Hill College
Ed Neal – University of North Carolina
Linda Nilson – Clemson University
Diane Nyhammer – McHenry County Community College
Neil Pagano – Columbia College
Patricia Phelps – University of Central Arkansas
Terrel Rhodes – American Association of Colleges and Universities
Gloria Rogers – Senior Scholar for the Higher Learning Commission
Mark Taylor – Arkansas State University

Faculty members also are invited to submit proposals annually for financial support from the Faculty Professional Development Fund, established for projects facilitating the scholarly and creative development of faculty members. Proposals for funding may include, but are not limited to any (or any combination) of the following: travel associated with conferences and/or research; travel abroad programs; materials (software/hardware, equipment, art supplies, etc.); or fees associated with seminars/workshops. It also may be used to support new teaching materials and methods, or faculty activities developing new skills and expertise consistent with the University's teaching mission. A committee reviews the applications and recommends awards to the Vice President for Academic Affairs. The total fund was \$50,000 for Academic Year 2014-15, with a maximum of \$3,000 per award. The fund has supported 199 proposals, at varying levels of support, between AY 2010 and 2014.

Last, the Teacher to Teacher (T2T) working group, appointed by the Vice President for Academic Affairs in Spring 2012, is comprised of faculty representing the 12 academic departments and WCCC. The group has planned activities that promote faculty professional development opportunities related to teaching. In the past, T2T members sent out weekly teaching tips, and more recently, has organized programs and small group discussions each year on various topics related to teaching.

At this point in its evolution, Colorado Mesa has been a university for a short period of time. While some elements of a University's environment are in place, the institution needs to grow and mature into this name. Teaching should continue to be the primary area of faculty responsibility, but other areas are in need of fuller

attention by some segments of the institution. For example, the minimum percentage of a faculty member's evaluation in all areas of responsibilities is articulated in CMU's *Professional Personnel Employment Handbook*. The system has flexibility to reflect the various activities that can affect a faculty member's attention from year to year. That said, the system needs to be evaluated in the context of faculty seniority, with consideration given to whether the minimum percentages need refinement.

Similarly, thought should be given as to the professional development needs of the junior faculty members, of which there are currently more than 80, in contrast to the 17 assistant professors in 2004. These newer hires have different expectations and needs, and often have more active scholarly agendas in need of support than do some of their more senior colleagues.

Finally, the University is still successful in hiring highly-qualified faculty members. Fortunately, most searches identify multiple well-qualified candidates, so strong hires continue to be made, but clearly, the University will need to continue to monitor its salary structure in order to recruit and retain its strongest choices.

b. Administrative staff and classified staff from diverse backgrounds who are enthusiastic and share the vision and desire to improve the University and community.

Objectives:

- 1) Hire the University's first choice in staff applicant pools in all searches.**
- 2) Increase the number of employees from underrepresented groups and increase retention of all employees.**

a) Hiring

As part of the effort to recruit a more diverse faculty and staff, CMU has seen an increase the percentage of Hispanic applicants. In 2012, 4.34% of applicants who voluntarily shared their demographic information self-identified as Hispanic/Latino, but by 2014, 8.65% of applicants reported themselves as Hispanic/Latino. The number of applicants of other races/ethnicities remained relatively constant.

The recruiting efforts have resulted in almost doubling the number of Hispanic/Latino employees since 2012. In 2012, two administrative staff, or 2.94% of new hires, self-identified as Hispanic or Black. The number of Hispanic and Black hires increased to eleven in 2013, or 9.91% of all hires, of which two were faculty and the remaining nine were administrative staff. In 2014, CMU again hired eleven employees (or 12.34% of all hires) who self-identified as Hispanic or Black (nine administrators and two classified employees) as well as an additional seven employees (or 7.86%) who identified as American Indian, Asian, or two or more races. One was an administrator, two were classified staff, and four were faculty.

Thus the University has made a gain, albeit small, in the number of employees from under-represented groups. Efforts continue to expand advertising along with diligent work by the EEO representative on each search committee. Human Resources staff members work with committees to encourage a timely process that ensures that a delay in the process is not a factor in losing the highest-rated candidates.

b) Employee Retention

Data from the Bureau of Labor and Statistics indicate that the total separations in Educational Services for 2014 was 26.4% of the workforce. At CMU, the number of employee resignations has remained fairly constant and at a much lower rate year to year. Based on voluntary and involuntary separations of full-time employees, Table 43 shows CMU’s turnover is much lower than the national statistics provided by the Bureau.

Table 43. COMPARISON OF CMU EMPLOYEE TURNOVER, 2010 - 2014

Year	Staff Turnover Rate	Faculty Turnover Rate
2010	12.00%	4.47%
2011	10.92%	2.14%
2012	12.63%	3.56%
2013	13.71%	4.35%
2014	12.07%	3.41%

c) Compensation

Colorado Mesa University evaluates recommended starting salaries in order to be competitive with other institutions in attracting the strongest applicants and hiring the University’s first choice. The University also strives to compensate its faculty and staff at a level that retains its most qualified professional personnel as well as reward excellent performance. The following four components comprise the annual University compensation planning.

(1) Salaries and Cost-of-Living Adjustment (COLA)

Each year, CMU analyzes changes in the cost of living to offset the effect of inflation. As summarized previously Table 33, the Board of Trustees has approved annual increases for full-time faculty and staff over the past decade.

(2) Market Increases

CMU compares average full-time faculty salaries by rank with those 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.

(3) Merit Bonuses

The third area of compensation is recognition of meritorious performance. Full-time faculty and staff members are rated by either their academic department head (for faculty) or their immediate supervisor (for staff) on a four-point scale ranging from “Below Standard” to “Excellent.” Based on this ranking, 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” faculty and staff which carries a \$2,000 award (Table 44). For staff, this determination is made by the management team. For faculty, Academic Department Heads review their collective recommendations with the Provost who, in turn, meets with the President to decide on the exemplary faculty members to be recognized.

Table 44. CMU FACULTY AND STAFF PERFORMANCE EVALUATION SUMMARY

Rating Levels	Number of Faculty and Staff Receiving Rating in Academic Year -				
	2010-11	2011-12	2012-13	2013-14	2014-15
Exemplary	42	54	48	43	41
Excellent	165	170	203	251	283
Highly Proficient	144	154	180	153	163
Proficient	29	34	36	40	44
Below Standard	3	3	2	1	6
Total Faculty and Staff	383	415	469	488	537

(4) Faculty Promotions and Awards

The final component of compensation is faculty promotions and awards. Promotions are brought to the Board as an information item each year. For faculty in academic ranks, the promotion from assistant professor to associate professor involves a one-time base increase of \$2,500 while advancement from associate professor to professor raises the base salary by \$3,000.

A Distinguished Faculty Award is given annually in recognition of a faculty member’s outstanding contributions in all areas of faculty responsibility: teaching, research/scholarly activity, advising, and service. Nominees are reviewed and an individual is selected by a Faculty Senate committee. The award is a non-base-building payment of \$2,000.

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

Over the 2010 to 2015 planning period, CMU has continued its trajectory, becoming an increasingly traditional student campus. This is best documented by a simple review of demographics as they relate to students' age at the time of admission. Those 24 years of age or younger are classified as traditional, while those 25 years of age and older are considered to be non-traditional. In Fall 2010, traditional-aged undergraduates made up 70.8% of the student body; by Fall 2014, that age group comprised 77.5% of that group. By contrast, enrollments by non-traditional-aged students declined from 2,344 to 2,020 students when comparing headcounts for the five fall semesters. This decrease in adult learners, in part, coincides with an exodus from the region, estimated to be as high as 10,000 individuals since the 2009 economic downturn.

The on-going shift in the age make-up of CMU undergraduates also relates to the University's decision to recruit out-of-region students more aggressively. These younger students have greater mobility than adult students who often have employment and family responsibilities. Thus, changes in the geographic origin of students, coupled with their age, have led to the need for on-campus housing which has increased from 1,584 beds in Fall 2010 to the current 2,371 beds. That change, by extension, has affected how the University has planned for student co-curricular and extra-curricular involvement and, more relevant here, the response to Goal 4 of the 2010 Strategic Plan.

Objectives:

a. Involve first-time students in at least one extra-curricular student offering of the institution within their first two semesters.

Since 2010, CMU has been steadily expanded the quantity and improved the quality of student life programming, particularly encouraging students who are in the earliest stages of their University experience to make connections with peers and the institution more generally. To illustrate, the largest single student event in Fall 2010 attracted approximately 500 participants. By Fall 2014, the student-run Programming Activities Council (PAC) sponsored the artist Macklemore who drew more than 4,000 students and guests. Since then, Student Life staff members have routinely seen significant increases in event attendance – some approaching 1,000 students – at concerts, dances, movies, and other activities.

To better document and understand student participation in various activities, the University fully implemented OrgSync, a student activity tracking software in Fall 2014. Based on the 21,823 participation records by the software for Academic Year 2014-15, 4,780 students were involved in at least one activity/event of which 3,488 participated in more than one. Of the participating students, there were 1,412 first time students in either fall or spring, while 3,368 were returning, adult learners and/or commuter students but were not first-time.

Further review of the first-time students' records found that:

- 1) Not surprisingly, students from outside western Colorado, who were likely to be living on campus, had higher rates of participation than "local" students. WUE or Mountains and Plains students had the highest participation rates, with 94.2% of WUE and 88.5% of

- Mountains and Plains students participating in at least one event. Similarly, first-year students from other parts of Colorado and out-of-state were both at approximately 90% participation rates. Students from the 14-county service region, however, had the lowest rates, with 54.9% participating in at least one event while those specifically from Mesa were only at 47.7%.
- 2) Students enrolled in a Career and Technical Education program hovered around a 50% participation rate, those pursuing an A.A./A.S. at nearly 70%, while baccalaureate-seeking students attended at the highest level: 81.2%.
 - 3) Among ethnic groups, African American and Pacific Islander were the highest, at 84.6% and 97.6% respectively.
 - 4) Traditional-aged students – again, a group largely living in residence halls – participated at nearly seven times the rate of their non-traditional counterparts: 76.9% traditional compared to 11.6 percent of non-traditional.
 - 5) By far, the most attended event was the Macklemore Concert event with 1,079 students (57.4%) receiving free concert tickets and an additional 510 purchasing tickets. Other events that were popular included Welcome Week events and varsity athletic games.

Scores from 2013 National Survey of Student Engagement (NSSE) support this notion of strong first-year student participation in campus activities. The survey found that 60.3% of respondents indicated they had “Attended an art exhibit, play or other arts performance (dance, music, etc.)” either often, sometimes, or very often.

Beyond entertainment events, there has been a concerted effort to engage students on substantive topics, such as engaging all first-time entering students in seminars on healthy relationships and sexual assault prevention. Offered by Mike Domitrz of the Date Safe Project, the sessions address new first-year students during the weekend prior to the opening of classes on specific topics including sexual consent and bystander intervention, both understood to be key to sexual assault prevention.

This event has reached nearly 1,000 students in Fall 2012, Fall 2013, and Fall 2014 and encouraged the expansion of additional student-led events for returning students. As examples during AY 2014-15, the student Sustainability Council sponsored a “Beards Against Battery” contest to raise awareness about domestic violence prevention; CMU Young Life College arranged a Fear2Freedom event creating care packages for survivors of sexual assault; the CMU Sexual Assault Prevention club supported a Take Back the Night event, and; faculty, staff, and students participated in the University-hosted training, Domestic Violence Prevention Academy.

b. Develop and improve relevant engagement opportunities for returning students, adult learners, and commuter students.

As noted above, the number of adult learners has experienced a dramatic decline over the planning period. Several different efforts have been used to reach this population, generally recognized to be less engaged outside of the classroom due to life/work/family obligations. Responses to recent student life efforts to provide opportunities tailored for non-traditional-aged students have been very modest. Family movie nights/afternoons, parents’ night out

(with childcare provided), family Easter egg hunts, and others activities have had sparse attendance, but in some cases, were well-attended by traditional students. An Adult Learners Student Club has struggled for three years to gain more than a few members, forcing the University to reevaluate this need and refocus on new approaches.

One non-traditional-aged students group that has seen a jump in activity is the student veterans. With approximately 250 student veterans now at CMU, interest in campus involvement by this population has grown through the planning period. In response, the University has collaborated with student veterans on several projects. In Fall 2014, the University partnered with the Student Veterans Association (SVA) to repurpose a study lounge in Houston Hall into a gathering/study/resource space for the student veterans. In addition to dedicating the space, University staff and some of CMU's community partners, such as the Veterans Administration, the Veterans Center, and Veterans' Vocational Rehabilitation, hold regular office hours as a resource for the student veterans.

Additionally, the SVA and University administrators planned and designed a new All Veterans Memorial on campus, to be constructed by Fall 2015, and the SVA, along with some campus partners, initiated a "Green Zone" training workshop for faculty and staff. This training was designed specifically to inform campus personnel on how to better understand and support student veterans. The inaugural workshop in Spring 2015 was attended by 50 faculty and staff members. Based on positive participant survey results, a second "Green Zone" training is planned for Fall 2015.

As the undergraduate student population has grown, so too has the commuter population. Many of these students are in the traditional-aged population and require multiple opportunities in order to meet engagement goals. The planned growth for club and intramural sports over the past five years has resulted in a corresponding increase in intramural participation of 36% between AY 2013-14 and AY 2014-15 as club sports has grown from 8 to 19 different sports. Both of these activities provide an important point of access for commuter students. Some 89% of club and intramural sports participants live off campus, 91.4% are sophomores or above, and 95% of participants are of traditional age.

After a AY 2013-14 renovation and program expansion, a student-operated pub – The Point and Game Room – was opened to provide additional student interaction for both on-campus as well as commuter students. Since its opening, use of the space has increased 59%, from 23,410 students in AY 2013-14 to 37,122 in AY 2014-15), validating that students find the space is as desirable for gathering. Beyond social and recreation activities, the University initiated MavRides, a safe ride access for students to avoid drinking and driving. Use of this service grew from 2,711 rides for AY 2012-13 to 7,766 rides in AY 2014-15.

Finally, just as OrgSync data revealed the first-year student subpopulations that participated in student life programming, the following insights were gleaned about three cohorts listed in the above objective for AY 2014-15:

- 1) Of this population, females were far less likely to participate. Making up more than 54% of this population, only 37% participated during the academic year.
- 2) Continuing first-year students were also unlikely to participate, documented at a rate of 32.5%.
- 3) WUE and Mountains and Plains students in this category were more likely than other residency statuses.
- 4) Interestingly, students majoring in Mass Communication, Mechanical Engineering (fully admitted), Political Science, and Theatre Arts participated at a rate hovering around 60%.
- 5) Less than 25% of students from the 14-county region, and 23% specifically from Mesa County, participated in these events.
- 6) Participation trends by degree level followed their first-time counterparts, as did the trends by ethnicity.
- 7) By far, the most attended event again was the Macklemore Concert event, with 1,799 students (53.4%) receiving free concert tickets and 604 also purchasing tickets. Other events that were popular included Welcome Week events and PUB nights at The Pointe.

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.

One of the tools used by various Student Services' staff to measure student satisfaction with programming is the Noel-Levitz Student Satisfaction Inventory (SSI) which has been administered three times between 2009 and 2014. The survey provides feedback on many student activities and includes comparative data for institutions across the nation that have administered the inventory (Table 45). As one would expect, changes in the averages showed the greatest gains between the 2009 and 2012, a period when CMU 1) opened the University Center that included many of the meeting and office spaces used by students; 2) opened new residence halls; and expanded programming across Student Life. Nearly all survey items showed an increase again in the 2014 results, but what is equally notable is that the University's scores show CMU outperforming other four-year public institutions across the nation who administer the SSI.

Table 45. CMU STUDENT SATISFACTION WITH SELECTED ASPECTS OF STUDENT LIFE

Survey Item	2009	2012	2014	
			CMU	National 4-Year Publics
A variety of intramural activities are offered.	5.32	5.68	5.65	5.26
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	4.81	5.40	5.46	4.80
The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.93	4.93	5.13	4.93
Residence hall regulations are reasonable.	4.82	5.44	5.61	5.03
There are a sufficient number of weekend activities for students.	4.73	4.84	5.08	4.67
I can easily get involved in campus organizations.	5.42	5.56	5.70	5.39
The student center is a comfortable place for students to spend their leisure time.	3.82	5.87	5.84	5.40
Student disciplinary procedures are fair.	5.37	5.76	5.66	5.41

Source: Noel-Levitz, Student Satisfaction Inventory, 2009, 2012, 2014

In 2011, a Student Services Assessment Tool was developed to identify program goals and measures of their effectiveness. Since then, the goals have been updated and tracked to measure progress and document improvement. The six goals are focused on:

1. Knowledge acquisition, construction, integration and application.
2. Cognitive complexity.
3. Intrapersonal development.
4. Interpersonal competence.
5. Humanitarianism and civic engagement.
6. Practical competence.

An example of how these goals are being developed and implemented is the collaborative work underway regarding student employment as an engagement tool. More specifically, Goal 2 is “Cognitive complexity: Students will utilize critical and reflective thinking skills to identify risks, evaluate procedures and make decisions about their academic, financial, social, and personal futures.” Staff members from the Student Services division (i.e., Student Life, Residence Life, Campus Recreation, and the University Center) are utilizing a rubric and survey instrument to assist in measuring Goal 2 as it applies to student employment opportunities. A pre- and post-test instrument, along with a supervisor evaluation, will assess the effectiveness of student learning.

A mix of assessment instruments are being used to better understand student participation and the effectiveness of the activities. They include:

- National Survey of Student Engagement (NSSE)
- Noel-Levitz Student Satisfaction Inventory (SSI)
- Dining Services (CMU Institutional Research)
- Sexual Assault Survey (CMU Institutional Research)
- Student Activities (CMU Institutional Research)
- Educational Benchmarking, Inc. (EBI)
 - Student Union/University Center
 - Housing and Residence Life

d. Identify and coordinate ways in which to involve residents of the local community in supporting students and diversifying the experiences available to them.

Each year, CMU's Cultural Diversity Board (CDB) collaborates 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. Students from the CDB serve as organizers for the event, which in turn, has encouraged their retention at the University. The proportion of underrepresented students continues to grow – seven percentage points between Fall 2010 and 2014 – expanding the interest in the work of the Cultural Diversity Board’s work (Table 46).

Finally, a more recent University outreach effort is serving as host for the Summer Games of the Special Olympics – Colorado. This event has offered volunteer, service and leadership opportunities for hundreds of faculty, staff, and students across campus.

Table 46. COMPARISON OF CMU FIRST-TIME STUDENTS FROM UNDERREPRESENTED GROUPS

Race/Ethnicity*	Headcount Enrollment for Fall --											
	2004**		2010		2011		2012		2013		2014	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Asian	29	2.3%	23	1.2%	24	1.1%	25	1.2%	33	1.5%	28	1.5%
Pacific Islander			10	0.5%	25	1.2%	11	0.5%	13	0.6%	16	0.9%
Black, Non-Hispanic	30	2.4%	48	2.4%	76	3.5%	71	3.4%	93	4.3%	61	3.3%
Hispanic (of any race)	121	9.5%	291	14.7%	358	16.6%	354	17.1%	386	17.7%	367	19.7%
American Indian/Alaskan Native	13	1.0%	21	1.1%	21	1.0%	24	1.2%	15	0.7%	6	0.3%
Two or More Races			48	2.4%	87	4.0%	102	4.9%	115	5.3%	79	4.2%
Subtotal	193	15.2%	441	22.3%	591	27.3%	587	28.3%	655	30.0%	557	29.8%
White, Non-Hispanic	992	78.0%	1,435	72.7%	1,513	69.9%	1,422	68.6%	1,486	68.0%	1,275	68.3%
NR Alien	5	0.4%	0	0.0%	4	0.2%	9	0.4%	8	0.4%	9	0.5%
Unknown	81	6.4%	99	5.0%	55	2.5%	56	2.7%	35	1.6%	25	1.3%
Total	1,271	100.0%	1,975	100.0%	2,163	100.0%	2,074	100.0%	2,184	100.0%	1,866	100.0%

*Federal data collection requirements changed in 2010 for Race/Ethnicity data collection. The new requirements broke the Asian/Pacific Islander group into two separate categories, added the two or more races category, and anyone with an ethnicity of Hispanic is now to be counted in that category.

5. **Goal: To expand the University's use of technology as it contributes to an exceptional student learning environment and broadened educational delivery.**

Objectives:

a. Improve student and faculty access to innovative teaching and learning environments.

The University has made a substantial investment in state-of-the-art classrooms since the *2010 Strategic Plan* was developed, with the University spending more than \$2 million on technology with capital classroom projects during this time. The number of technology-enhanced classrooms has grown to 207 in 2015, up from 144 in 2010. All general purpose classrooms have some level of integrated technology in each space. In Fall 2011, the quality of classroom audiovisual systems matured with the University implementing high-definition and digital switching equipment in many of its classrooms. The new classroom standard was first installed with the renovation of Houston Hall and has most recently been used in Escalante Hall. As of Fall 2015, 38% of University's classrooms across the Main, Bishop and Montrose campuses are at the high-definition standard.

The University's commitment to technology and exceptional learning environments is also exemplified by its investment in highly-specialized equipment and technologies to provide real-world instruction. For example, programs such as mass communication, the health sciences, culinary arts, and forensic anthropology have benefited from the University's investments. Over the past four years, the University has funded production television studios and video editing labs, enhanced nursing clinical spaces and simulation equipment, constructed state-of-the-art cooking and baking facilities, and purchased specialized microscopes and research equipment. Further, the University continues to maintain and upgrade videoconference classrooms in support of its distance education programs and remote campuses.

The University has also made a serious commitment to refreshing its technology-enhanced classrooms, learning spaces and distance education platforms. The University began funding its annual program for updating classroom equipment in FY 2008. Accordingly, with the addition of classrooms and their growing complexities, so too has the financial support to replace classroom equipment increased. Today, technology sustainability funds continue to be an effective way to maintain advanced campus learning environments, and classroom funding continues to grow as CMU invests in new classrooms and equipment.

b. Improve student access to information and services.

Students are provided access to advanced software through a growing number of computer labs and an increasing number of student computer workstations. CMU provides more than 1,100 computers in 52 open computer labs across campus. Subsequently, as CMU has added computer labs and workstations available to students, CMU has also increased its Internet and Wide Area Network (WAN) bandwidth over the past four years. Further, the University continues to upgrade its Internet service to meet the ever-increasing bandwidth demands for streaming media and Internet services by students and faculty.

Another way the University has improved student access to information and services is through the installation of wireless hotspots. There are now more than 740 wireless access points across campus blanketing common areas and classrooms in order to provide

connectivity for student access to online courses and library databases, as well as for Internet research and project collaboration.

Also, the University has also worked to enhance the students' mobile experience and improve their access to information from tablets and smartphones. CMU Mobile, a native app for Apple iOS and Android mobile devices, was rolled out early this year through 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. CMU mobile enhancements, including the ability to register and to add/drop courses, are already planned. Expanding mobile support for students is part of an evolving strategy to increase student retention by improving student engagement.

To further support the mobility of students, student accounts were migrated in February 2015 to Microsoft's Office 365 cloud-based services for email with Exchange ActiveSync for mobile devices, online storage with file synchronization and versioning, shared workspaces, and web conferencing. Additionally, this service enables students to download the Microsoft Office Suite on up to five computers or mobile devices. Moving students to Microsoft's cloud-based offering has provided better interoperability between 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.

During Academic Year 2010-11, the Academic Technology Advisory Council – comprised of faculty representatives from each academic department and staff from Distance Education, Library, and Information Technology – evaluated digital classroom presentation equipment. The high-definition campus standard for classroom audiovisual equipment now includes high-definition (1080p) projectors and high-performance digital video switchers that are compliant with required High-bandwidth Digital Content Protection (HDCP) standards. The new equipment standard was first installed with the renovation of Houston Hall and has most recently been deployed in Escalante Hall. Moreover, in 2014, the University added this capability for students, instructors and guest lecturers to present their video content wirelessly in advanced classrooms of Escalante Hall. Although the standard is still in development, those who prefer to untether from the projector or monitor can use their laptop, tablet or smartphone to display video while the campus maintains its supportability and security standards.

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 taken a number of steps to expand its distance delivery programming but has not reached the ten specified in the objective (Table 47). While entire programs available online have increased only by one, the number of course sections delivered in an online format has grown considerably, from 25 to 161 over the five years.

In 2012, CMU added a position – Assistant Vice President for Academic Affairs/Director of Distance Education – to more fully develop the infrastructure needed to expand online delivery. Faculty members now have much more training in online course design and access to resources that have resulted in higher quality, more consistent offerings. Similarly, students enrolling in an online course for the first time must now pass a quiz to confirm that they are “prepared” for learning in this type of environment.

The courses may be delivered fully online, or in a hybrid of site-based and online meetings, or simply be web-enhanced, but all are expected to meet the national Quality Matters standards that focus on course design, faculty readiness, student readiness, retention, student services, and assessment. Additionally, the courses are expected to be of a comparable content and quality as those offered in a site-based format. Instructional designers review the offerings and meet with instructors, either individually or in small groups, to address concerns.

CMU explored online program development with a third party and reached agreement with a company to implement a degree completion program. In 2014, the first program – an online, accelerated RN-to-BSN program – began, but due to a variety of factors, the partnership has not achieved the expected results after the first year. The University is reevaluating how to move forward.

Table 47. CMU ACADEMIC PROGRAMMING AVAILABLE VIA DISTANCE DELIVERY

AY 2010	AY 2014-15
Academic Programs:	
Bachelor of Applied Science (B.A.S.) in Public Administration/Public Safety	Bachelor of Applied Science (B.A.S.) in Public Administration/Public Safety
Bachelor of Applied Science (B.A.S.) in Radiologic Technology	Bachelor of Applied Science (B.A.S.) in Radiologic Technology
Bachelor of Science (B.S.) in Sport Management	Bachelor of Science (B.S.) in Sport Management
Associate of Arts (A.A.)	Associate of Arts (A.A.)
Technical Certificate in Business	Technical Certificate in Business
	Registered Nurse/Associate of Applied Science in Nursing to Bachelor of Science in Nursing
Academic Course Sections:	
25 video and 98 web-based sections 5.1% of total sections	161 web-based sections 6.7% of total sections
8,158 student credit hours 8.5% of total student credit hours	10,048 student credit hours 8.3% of total student credit hours

6. **Goal:** To strengthen Colorado Mesa’s brand perception and awareness to support and enhance the long term, stature, growth, and competitive position of the institution.

Objectives:

- a. **Complete research on the potential change of name and status.**

From March 2010 through April 2011, the institution conducted research on a potential name change that involved two components: the shift from a college to university and the recommendation of options for a new institution name. Ultimately, the Board of Trustees approved the renaming of Mesa State College to Colorado Mesa University. This effort included measurement of brand awareness and identification of preferred names through surveys and focus groups that represented key institutional stakeholders, such as Trustees, students, faculty, staff, alumni, community members, and legislators. The new brand and logo (shown below) were unveiled in August 2011 and supporting brand advertising campaigns were launched in October 2011.

Figure 20. LOGO INTRODUCED FOR COLORADO MESA UNIVERSITY, 2011



- b. **To raise the awareness and perception levels of the institution outside of Western Colorado (i.e., primary focus should be the Front Range of Colorado and select WUE Geo Metro Markets where the demographics, psychographics, and student high school performance align with student success on campus).**

- (1) Assessing current perceptions of CMU

Beginning in 2011, Colorado Mesa University has contracted with Student Insights to conduct online surveys of Colorado high school seniors’ perceptions of the institution. The survey is promoted through mailings to high school guidance counselors, scholarship guides, websites, and phone apps. Results offer feedback on two key elements:

- brand awareness: How familiar are the seniors with CMU? and
- brand perception: Of those familiar with CMU, are their opinions favorable or unfavorable?

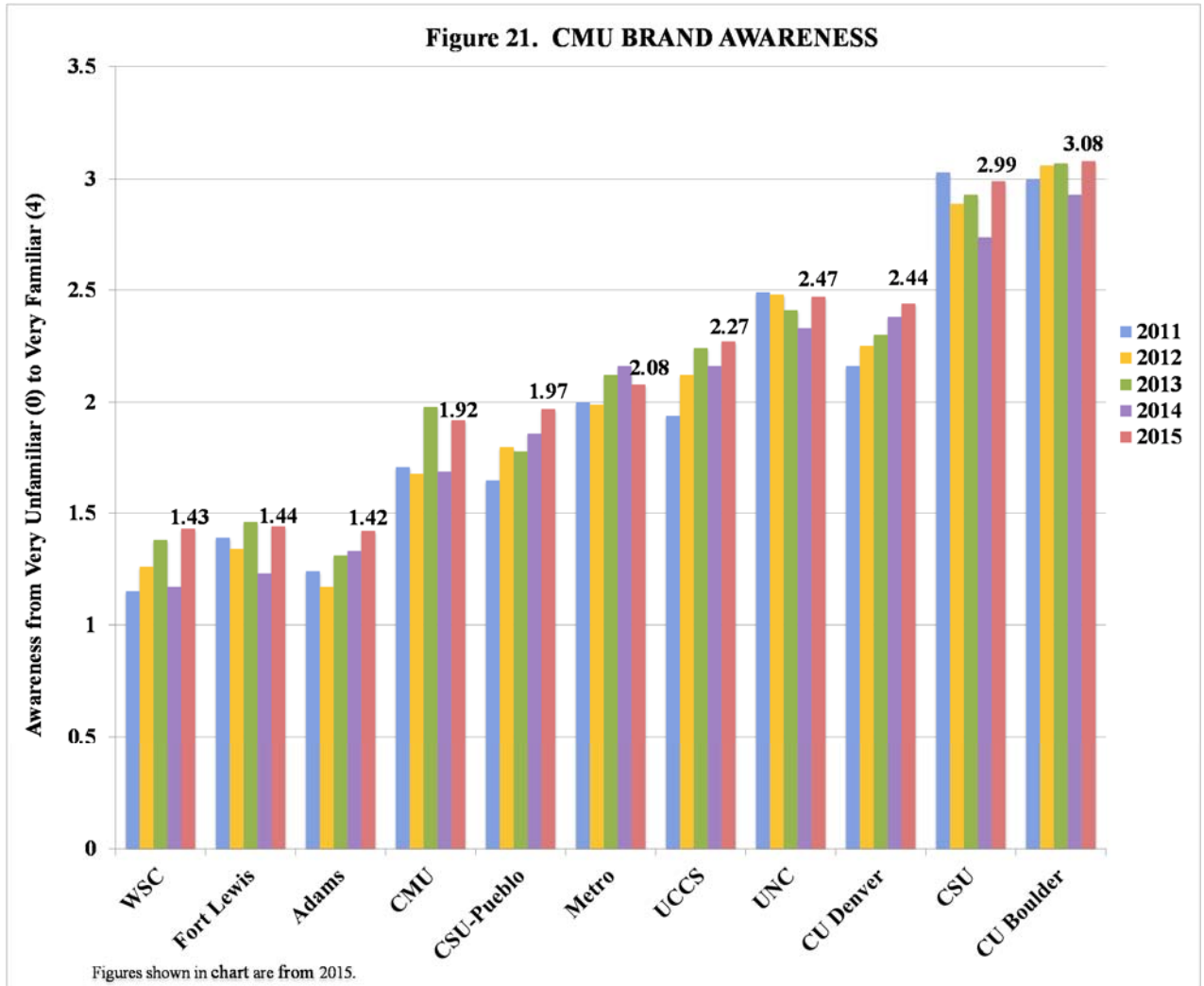
Both awareness and perception were rated on a four-point scale, with 4 being the most positive. Based on responses from the most recent survey,¹⁰ the highest average was 3.08, associated with the University of Colorado Boulder, while Colorado State University nudged out the Boulder campus with the highest average for brand perception at 2.86.

¹⁰ The survey by Student Insights was conducted from January through April 2015, with 1,172 respondents representing 220 Colorado high schools. The response distribution matched regional population distribution. Margins of error for overall awareness and perception were approximately $\pm 3\text{-}6\%$ at a 90% confidence level.

The following offers more details on each of the metrics.

(a) CMU Brand Awareness (Familiarity)

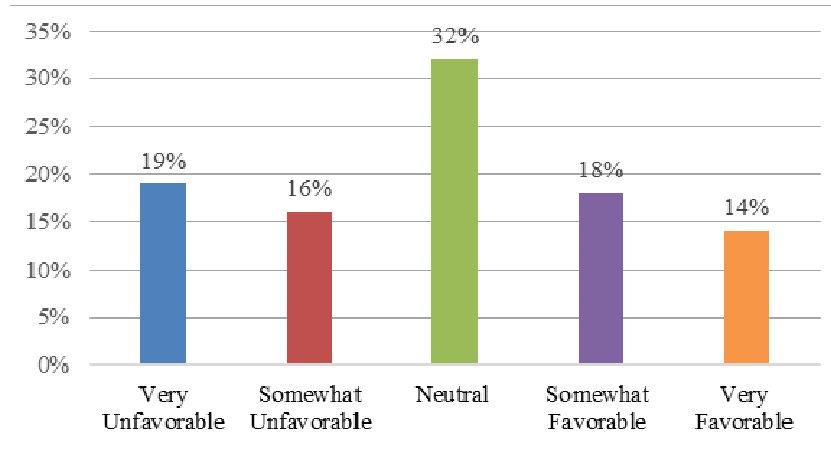
Among students surveyed in 2015, CMU’s familiarity, with 41% who were somewhat or very familiar, was offset by the same percentage who were somewhat or very unfamiliar. Figure 21 documents the brand awareness over five years for eleven of Colorado’s four-year public institutions. The University’s brand awareness average rose to 1.92 in 2015, up from 1.71 in 2011.



(b) Colorado Mesa Brand Perception (Favorability)

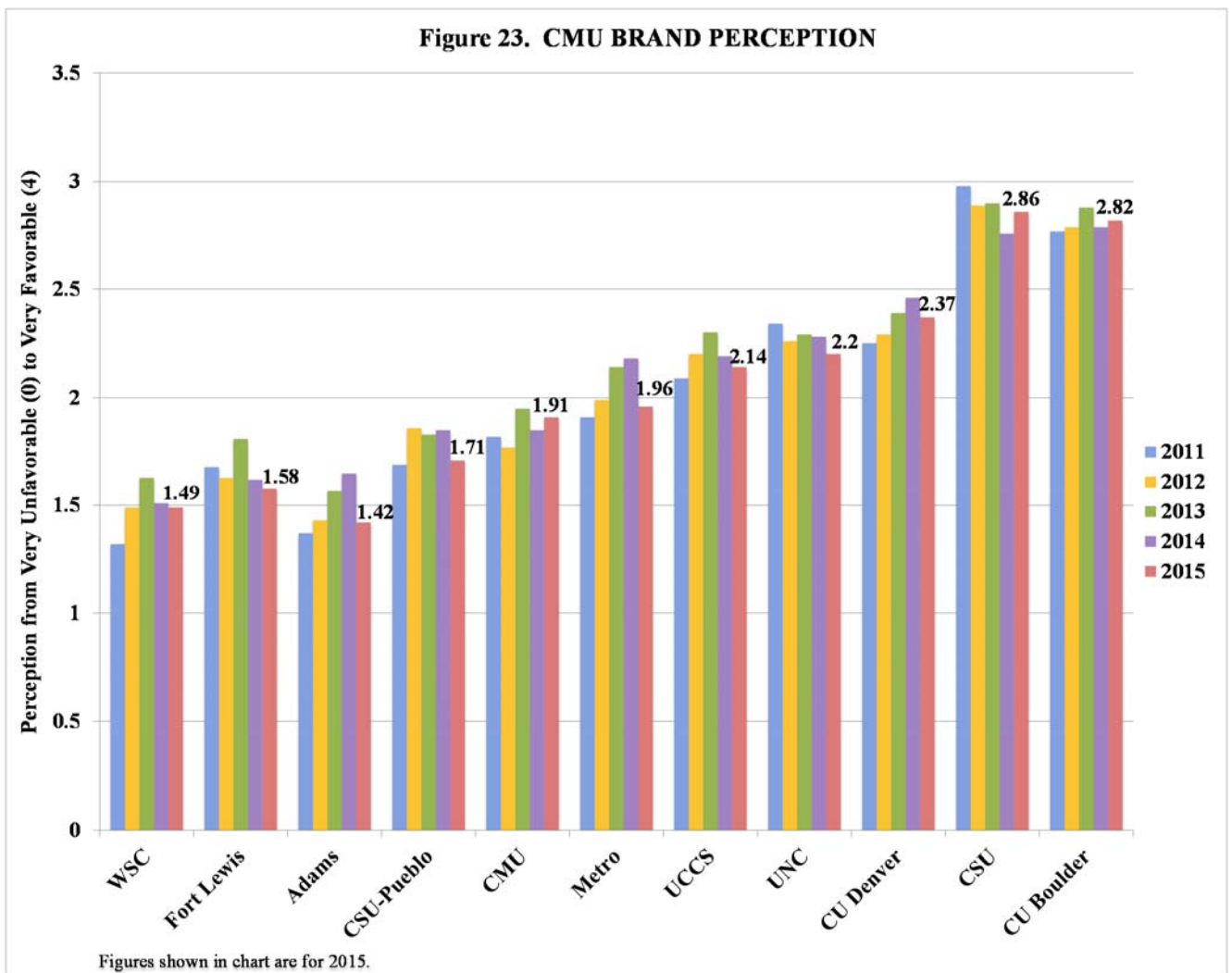
Student choices for brand perception range from very favorable to very unfavorable. Respondents were encouraged to consider all attributes of an institution (e.g., academic strength, tuition cost, facilities, campus size, and safety). In the 2015 study, 32% of students had a favorable view of Colorado Mesa University, while 35% had an unfavorable view (Figure 22). Since 2011, the CMU’s brand perception improved from an average of 1.82 to 1.91. This average is higher than Colorado State University - Pueblo and closing in on Metropolitan State University’s 1.96 (Figure 23).

Figure 22. HIGH SCHOOL STUDENT FAVORABILITY PERCEPTIONS OF CMU

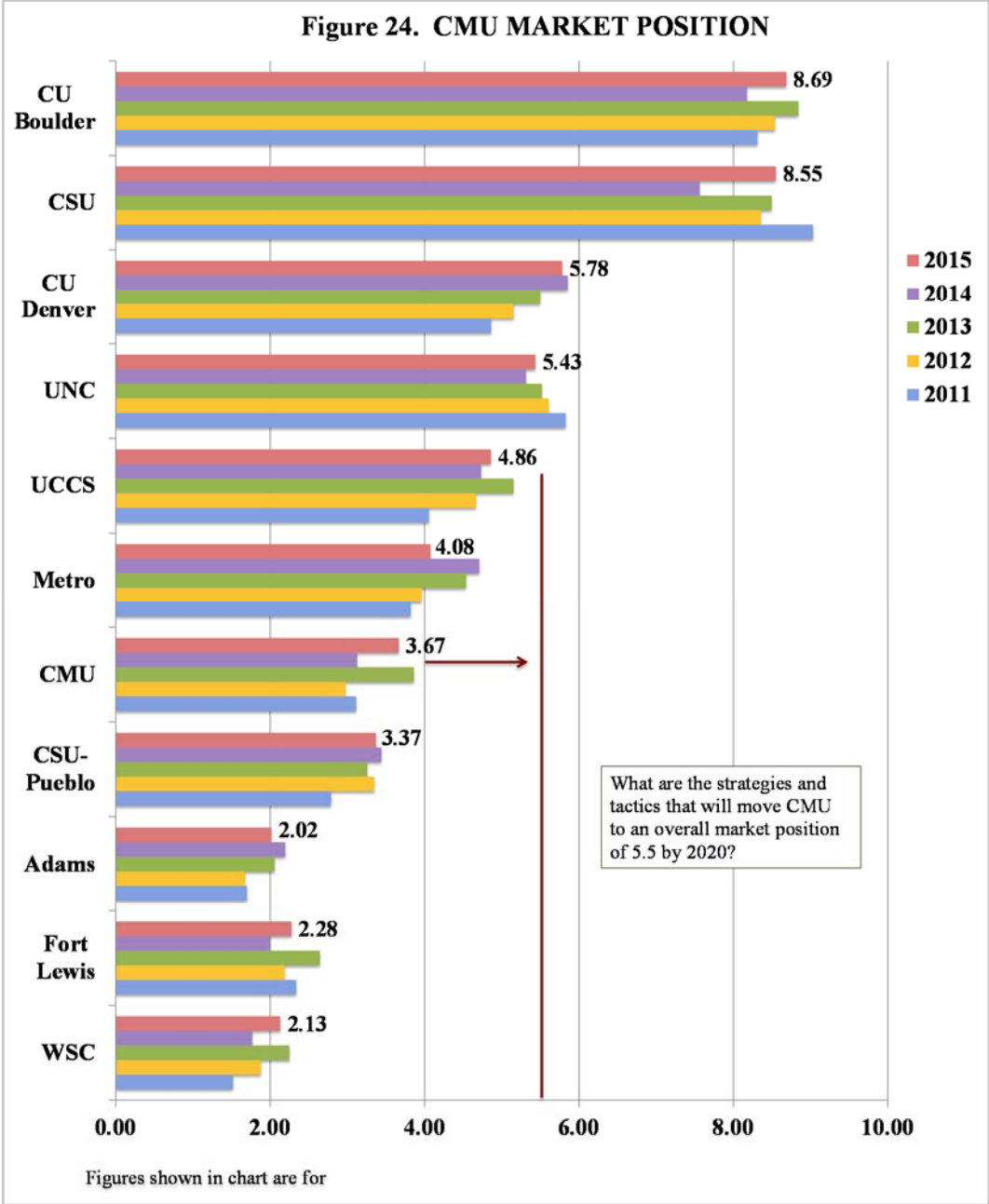


Source: Survey by Student Insights, 2015

Figure 23. CMU BRAND PERCEPTION



Student Insights calculates a market position measure by multiplying the brand awareness average by the brand perception. Based on the 2015 survey, Figure 24 shows current market positions, led by the tier 1 research institutions in Boulder and Fort Collins, while schools in more rural regions of the state scored the lowest. CMU ranked seventh out of the 11 institutions with a score of 3.67.



(2) Enhancing Awareness and Perception of CMU

While CMU's brand awareness and brand perception are moving in a positive direction, the University is pursuing new ways to "move the needle" forward. Among the projects currently under development or being promoted are:

(a) Redesign of recruitment materials that feature academics

These efforts center on "leading with academics" and the transformation of the undergraduate curriculum. Videos highlight how the University prepares students for specific careers and local employers who have hired CMU graduates. MAVTalks, a series of 3 - 5 segments modeled after the popular TED Talks, were recently taped and highlight projects involving the University's faculty members. Materials are being customized, based on target market, such as those for WCCC programs.

(b) Distribution of state and national earned media promoting student, faculty and staff accomplishments

An example of this effort is the announcement of Student Showcase winners through press releases to newspapers serving the winners' hometowns. Ten of the 39 went to out-of-state newspapers in Utah, Louisiana, California, Nevada, Arizona, Michigan, Oregon and Missouri. In cooperation with Intercollegiate Athletics, a similar process promotes student-athlete accomplishments.

(c) Promotion of the Maverick Innovation Center

As part of the renovation of Piñon Hall, CMU is introducing the Maverick Innovation Center. Planned as a living and learning community, the center will open in Fall 2015 to foster creativity and collaboration across disciplines. The first floor garage-like work area is designed to promote cross-disciplinary problem-solving and offer advanced technology to support participating students. Successful entrepreneurs will be available through the Entrepreneur-in-Residence program to guide students and complement the offerings of CMU faculty members.

(d) Highlight the beauty of the campus and area

Admissions staff continues to hear "I didn't know this was here." "The campus is so new, so cool." The campus continues to grow, CMU must more effectively promote the campus environment in order for brand perception to improve. Beyond pictures, new technology (e.g., drone video) is being proposed to capture the beauty and personality of the CMU campus and post on the website and appropriate social media channels.

Additionally, a new website content management system with improved design and functionality is being created as is a new CMU Campus Visitors Guide. Grand Junction students may know the campus but be less familiar with its academic excellence. Front Range students may be aware of CMU programs and academic standards but less familiar with the Grand Valley and the exceptional campus environment.

c. To further enhance the perception and prestige of the institution (while at the same time leveraging its state of the art physical plant) by serving as the intellectual and cultural center for the region.

As CMU continues maturing in its role as the intellectual and cultural hub of Western Colorado, efforts to share that information with the public have grown through paid advertising, earned media and the institution's own publications, such as the *Maverick*

Magazine that now reaches 30,000 individuals. Illustrations of University activities being promoting are:

- As an intellectual center, the University continues to expand its offerings at all levels, most recently at the doctoral level. Opportunities for undergraduate research, frequently built around regional issues, continue to expand, with results shared at the annual Student Showcase. Begun in 2010 to highlight student accomplishments, interest in the event has grown exponentially, such that by Spring 2015, approximately 530 students presented one of 236 projects that range from the Physical Sciences to Mathematics to Creative Writing to Mechanical Engineering to Behavioral Sciences to Technical Programs.
- As part of its regional outreach, CMU's growing role as a research center for Western Colorado is increasingly visible. Under the umbrella of the Redifer Institute (natural resources, water, and unconventional energy), University faculty are facilitating public policy discussions related to Colorado River Basin. Work at the Forensic Investigation Research Center (more commonly referred to as the "body farm"), is adding to the body of knowledge available to forensic 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 that range from large-scale main stage theatre productions to music concerts, faculty and student recitals, dance concerts, a summer repertory theatre, and a guest artist series. Faculty and students from the Department of Art and Design now exhibit their work in the Art Gallery located in downtown Grand Junction. Perhaps less obvious, but as important is the faculty's participation in literary and creative presentations by writers and poets.
- The University also shares knowledge and promotes discussions through events such as Entrepreneurship Day. Each spring, this program highlights local entrepreneurs' success stories and has brought the following nationally-known individuals to CMU as keynote speakers: Ben Stein, Jerry Greenfield (Ben and Jerry's Ice Cream), Hap Klopp (North Face), Peter Coors, Don Stephens (Mercy Ships), and John Hendricks (Discovery Channel). As outstanding alumni are recognized each year, they have made campus/community presentations and guest lectures in classes. The most recent honoree was the inventor of 3D printing, Chuck Hull.
- The Maverick athletics program is integral to the University's co-curricular programming, and the University has significantly expanded opportunities for both men and women in recent years. Intercollegiate athletics now sponsors 24 teams recognized by the National Collegiate Athletic Association (NCAA) at the Division II level, with the number of teams split evenly between men and women. Beyond competitive varsity teams, Student Life sponsors 31 club sports as well as intramurals that are open to broader participation, and in 2012, a marching band was added to build enthusiasm at athletic events.

Participation in these types of activities offers an experience that can complement classroom learning by developing leadership qualities in a student as well as contributing

to a more well-rounded, fulfilled individual. This programming also builds support for the institution by providing area residents with access to quality, competitive athletic events to attend.

Categorized as a Division II level institution by the NCAA, CMU's primary emphasis on a student's educational success, and secondarily on athletic accomplishments, has resulted in an extensive number of successful student-athletes, summarized for AY 2014-15 in Appendix E. Beyond individual achievements, CMU student-athletes have generally met or exceeded the graduation rates and grade point averages of the undergraduate student population as a whole. For example, the most recent cohort – students entering in Fall 2008 – had a six-year graduation rate was 57%, in contrast to 32% for non-athletes, and marked a significant gain of 13 percentage points over the five-year planning period. The average fall 2014 semester grade point average for athletes was 2.87 and nearly matched the campus-wide average of 2.92.

- With the renovation and expansion of Tomlinson library nearing completion, the community will have a new education resource.

Future marketing plans include expanding the content of marketing materials to more fully tell the CMU story. Employer satisfaction with CMU graduates, alumni accomplishments, and graduate school completions are among the areas that need better promotion so as to enhance the University's prestige.

APPENDICES

Appendix A. COLORADO MESA UNIVERSITY STUDENT PROFILE, FALL 2010 - 2014

Demographic/Academic Characteristic	Headcount Enrollment for Fall --									
	2010		2011		2012		2013		2014	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
ALL STUDENTS										
Student Subtotal*	8,121	99.9%	8,967	99.6%	9,443	99.6%	9,633	99.6%	9,047	99.2%
First-time/Continuing/Readmits	8	0.1%	38	0.4%	39	0.4%	43	0.4%	69	0.8%
Special (e.g., high school)	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Exclusively Extended Studies Subtotal	9	0.1%	38	0.4%	39	0.4%	43	0.4%	69	0.8%
Total	8,130	100.0%	9,005	100.0%	9,482	100.0%	9,676	100.0%	9,116	100.0%
ALL STUDENTS*										
Registration Status										
First-time Entering	1,975	24.3%	2,163	24.1%	2,074	22.0%	2,184	22.7%	1,866	20.6%
First-time Transfer	650	8.0%	684	7.6%	712	7.5%	606	6.3%	634	7.0%
Continuing/Readmit	4,976	61.3%	5,465	60.9%	5,791	61.3%	5,997	62.3%	5,949	65.8%
Special (e.g., high school)	416	5.1%	576	6.4%	776	8.2%	738	7.7%	484	5.3%
Golden Scholars	21	0.3%	34	0.4%	24	0.3%	41	0.4%	40	0.4%
Undergraduate Subtotal	8,038	99.0%	8,922	99.5%	9,377	99.3%	9,566	99.3%	8,973	99.2%
First-time Entering	17	0.2%	9	0.1%	15	0.2%	15	0.2%	6	0.1%
Continuing/Readmit	66	0.8%	36	0.4%	51	0.5%	52	0.5%	68	0.8%
Graduate Subtotal	83	1.0%	45	0.5%	66	0.7%	67	0.7%	74	0.8%
Total	8,121	100.0%	8,967	100.0%	9,443	100.0%	9,633	100.0%	9,047	100.0%
Student Level										
First-Year	2,577	31.7%	2,846	31.7%	2,695	28.5%	2,712	28.2%	2,315	25.6%
Sophomore	2,260	27.8%	2,492	27.8%	2,660	28.2%	2,637	27.4%	2,554	28.2%
Junior	999	12.3%	1,119	12.5%	1,278	13.5%	1,346	14.0%	1,371	15.2%
Senior	1,633	20.1%	1,747	19.5%	1,846	19.5%	2,030	21.1%	2,150	23.8%
High School	416	5.1%	576	6.4%	776	8.2%	738	7.7%	484	5.3%
Non-Degree Seeking	153	1.9%	142	1.6%	122	1.3%	103	1.1%	99	1.1%
Undergraduate Subtotal	8,038	99.0%	8,922	99.5%	9,377	99.3%	9,566	99.3%	8,973	99.2%
Graduate Subtotal	83	1.0%	45	0.5%	66	0.7%	67	0.7%	74	0.8%
Total	8,121	100.0%	8,967	100.0%	9,443	100.0%	9,633	100.0%	9,047	100.0%
Degree Level										
Certificate	227	2.8%	188	2.1%	184	1.9%	165	1.7%	150	1.7%
Associate--AAS	1,159	14.3%	1,019	11.4%	1,008	10.7%	1,020	10.6%	855	9.5%
Associate--AA/AS	833	10.3%	1,073	12.0%	1,129	12.0%	1,118	11.6%	996	11.0%
Baccalaureate	5,250	64.6%	5,924	66.1%	6,158	65.2%	6,422	66.7%	6,389	70.6%
Non-Degree--High School	416	5.1%	576	6.4%	776	8.2%	738	7.7%	484	5.3%
Non-Degree--Other UG	153	1.9%	142	1.6%	122	1.3%	103	1.1%	99	1.1%
Undergraduate Subtotal	8,038	99.0%	8,922	99.5%	9,377	99.3%	9,566	99.3%	8,973	99.2%
Post Bacc. Certificate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	30	0.3%
Master's	83	1.0%	45	0.5%	62	0.7%	67	0.7%	44	0.5%
Doctoral	0	0.0%	0	0.0%	2	0.0%	0	0.0%	0	0.0%
Non-Degree--Other Graduate	0	0.0%	0	0.0%	2	0.0%	0	0.0%	0	0.0%
Graduate Subtotal	83	1.0%	45	0.5%	66	0.7%	67	0.7%	74	0.8%
Total	8,121	100.0%	8,967	100.0%	9,443	100.0%	9,633	100.0%	9,047	100.0%
UNDERGRADUATE STUDENTS*										
Credit Hour Load										
6 or fewer hours	1,094	13.6%	1,168	13.1%	1,377	14.7%	1,344	14.0%	1,141	12.7%
7 - 9 hours	641	8.0%	676	7.6%	639	6.8%	610	6.4%	589	6.6%
10 hours	185	2.3%	241	2.7%	222	2.4%	183	1.9%	166	1.8%
11 hours	113	1.4%	115	1.3%	125	1.3%	165	1.7%	109	1.2%
Part-time Subtotal	2,033	25.3%	2,200	24.7%	2,363	25.2%	2,302	24.1%	2,005	22.3%
12 hours	1,748	21.7%	2,015	22.6%	1,966	21.0%	1,916	20.0%	1,748	19.5%
13 hours	1,097	13.6%	1,292	14.5%	1,299	13.9%	1,545	16.2%	1,420	15.8%
14-16 hours	2,457	30.6%	2,699	30.3%	2,967	31.6%	3,071	32.1%	3,092	34.5%
17 or more hours	703	8.7%	716	8.0%	782	8.3%	732	7.7%	708	7.9%
Full-time Subtotal	6,005	74.7%	6,722	75.3%	7,014	74.8%	7,264	75.9%	6,968	77.7%
Total	8,038	100.0%	8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%

Appendix A. COLORADO MESA UNIVERSITY STUDENT PROFILE, FALL 2010 - 2014 (cont.)

Demographic/Academic Characteristic	Headcount Enrollment for Fall --									
	2010		2011		2012		2013		2014	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
UNDERGRADUATE STUDENTS* continued										
Age										
17 years or younger	454	5.6%	577	6.5%	795	8.5%	759	7.9%	501	5.6%
18 - 21 years	4,038	50.2%	4,619	51.8%	4,938	52.7%	5,214	54.5%	5,018	55.9%
22 - 24 years	1,200	14.9%	1,228	13.8%	1,288	13.7%	1,392	14.6%	1,434	16.0%
Traditional Age Subtotal	5,692	70.8%	6,424	72.0%	7,021	74.9%	7,365	77.0%	6,953	77.5%
25 - 34 years	1,404	17.5%	1,500	16.8%	1,443	15.4%	1,318	13.8%	1,258	14.0%
35 - 44 years	548	6.8%	558	6.3%	520	5.5%	495	5.2%	429	4.8%
45 - 54 years	287	3.6%	312	3.5%	274	2.9%	261	2.7%	218	2.4%
55 years and older	105	1.3%	128	1.4%	118	1.3%	126	1.3%	115	1.3%
Non-traditional Age Subtotal	2,344	29.2%	2,498	28.0%	2,355	25.1%	2,200	23.0%	2,020	22.5%
No Data	2	0.0%	0	0.0%	1	0.0%	1	0.0%	0	0.0%
Total	8,038	100.0%	8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%
Gender										
Male	3,630	45.2%	4,052	45.4%	4,288	45.7%	4,291	44.9%	4,161	46.4%
Female	4,408	54.8%	4,870	54.6%	5,089	54.3%	5,275	55.1%	4,812	53.6%
Total	8,038	100.0%	8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%
Race/Ethnicity										
Asian	113	1.4%	118	1.3%	128	1.4%	134	1.4%	124	1.4%
Pacific Islander	56	0.7%	66	0.7%	48	0.5%	48	0.5%	55	0.6%
Black, Non-Hispanic	142	1.8%	190	2.1%	199	2.1%	225	2.4%	216	2.4%
Hispanic (of any race)	930	11.6%	1,109	12.4%	1,211	12.9%	1,359	14.2%	1,380	15.4%
American Indian/Alaskan Native	98	1.2%	110	1.2%	111	1.2%	87	0.9%	66	0.7%
Two or More Races	110	1.4%	203	2.3%	270	2.9%	339	3.5%	311	3.5%
Subtotal	1,449	18.0%	1,796	20.1%	1,967	21.0%	2,192	22.9%	2,152	24.0%
White, Non-Hispanic	6,095	75.8%	6,690	75.0%	6,951	74.1%	6,966	72.8%	6,471	72.1%
NR Alien	11	0.1%	32	0.4%	49	0.5%	40	0.4%	51	0.6%
Unknown	483	6.0%	404	4.5%	410	4.4%	368	3.8%	299	3.3%
Total	8,038	100.0%	8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%
Geographic Origin										
Mesa County	3,675	45.7%	4,010	44.9%	4,095	43.7%	3,878	40.5%	3,591	40.0%
Montrose County	530	6.6%	616	6.9%	586	6.2%	588	6.1%	539	6.0%
Delta County	565	7.0%	621	7.0%	620	6.6%	595	6.2%	367	4.1%
Garfield County	304	3.8%	286	3.2%	275	2.9%	293	3.1%	279	3.1%
Jefferson County	235	2.9%	287	3.2%	364	3.9%	412	4.3%	408	4.5%
Subtotal	5,309	66.0%	5,820	65.2%	5,940	63.3%	5,766	60.3%	5,184	57.8%
Other Colorado	1,786	22.2%	2,064	23.1%	2,306	24.6%	2,580	27.0%	2,538	28.3%
Other States	903	11.2%	1,012	11.3%	1,089	11.6%	1,180	12.3%	1,202	13.4%
International	40	0.5%	26	0.3%	42	0.4%	40	0.4%	49	0.5%
Total	8,038	100.0%	8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%
REP 14-County Total	5,519	68.7%	5,991	67.1%	6,026	64.3%	5,820	60.8%	5,198	57.9%
Pell Eligible										
Yes			3,741	41.9%	3,767	40.2%	3,727	39.0%	3,476	38.7%
No			2,920	32.7%	3,166	33.8%	3,377	35.3%	3,231	36.0%
No FAFSA			2,261	25.3%	2,444	26.1%	2,462	25.7%	2,266	25.3%
Total			8,922	100.0%	9,377	100.0%	9,566	100.0%	8,973	100.0%

Appendix B. ACADEMIC PROGRAM OVERVIEW: ENGLISH WRITING

Program Overview: Bachelor of Arts, English Writing Concentration



About This Major . . .

The English program offers a Bachelor of Arts in English with concentrations in Literature, Creative Writing, and Secondary Education. With a Literature concentration, you will gain breadth as you read widely in world, British, and American literatures, and you will gain depth as you engage contemporary literary theory and rhetoric. Opportunities abound as you hone your craft in poetry, fiction, and creative non-fiction workshops. If you are interested in teaching, you will first gain an expertise in literature and language, then you'll focus on teaching as you design assignments, learn pedagogical theories, work closely with local middle and high school teachers, and complete your student teaching internship. By reading, interpreting, and evaluating complex literature, theories, and criticism, you will learn to think critically, having learned to weigh evidence, identify assumptions, evaluate persuasive appeals, and recognize faulty reasoning. Employers want smart, flexible, and creative employees, all hallmarks of a Colorado Mesa University graduate in English.

Four years of work culminates in a project that will make you proud. Literature and creative writing students complete a senior seminar that invites them to create a portfolio of work and craft a longer essay worthy of graduate school. Future teachers complete their internship in a local school. These final projects share a common invitation: demonstrate your expertise in a professional context.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning.

With an English degree in hand, you will be able to:

1. express and tailor your ideas, arguments, and views in a variety of ways to different audiences.
2. interpret stories, poems, plays, films, images, and more, and you will know how to use different kinds of evidence to persuade others.
3. lead discussions about a wide range of American and British literature.
4. use what you know about literature to write your own stories, poems, and plays.
5. research to find answers to questions and solutions to problems.
6. describe how the English language has changed over time and explain how different groups have altered the language to meet their needs.

Program Highlights:

Go Public

Contribute to *Pinyon*, *The Literary Review*, *Horizon Magazine*, or the *Criterion*. Put your stories on KMSA radio, CMU-TV, or on the web.

Follow Their Lead

Land a job in publishing, public relations, freelancing, grant writing, technical writing, advertising, art foundations, journalism, and more.

Get Smarter

Consider an MA, MFA, PhD, law school, library science, museum studies, public administration, and more.

Get Involved

Join the English Club, Sigma Tau Delta, Creative Writing Club, Honors Program, or edit one of our journals.

Get Experience

Apply your expertise in a real-world setting by interning with a local business or firm.

Get Some Attention

You'll enjoy small classes—always less than 30, probably less than 20.

Feel at Home

Enjoy studying in a new beautiful building that offers all the resources you need.



Appendix B. ACADEMIC PROGRAM OVERVIEW: ENGLISH WRITING

Program Requirements

A student must follow CMU graduation requirements by completing 120 semester credit hours, including 40 credits of coursework at the 300+ level. See the “Undergraduate Graduation Requirements” in the catalog for additional graduation information. Students should work closely with a faculty advisor when selecting and scheduling courses prior to registration. In general, CMU’s programs of study are based on two curriculum groups:

I. Essential Learning

CMU’s Essential Learning program provides the foundation of skills and information that cuts across all fields of study and the support for advanced concepts that students will later encounter in their majors. Before moving into work at the 300+ level, students complete the Maverick Milestone and its co-requirement, Essential Speech. This pair of courses is a capstone experience where students integrate what they have learned from their foundation courses by making connections among diverse areas of knowledge. The capstone is also an opportunity for students to work with disparate ideas, a critical skill expected of all CMU graduates that will aid them in solving the complex and unscripted problems they will encounter in their personal, professional, and civic lives.

2. What You Will Study in This Major. . .

Foundational Courses

These courses provide you with surveys of American and British literature and introduce vocabulary, reading methods, and historical background that prepare you for more intensive study.

- Introduction to Literary Studies
- Survey of English Literature I
- Survey of English Literature II
- Survey of American Literature I
- Survey of American Literature II

English and Writing Core

All students need to take these advanced courses which focus on reading methods, fundamental knowledge about the history and current use of English, important writers, and a capstone course that allows you to demonstrate what you’ve learned in a final project.

- Introduction to Literary Theory and Criticism
- Roots of Modern Rhetoric
- Senior Seminar in Literature
- Senior Seminar in Writing
- History or Structure of the English Language

Electives

We want you to have breadth as well as depth, and these electives allow you to supplement or complement your choices in English. A strategic selection of electives can help you “cross-pollinate” what and how you think.

- Western World Literature I
- Western World Literature II
- Introduction to Literature
- Mythology
- Non-Western World Lit I
- Non-Western World Lit II
- Children’s Literature
- Literature for Young Adults
- Language and Literacy
- Roots of Modern Rhetoric
- Introduction to Film Studies
- American Folklore
- Major Authors
- Literary Editing and Publishing
- Genre Studies

Literary Backgrounds

These courses allow you to study a range of genres that serve your goals and interests while at the same time provide you with a deeper, more nuanced understanding of literature.

Early Literature

- Classical Greek and Latin
- Medieval
- English Renaissance
- Bible as Literature
- Shakespeare
- 18th-Century

Later Literature

- American Literature to 1830
- American Literature 1830-1870
- American Literature 1870-1900
- American Literature 1900-1945
- American Literature 1945-present
- Ethnic Experience in U.S.
- British Romanticism
- Victorian Literature
- 20th Century British
- Women and World Thought

Writing Concentration

These courses focus on a variety of genres and serve your interests and career.

- Intro to Creative Writing
- Creative Nonfiction
- Art of the Essay
- Crafting Fiction
- Fiction Workshop
- Crafting Poetry
- Poetry Workshop
- Literary Editing and Publishing
- Technical/Professional Writing

For more information about this major, go to: <http://www.coloradomesa.edu/english/degrees.html> or contact the Academic Department Head for Languages, Literature, and Mass Communication, 237 Escalante Hall, 970.248.1687.

**YOUR SUCCESS AT COLORADO MESA UNIVERSITY
OR WESTERN COLORADO COMMUNITY COLLEGE**

Download from:
http://www.coloradomesa.edu/academics/documents/EncouragingStudentAttendance_Participation.pdf

The faculty and staff are glad you have elected to attend Colorado Mesa University or Western Colorado Community College and want you to succeed in achieving your academic goals. The following information is shared with you to enhance the likelihood that you will be successful.

1. Attend class.

Institutional research shows that class attendance and participation are closely linked to your success as a student (i.e., the better your attendance, the better your grade is likely to be). When you are always present, you will understand the course content and how it contributes to your growth as a college student. You are required to attend this class regularly, adhering to the attendance policy established in this course syllabus by your instructor. Additionally, you should review the Attendance Policy of the institution's **Catalog** for further details on expectations. For online courses, check with your instructor and/or class syllabus for expectations delivered in that format.

2. Prepare for and participate in class.

It takes more than showing up for class to succeed. You need to be prepared to actively participate in class. Your instructor has given you a schedule of course topics for the semester, along with readings and/or activities that should be completed prior to coming to class. If you aren't clear about these expectations, talk with your instructor. In general, you should follow the 2:1 rule: two hours of study/homework time for every 1 hour of classroom time. This can vary some from week to week, but on average, most instructors will assume you are putting in the time and keeping pace with the class. So make the effort to stay current and don't leave everything to the end of the term.

By meeting deadlines and managing your time wisely, you will get much more from the class and earn higher grades. Assume that faculty members will not accept late homework and don't offer extra credit assignments. Some may – and by reviewing the syllabus you will know their policies – but instructors have no obligation to do so. A final note. If you need help with study skills, time management, note-taking and the like, consider registering for SUPP 101, a course that helps first-year students with their transition to college life.

3. Use technology to support your success.

All members of this class are expected to show respect to each other and to contribute to a positive academic learning environment of the class. Please turn off cellphones or set them to silent when you are in class. Text messaging, checking email, working on social networking sites, and performing non-class related activities on any electronic device (cell phone, laptop, iPad, etc.) is disruptive and not acceptable behavior during the class session. Check your course syllabus for the consequence of using these devices during class time.

4. Take advantage of campus resources.

We offer numerous academic support resources to help you. The staff of **Tomlinson Library** can assist you with finding information resources either in person or online. The **Tutorial Learning Center** offers *free, walk-in* tutoring for a wide variety of subjects. Maybe it's just a math problem that's not making sense, or perhaps having a peer take a look at your assignment is what you need. The TLC can help with the smallest issue or provide you with tutoring if you have a particularly challenging course. Get help before a small problem becomes a big one. Stop by and see the services they offer, most of which are provided by other students. If your semester gets a little overwhelming, contact the **Office of Student Services** for assistance. Need to engage in some activity outside of classes? Stop by the **Maverick Center** for a good workout, or find students with some similar interests by joining a **student club**.

5. Build relationships with your instructors, advisor, and other students.

- a. Your best guidance for success will come from your instructors, and research tells us that your interactions with faculty members is the most important determinate in college success. Instructors genuinely want you to be successful and will do what they can to help you reach your goals. Locate their contact information on the syllabus

Appendix C. YOUR SUCCESS AT COLORADO MESA

and store that information in your phone. Each instructor keeps office hours that they set aside to meet with students. If you cannot meet during their office hours, schedule an appointment in advance. For more information on why you should get to know your instructor, go to *Why You Should Meet Your College Professors at:* <http://www.cliffsnotes.com/Section/id-310989.articleId-122943.html>.

- b. Plan to meet with your advisor at least once a semester. At a minimum, consult with your advisor on your schedule for the next semester before registration opens. Popular required courses fill quickly, so if you delay registration, you might not get your preferred courses and could possibly delay your graduation. Advisors provide valuable assistance in determining which courses you need to take for your degree and the best order to take courses. Advisors can also direct you to the most appropriate networks when you are in need of assistance.

If you do not know the name of your advisor, log into MAVzone: <http://luminis.coloradomesa.edu/cp/home/loginf> and click on the Student Academics tab. Scroll down the Academic Profile column to Advisors; directly email your advisor by clicking on the envelope icon.

- c. Connect with other students in all your classes. You and your peers have similar goals and will face similar challenges; this can help you feel less alone in solving problems. Being active in a study group can enrich your understanding of course materials and can provide extra motivation and support to succeed. Learn more about the value of creating a study group at *Fight for First Year in College: Form Study Groups at:* http://www.academictips.org/acad/first_year/formstudygroups.html

6. Use financial aid wisely.

Be aware that your decisions about attending class and considering whether to add or drop a class can affect your financial aid. Discuss potential changes with your advisor before making them. You must complete at least 12 credit hours each semester to be considered full-time, often a requirement to receive financial aid. Part-time students should check with the **Office of Financial Aid** for credit hour requirements. Audited classes do not count for enrollment purposes.

To retain your aid for the next term, you are required to make satisfactory academic progress toward your degree and maintain the following minimum grade point averages below. **If you receive all F's for one term, you will be suspended from financial aid and must repay all Title IV funds.**

Cumulative Credit Hours Earned	Minimum GPA
1 to 15	1.70
16 to 30	1.80
31 to 45	1.90
46+	2.00

To remain eligible to receive financial aid, students must be successfully completing 75% of classes attempted. Aid will be suspended until the student successfully increases the completion rate to 75%. Be sure to report any changes in your enrollment, residency status, or receipt of additional resources in writing to the Office of Financial Aid. Financial aid is not available if you have not graduated from your program but exceed the total undergraduate cumulative hours as show below.

Baccalaureate degree:	170 hours
Associate degree:	80 hours
One-year certificate:	40 hours

Appendix D. Maverick Milestone Pilot Courses

ESSL 290: Success and You

Taught by Dr. Morgan Bridge, Professor of Business and Dr. Kurt Haas, Professor of English
CRN: 28572. MWF 10-10:50. Co-requisite ESSL 200: Essential Speech
May be used as Applied Studies or elective credit.



- What are the ideas about success that drive you in your everyday life?
- How do those ideas connect with the theories of success we can find in business, literature, history and popular culture? How do those ideas conflict with each other at times?
- How can you think about your own prosperity in ways that will contribute to your own personal happiness and success?

For Fall 2015!



SUCCESS

Because you too can own this face of pure accomplishment



Fall 2015

Professor Tim Casey, Political Science
Professor Douglas O'Roark, History

ESSL 290: **Technology** and **EMPIRE**

CRN: 28554. Meets TR, 12:30. Co-requisite ESSL 200: Essential Speech.
May be used as Applied Studies or elective credit.

What role have technologies played in the rise and fall of great empires?

How did the trireme (warship) give birth to the world's first democracy in the Athenian Empire?

How did Nazi scientists help build the American space program, and what are the ethical issues tied to that?



Appendix E. Colorado Mesa University Athletic Success for AY 2014 – 15

Colorado Mesa University Athletics in 2014-15

Finished 11th among all NCAA Div. II Institutions in the Learfield Cup Standings

RMAC All-Sports Cup Champions (Record 904 Points)

14 - NCAA National Championship Qualifying Teams

34 - All-Americans

5 - RMAC Championship Teams

125 - All-RMAC Selections

171 - All-Academic Team Recipients

1 - NCAA National Champion

Attendance: 70,000+ for the Year

Set NCAA Div. II Baseball Single Game Attendance Record with 5,172 Fans

FALL SPORTS

FOOTBALL

8 All-RMAC Selections
13 Academic All-RMAC

VOLLEYBALL

NCAA Sweet 16
RMAC Regular Season Champs
RMAC Tournament Champs
3 All-Americans (AVCA)
6 All-RMAC Selections
7 Academic All-RMAC
RMAC Coach of the Year
AVCA South Central Region Coach of the Year

MEN'S SOCCER

NCAA Final Four
NCAA Regional Champions
RMAC Regular Season Champs
2 All-Americans (Daktronics)
1 Academic All-American
6 All-RMAC Selections
8 Academic All-RMAC

WOMEN'S SOCCER

4 All-RMAC Selections
12 Academic All-RMAC

MEN'S CROSS COUNTRY

NCAA National Qualifiers
4 Academic All-RMAC

WOMEN'S CROSS COUNTRY

NCAA National Qualifiers
9 Academic All-RMAC

CYCLING

Track National Champions
Team Time Trial Road Champions
1 Road National Champion

WOMEN'S RUGBY

Second Place RMAC

RODEO

1 National Qualifier

WINTER SPORTS

MEN'S BASKETBALL

2 All-RMAC Selections
6 Academic All-RMAC
1 All-Region

WOMEN'S BASKETBALL

NCAA Tournament
RMAC Regular Season Champs
1 All-American (WBCA)
RMAC Summit Award Winner
4 All-RMAC Selections
5 Academic All-RMAC
RMAC Coach of the Year

WRESTLING

NCAA National Champion
RMAC Champions
3 All-Americans (NCAA)
5 All-RMAC Selections
RMAC Summit Award Winner
2 Academic All-RMAC
RMAC Coach of the Year

SWIMMING & DIVING

10 All-Americans
32 All-RMAC Selections
11 Academic All-RMAC

INDOOR TRACK & FIELD

2 National Qualifiers (4 Events)
2 All-Americans
7 All-RMAC Selections
11 Academic All-RMAC

ALPINE SKIING

1 National Qualifier

NORDIC SKIING

3 All-Americans

CHEERLEADING

Second Place UCA National

SPRING SPORTS

BASEBALL

NCAA Tournament
RMAC Regular Season Champs
RMAC Tournament Champs
3 All-Americans
1 Academic All-American
12 Academic All-RMAC
RMAC Player of the Year
RMAC Pitcher of the Year
RMAC Freshman of the Year
RMAC Coach of the Year
14 All-RMAC Selections
Best Record in Program History
Ranked #1 for eight weeks

SOFTBALL

NFCA Top-25 Freshman
2 All-District Selections
2 Academic All-RMAC
RMAC Player of the Year
3 All-RMAC Selections

TENNIS

RMAC Player of the Year (M)
17 All-RMAC Selections
RMAC Academic Player of the Year (M)
10 Academic All-RMAC
1 Academic All-District (M)
RMAC Coach of the Year (W)

GOLF

NCAA Individual Qualifier (M)
4 All-RMAC Selections (W)
1 All-RMAC Selection (M)
8 Academic All-RMAC
1 Academic All-District (W)

OUTDOOR TRACK AND FIELD

2 National Qualifiers (5 Events)
1 All-American
10 All-RMAC Selections
15 Academic All-RMAC

WOMEN'S LACROSSE

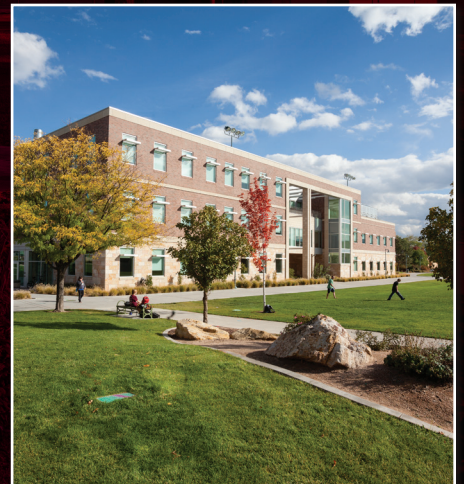
7 All-RMAC Selections
Summit Award Winner
10 Academic All-RMAC

MEN'S LACROSSE

WILA Champions
14 Academic All-WILA
WILA Coach of the Year
WILA Offensive Player of the Year
WILA Defensive Player of the Year
4 All-WILA Players



COLORADO MESA
UNIVERSITY



OFFICE OF ACADEMIC AFFAIRS

 970.248.1881  coloradomesa.edu/academics

1100 North Avenue • Grand Junction, CO 81501-3122



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