

**TRUSTEES OF MESA STATE COLLEGE
AGENDA
REGULAR BOARD MEETING
NOVEMBER 18-19, 2003**

**MESA STATE COLLEGE – CAMPBELL COLLEGE CENTER
Liff Auditorium
Grand Junction, Colorado**

NOVEMBER 18, 2003

- 8:30 a.m. EXECUTIVE SESSION**
Colorado Revised Statutes section 24-6-402(3)(b)(I) provides that governing boards of state institutions of higher education may, upon their own affirmative vote, hold executive sessions to consider the appointment or employment of a public official or employee or the dismissal, discipline, promotion, or compensation of a public official or employee. The purpose of this executive session is to discuss the presidential search.
- 11:00 a.m. CALL TO ORDER**
Roll Call
Pledge of Allegiance
Approval of October 16 Minutes**3-5**
Public Comments
- 11:15 a.m. REPORTS**
Interim President..... **6-9**
Faculty Trustee
Student Trustee
Faculty Senate President
BOCES
Board Chair
- 12:00 noon RECESS TO LUNCH**
- 1:15 p.m. DISCUSSION & POSSIBLE ACTION**
Trustee Policy Manual**10**
- 2:45 p.m. ACTION**
2002-2003 Academic Planning Report..... **11-33**
- 3:15 p.m. ACTION**
2003-04 Diversity Plan &
2002-03 Diversity Report **34-55**
- 3:45 p.m. ADJOURN until 8:30 a.m. Wednesday**

NOVEMBER 19, 2003

- 8:30 a.m. RECONVENE IN OPEN SESSION**
Roll Call
- 8:35 a.m. DISCUSSION**
Academic Program Priority Process **56-69**
- 9:00 a.m. ACTION**
B.A. in Fine & Performing Arts/
Theatre Concentration/Dance Option **70-87**
- 9:20 p.m. DISCUSSION & POSSIBLE ACTION**
FY04 1st Quarter Financial Report..... **88-113**
FY04 Budget..... **114-117**
Financial Aid Briefing
- 11:00 a.m. ACTION**
Supplemental Capital Construction Request **119-122**
- 11:30 a.m. ADJOURN**

TRUSTEES OF MESA STATE COLLEGE

MINUTES OF REGULAR BOARD MEETING

Thursday, October 16, 2003

**Liff Auditorium
Mesa State College**

CALL TO ORDER

Chair Lena Elliott called the meeting to order at 8:40 a.m.

Board of Trustees Present

Student Trustee Garrett Branson; Trustee Lena Elliott; Trustee Jamie Hamilton, Trustee Tom Kaesemeyer; Trustee Steve Meyer; Trustee Charlie Monfort; Trustee Carol Nesland; Trustee Jane North; Faculty Trustee Gayla Jo Slauson, Trustee Jim Wexels

Board of Trustees Excused

Trustee Luis Colon

The President's staff attended.

APPROVAL OF MINUTES

It was moved and seconded to approve the minutes of the September 23, 2003 meeting. The motion carried.

PUBLIC COMMENTS

None

REPORTS

Board Chair: Chair Elliott reported on her organizing efforts for the focus groups that met October 15 and expressed appreciation to those who took the time to participate.

Ms. Elliott broadened the charge for the ad hoc finance committee to continue its work on the budget. Trustees Nesland, Monfort and Meyer, who will chair, will continue on this committee.

Interim President: President Gingerich reported on the CCHE budget approval; plans to renovate auxiliaries; discussions with the Montrose Advisory Board on the Regional Education Provider (REP) role; Homecoming activities; and recognized Diane Brittingham, Assistant Director of Housing and Residence Life, for being awarded the Heroes in Residence Life Award from the Association of College & University Housing Officers-International.

Discussion included the Foundation for Excellent Schools in association with Montrose and Delta High Schools; a proposed sales tax increase in Montrose to build a facility that would be leased to Mesa State; availability and subsidy of classes in Montrose; Department of Personnel Pilot Waiver Program; and the process of creation and member selection for the required REP advisory council.

Faculty Trustee: Trustee Slauson reported on faculty community projects in her department, which included, among others, Women's Health Fair information management tracking and the School

District #51 technology plan development. Ms. Slauson explained that faculty provide extra work, often at no extra compensation, because they are professionals that see themselves as partners in the institution for the enhancement of quality of education.

Student Government: Trustee Branson reported on cuts to student assist and scholarships; the David Horowitz presentation; Homecoming activities; the MSC Division II mountain bike team's third place win in the Division I championships; and the women's golf team's first place in RMAC.

Discussion included clarification of student assist and workstudy programs, cuts to those programs and to scholarships, and the possibility of funds from Governor's Opportunity Scholarships.

Faculty Senate: Senate President, Dr. Russ Walker, reported on examples of shared governance on campus, stressed its importance to faculty, and requested that the statement of philosophy on shared governance that is currently in the policy manual be included in the draft of the new policy manual. Dr. Walker also expressed his appreciation to the Board for soliciting input and including faculty in the focus groups on the presidential search.

EXECUTIVE SESSION

It was moved and seconded that the Board convene into Executive Session for the purpose of discussing legal issues and personnel matters in accordance with 24-6-402(3)(b)(I), C.R.S. The motion carried and the Board recessed at 9:10 a.m.

RECONVENE OPEN SESSION

Chair Elliott reconvened at 1:10 p.m.

Report on Executive Session: It was moved and seconded to accept personnel recommendations as presented. The motion carried.

ACTION ITEMS

Lobbyist

After Trustee Wexels' reiteration of discussions on the high cost of lobbyist proposals, it was moved and seconded to accept Jake Zambrano's proposal of \$5,000. The motion carried.

QIS (Quality Indicator System)

President Gingerich shared background on QIS requirements, stated that reports on all indicators would be presented at the next meeting, and explained the intent of the two indicators that are established by the institution. Regarding measures for the indicators established by the institution, President Gingerich recommended that, for indicator #1, the second measure of increasing access to off-campus sites and at non-traditional times be used, and that the first measure of applying tuition and fees below the median for four-year institutions not be used. His recommendation on measures for indicator #2 were to continue to equal or exceed the average of the previous two years in percent of graduates who have experienced a co-curricular activity, practica, or field experience as part of field of study.

It was moved and seconded to accept the QIS indicators that the College has recommended. The motion carried.

FINANCIAL REPORTS

Mr. Mark Achen presented an overview of the FY04 budget and explained the two big pieces that may generate discretionary funds. Mr. Achen mentioned that, while enrollment growth is a major strength and tuition increases will be helpful, state and federal budget issues, including the possibility of another rescission, are projected to continue into the FY05 and FY06 budgets. Other issues that impact Mesa's budget are base funding, vouchers, and institution/program accreditations and reaccreditations.

Mr. Achen mentioned that the presentation of the first set of financials from the ad hoc finance committee is anticipated for the November meeting, along with capital spending plans that include auxiliary projects and residence hall renovations by bond proceeds.

Clarification was made and questions answered on debt service and bond refinance; fund balance investment; revenue-to-expenditure ratio; five-year capital construction plan and associated funding; and the impact of plant funds, depreciation and increases in housing costs, tuition, and student fees. The assumption was made that the '05 budget year will be challenging with only modest reserves, even if a rescission doesn't occur. Approval of the budget was deferred to November and staff was thanked for their work on the budget.

TRUSTEE POLICY MANUAL

Trustee Nesland provided background on the process used to create the Trustee Policy Manual draft. Comments have been solicited and some received; however, it was generally agreed that more time would be needed for Board members to familiarize themselves with the draft and to continue to receive and review input.

While most revisions consisted of eliminating language associated with the former system, Trustee Nesland offered to flag sections where other types of significant changes have occurred and to e-mail that information for dissemination to Board, faculty and staff. A timeline was established to provide a red-line draft for the November meeting, with the December meeting the target for approval. Faculty Senate President Walker was asked to provide input and Trustees Nesland and Slauson were thanked for their work.

OTHER BUSINESS

In response to questions on the upcoming accreditation visit, discussion was held regarding the Board's scheduled interaction with the consultant-evaluation team.

Trustee Meyer distributed a copy of the executive summary of the Grand Valley Vision 2020. Specifically, attention was called to those portions of the Vision that project Mesa State College's role.

ADJOURN

It was moved and seconded to adjourn the meeting. The motion carried and the meeting adjourned at 2:10 p.m.

Interim President's Report

A few weeks ago, a number of media outlets carried a story about the rapid increases in tuition and fees. In fact, the lead story in the October 22 Grand Junction Sentinel carried the headline "College Costs Rise" and noted that average cost of tuition and fees has increased 46% in constant dollars during the last decade at public four-year institutions like Mesa State. Since this article appeared, we have been working to develop a story about Mesa State. In the past decade, constant dollar tuition at Mesa State has increased by 8% and tuition and fees has increased by 16%. Further, Mesa State's tuition and fees at \$2,515/year are significantly less than the national average of \$4,454/year for public four-year institutions. Mesa State remains very affordable.

A CCHE meeting was held on the Ft. Lewis campus on November 6. A revised Remedial Policy was passed which will have modest impact on placement procedures and programming offered by the College. Some cash-funded capital construction plans were reviewed and approved but those submitted by Mesa State are still in the review process.

Earlier this fall, a Health Care Workforce Summit was held in Grand Junction. This Summit was designed to identify critical needs in the health care workforce and to develop partnerships and strategies to address these needs. Follow-up meetings have been held with key partners from the Western Colorado Area Health Education Center (AHEC) and from the Mesa County Workforce Development Center. Mesa State College is taking a leadership role in developing an associate degree-level RN program.

A meeting of the Advisory Board for the Montrose campus of Mesa State was held. The primary topic of discussion was a review of an election last spring that led to the issuing of bonds for the public school system. After the presentation, board members discussed how this information could serve as a basis for a similar campaign to support the Montrose campus of Mesa State. Specifically, the community is considering using a tax base to support construction of a facility and, if approval can be gained, using funds raised to support the delivery of Mesa State programs.

Within the past few days, grants/contracts have been authorized which have raised the total awards during the past few years over the \$3 million mark. Ms. Cindy Lueb, Director of Sponsored Programs, needs to be recognized for her leadership, as do all of the faculty and staff who have been involved in the preparation and submission of proposals.

The Legislature's Interim Committee on State Government Expenditures has completed its deliberations and has voted to draft and submit three items that involve higher education during the next legislative session.

- One bill would exempt institutions from the state purchasing system as well as from having to use vehicles in the state fleet. In addition, institutions could opt out of the state's risk management program.
- Legislation has been drafted which would authorize a governing board to withdraw from the state personnel system. This move could enable governing boards to exercise more control over their budgets and flexibly adjust spending and costs to provide highest level of service for

Colorado's citizens. This legislation follows from one of the recommendations of the Governor's Commission on Civil Service Reform.

- The committee voted to recommend the establishment of a committee to study the structure of the state's community college system.

Preliminary results of this year's Quality Indicator System analyses are being reviewed by both CCHE and campus staff. Mesa State's results for most indicators measuring retention/graduation rates continue to improve. In other areas, the College's performance continues at high levels. Benchmarks will be available soon but these have not been circulated at this point in time. A summary should be available by the December meeting.

The Higher Learning Commission of the North Central Association sent a team to visit the campus as part of Mesa State's continuing effort toward continuing accreditation. Faculty, staff and students met with the team, as did representatives of the Board and of the community. The team will file its report and formal action will be taken by the Commission this spring. Dr. Gene Starbuck deserves special recognition for leading this effort, as do all members of the Self-Study Steering Committee and members of the campus and community who spent time on this effort.

The Grand Valley BOCES held a Board Retreat on October 28. The primary topic was composition of the Board and strategies that could be implemented to add additional members.

As is practice, the Grand Junction Chamber of Commerce Legislative Affairs Committee has drafted a policy statement on higher education that will guide the Chamber this year. The Chamber board will be reviewing and approving this statement prior to the opening of the session. Copies of this statement will be available at the meeting.

Homecoming events were held the week of October 20-27. Activities with the Alumni Association included a private dinner for the five individuals being recognized as distinguished alumni and a public luncheon at which they were honored. The Athletic Department inducted two individuals into the Hall of Honor. All seven of these honorees were recognized at halftime of the football game, a victory over Fort Hays. A home coming parade was held Saturday morning and a number of other events were scheduled throughout the week.

PERSONNEL RECOMMENDATIONS & INFORMATION
November 19-20, 2003

RECOMMENDATION: It is recommended by Mesa State College that the Board of Trustees approve the following personnel matters.

None.

INFORMATION: The following personnel items are submitted to the Board as information.

Title Changes

Ms. Janice Keesler, FROM Admissions Counselor TO Assistant Director of Admissions, effective October 1, 2003.

Ms. Jamie Lloyd, FROM Admissions Counselor TO Senior Admissions Advisor, effective October 1, 2003.

Ms. Erin Wagner, FROM Admissions Counselor TO Senior Admissions Advisor, effective October 1, 2003.

Resignations

Dr. Denise McGinnis, Professor of Computer Information Systems, effective May 9, 2003.

Mesa State College Board of Trustees Seal

This page left intentionally blank due to slow-running graphic. A hard copy of this seal is available for view in the Office of Institutional Advancement, Mesa State College.

AGENDA ITEM: TRUSTEE POLICY MANUAL

Trustees Nesland and Slauson have prepared a second, redline draft Policy Manual for your consideration. They will provide at the Board meeting any additional information they may have received. Please be prepared to discuss this document.

A copy of the second draft accompanies this agenda.

AGENDA ITEM: 2002-2003 ACADEMIC PLANNING REPORT

BACKGROUND

The CCHE policy on Academic Planning calls for each institution to submit to its governing board an annual report on the implementation of its academic planning process during the preceding year. Governing boards are to submit to CCHE in January of each year an annual report on institutional planning priorities and the planning report.

In keeping with CCHE policy, Mesa State College has developed an academic master plan with a set of institutional goals and objectives that provide a framework for the planning process. Many of the academic action items that the Board will review this year derive from the priorities defined in the annual planning report. In addition, priorities established in the facilities and technology plans are driven by the academic priorities of the institution.

The report addresses six goals which mirror those established in the academic master plan.

- Goal Area 1 - Students
- Goal Area 2 - Faculty
- Goal Area 3 - Programs
- Goal Area 4 - Process
- Goal Area 5 - Support
- Goal Area 6 - Partnerships

A summary of the activities in each goal area for the 2002-2003 year is provided at the beginning of the report. More specific details of the goals, objectives, and outcomes for each area are presented in the body of the report.

RECOMMENDATION

The staff requests that the Trustees authorize the institution to forward to CCHE the 2002-2003 Academic Planning Report.

MESA STATE COLLEGE
A REPORT ON THE ACADEMIC PLANNING PROCESS, 2002-2003

SUMMARY

During the past year, the campus as whole continued to be guided by the goals and objectives reported in the revised vision statement, *Mesa State College: Shaping the Future of Western Colorado*, a document establishing a campus-wide plan developed by faculty, staff, students and members of the community that evolved from the *Shared Vision* statement, published a few years ago. This campus plan captures the vision of Mesa State and clearly articulates the goals and objectives for the academic community and its evolving role as a Regional Education Provider.

This plan is put into practice under the guidance of the Academic Master Plan which was approved by the campus community, the Trustees of the State Colleges and accepted by the Colorado Commission on Higher Education in 2002. An Academic Master Plan Committee was established as an oversight committee to review goals and objectives achievement. This committee reports annually to the campus community, the Board of Trustees, and to CCHE on progress and development.

This summary highlights the major initiatives and accomplishments in each of the goal areas established while the report which follows provides more information and details on these initiatives, the other accomplishments of the campus, and outlines goals and objectives for the current year.

Goal Area 1 - Students:

Mesa State College is committed to meeting the needs for educational services of all of the students in the institution's service area. The institution enrolled a record number of students both fall and spring semesters. The campus continued efforts through Mesa@Night to offer more courses and programs during evening/weekend periods. Enrollments at the Montrose campus continued to grow with the commitment by the college to offer courses/programs at other sites in the region. Retention rates and graduation rates continued to inch slowly upward. To enhance retention, the campus continued programming to support the advisement, registration and orientation for incoming freshmen through the SOAR program. An intensive Freshmen Year Initiative course which is offered the week before fall semester begins is designed to help transition students to the college environment. To assure that programming efforts aimed at retention remained focused, a retention task force, under the leadership of the assistant vice president for student affairs and enrollment management, has been established. The charge of the task force is to examine current practice and make recommendations about strategies to enhance student retention at Mesa State.

Goal Area 2 - Faculty:

Mesa State College will maintain a highly qualified faculty and staff who are provided full support services as they provide services to students and to the citizens of the region. This year, another group of qualified individuals was added as faculty members with the hiring of three individuals holding doctorates or other appropriate terminal degrees. Again this year, the College participated in the University of Delaware Cost of Instruction/Productivity study which shows faculty in all disciplines at Mesa State are very productive and, with the low salaries paid, the cost to educate a

student in almost all disciplines is far below the national mean. The College is considering ways that may better promote and support faculty engaged in curricular revisions and in other professional development activities. The faculty remains committed to enhancing the educational experience of students by providing experiential learning opportunities including undergraduate research, internships, study abroad programs. This year the number of opportunities continued to increase as did the amount external grants/contract awards used to fund these programs.

Goal Area 3 - Programs:

Mesa State College is committed to a continuous review and updating of existing programs as well as to the development of new programs to ensure regional needs are met. A campus-wide review of academic programs was completed in the spring to identify areas of strengths and challenges. This review was a collaborative effort among faculty, students, and administration and produced a prioritized list for all of the academic program offerings on campus. This effort will be used to guide the allocation of resources in order to assure that the institution remains current in meeting its role and mission. Mesa State gained approval for a concept paper to develop a BA in Spanish and the program proposal is in the final stages of review. A minor in International Studies was approved in June and students began enrolling in the minor this fall. In preparation for the site visit by the Higher Learning Commission of North Central, a self-study has been completed and submitted. Accreditation continues for programs in nursing and radiologic technology. The athletic training program received accreditation from the Commission on Accreditation of Allied Health Education Programs. The campus was engaged in the initial stages leading to a review of teacher education programs by CCHE and possible accreditation by NCATE. Programs in business have entered pre-candidacy status with AACSB. A focused site visit by NCA was made in the fall to authorize offering degree programs at Montrose and in Glenwood Springs. Approval was granted in the spring.

Goal Area 4 - Process:

Mesa State College will provide the facilities and equipment needed to support the teaching and learning process. This year, a project to enhance the technology infrastructure of the campus was completed. As a result, almost all classrooms are equipped with a networked computer and projection system. The Center for Teaching and Learning is responsible for meeting training/development programming needs of faculty. This past year, the Center had no programming due to budget cuts, in the fall semester however, the Center hosted about 23 training sessions that had 81 participants during spring 2003. In addition, the Center coordinated sending 30 faculty members to the Faculty Development Conference. Seven faculty development seminars were organized on topics of interest. Attendance at these ranged from 8-20 and averaged around 12.

Goal Area 5 - Support:

Mesa State College continues to struggle to provide support for library holdings as well as access to other informational resources. Progress was made this year by participating in Prospector, a consortium of libraries that will provide greater access to holdings for Mesa State students through expedited interlibrary loans. This year, construction was completed on the Moss Performing Arts Center, providing needed space for programs in the performing arts. Guided by the Academic Master Plan, revisions to Mesa State's facility plan are being drafted.

Goal Area 6 - Partnerships:

Embracing its role as a regional education provider, the campus continues the collaborative effort with other higher education institutions to meet local needs for graduate programming in education. In collaboration with Colorado Mountain College (CMC) and with the Eagle/Vail and Roaring Fork school districts, MSC's Post-baccalaureate Licensure Program, a one-year post-baccalaureate program, leading to teacher licensure, was once again offered in CMC's service area. REAP funds that were used to support this effort were withdrawn in mid-year. However the programs continued with Mesa State funding. A second REAP program to offer Mesa State's BA in Liberal Arts/Elementary Licensure program in conjunction CMC began and continued with Mesa State funding after REAP funds were lost due to the state budget rescissions. Discussions continued within the Grand Valley about creating partnerships to meet the needs for health care professionals. A partnership was established with the Delta/Montrose Vocational/Technical Center to offer an LPN program at Mesa State's UTEC campus. Planning began to offer courses in the BSN program to the Four Corners region and Craig. Collaboration with CNCC allows students enrolled in their aviation technology programs in Grand Junction the opportunity to complete their general education requirements on MSC's campus.

GOALS AND OBJECTIVES FOR THE 2000-2001 ACADEMIC YEAR WITH A BRIEF SUMMARY OF THE STATUS OF EACH

The campus's planning document, *Mesa State College: A Shared Vision*, establishes the goals and objectives for the institution and provides a local framework within which these objectives are being implemented. This document was developed on campus and published in January of 1999. It was revised in 2002, becoming *Mesa State College: Shaping the Future of Western Colorado*. The revised document retains the goals and objectives established for the campus as a whole while recognizing the expanded role and mission of Mesa State as a regional education provider.

In the Academic Master Plan, a set of goals and objectives derived from those of the institution and specific for the academic community were developed. In sum, while the goals and objectives established in the Academic Master Plan are built on those found in *Mesa State College: A Shared Vision*, they establish a clearer focus for the academic side of the institution. In addition, this plan serves as the central document which will guide other planning efforts on campus including facilities and technology planning efforts.

DESCRIPTION OF HOW MESA STATE COLLEGE'S ACADEMIC DECISIONS WERE MADE IN ACCORDANCE WITH THE INSTITUTION'S PLANNING PROCESS AND CCHE MISSION

The mission statement published by the Colorado Commission on Higher Education seeks to provide access to high-quality, affordable education for residents that is student-centered, quality driven, and performance-based. The institution's plan, *Mesa State College: Shaping the Future of Western Colorado* follows directly from these values. The Academic Master Plan was developed with input from faculty, staff, students, and members of the community. The establishment of goals was accomplished primarily by the Faculty Senate who represent the academic community of the College. The document establishes clear goals and objectives for the campus. Each unit of the campus is using these goals and objectives to inform the prioritization and the decision-making processes. In addition, the Academic Master Plan serves as a clear guide for both facilities and technology planning efforts.

As with all campus planning efforts, some of the objectives are limited in scope and actions taken drive directly to the objective. For example, one of the objectives listed states that the faculty will be surveyed regularly about the adequacy of classroom and laboratory facilities as well as of support, including technology, for the teaching/learning process. The Center for Teaching and Learning working with the Technology Council was able to create and administer a survey which was used to guide programming and support services. Meeting other objectives has required a more diffuse decision making process. For example, one of the objectives established calls for establishing stronger ties with other community colleges in the region. Obviously, this involves discussions involving faculty from many departments on campus working on a wide range of programmatic issues. Other similar examples could be provided for other goals and objectives in the plan; these specific examples are provided to give a sense of how the planning process at Mesa State College does guide the decision making process.

A DESCRIPTION OF THE OUTCOMES OF THESE DECISIONS

The following summary is provided to highlight the outcomes of plans implemented and decisions made as the campus worked to meet the goals and objectives established.

STUDENTS:

Overall Goal: To recruit, retain, and graduate an increasingly diverse and academically talented group of students.

Goal: To manage student FTE enrollment growth in order to optimize the learning experience of each student.

Objective: To increase student FTE enrollment at a rate between 1.5 and 2.0 percent per year while maintaining a stable student faculty ratio.

Outcome: Student enrollment for the 2002-03 academic year increased 4% to 5555.

Goal: To aggressively recruit and attract a diverse group of students of promise who are qualified by talent and motivation.

Objective: To serve a widening student demographic while increasing the average CCHE index score on a rolling three year average.

Outcome: Preliminary data shows index scores of applicants and of accepted students is up about 1 full point over this average. While the number of students of color increased, the percentage of the entering minority students appears to be staying about the same.

Goal: To increase retention and graduation rates of all qualified students.

Objective: To increase the retention and graduation rates every year through revised advising procedures and training for faculty advisors. First and foremost, advising for freshmen and sophomores shall be more deliberate and intrusive.

Outcome: Preliminary QIS data shows continuous improvement in retention and graduation rates. Because of these results, programming implemented over the past few years that was geared to make sure students are successful

continues. In addition, this year the "SOAR" (Student Orientation, Advising and Registration) program continued for incoming students. This effort involved faculty in the advising/registration process for these incoming students. These faculty will continue to work with freshmen during the academic year. Planning was completed for a campus-wide retention task force, headed by the assistant vice president for student affairs and enrollment management. The task force began meeting in the fall 2003 semester and will examine current practice and make recommendations about strategies to enhance student retention.

FACULTY:

A quality faculty is necessary if the Mesa State College academic community is to meet its mission. Effective student – faculty interaction has been, and continues to be the hallmark of the institution. Highly qualified, talented teachers are essential. Accordingly, the following goals and objectives have been adopted:

Overall Goal: To attract and retain a highly qualified faculty in order to optimize the learning experience offered each student.

Goal: To provide competitive levels of pay and benefits.

Objective: Within three years to have average faculty salary packages at all levels at least equal to one hundred ten percent of peer institution average faculty salary packages.

Outcome: Given the financial constraints of the institution this year, no increases have been authorized. The last salary enhancements were made for the 2001-02 year. With no new monies available during the 2002-03 year, no progress was made. However, given the state of the economy in the country and the challenges faced by higher education, Mesa State did not significantly lose ground on faculty salaries compared to nationwide peers. For new hires, progress continues to be made with offers at higher levels than in the past. However, we are still considerably below market for high demand areas such as business faculty. Funds made available the last few years from both the state and internal reallocations have been used to make salary equity adjustments so that salaries are more reflective of disciplinary differences and more aligned with respect to rank, years in rank, and performance.

Goal: To implement additional ways to develop, to support, to acknowledge, and to reward excellence in teaching and service to students:

Objective: To seek external support and private money to support faculty enrichment.

Outcome: External grants and contracts for the institution topped \$2.6 million total for the last three years, including \$1 million of awards for last year. Within this amount, nearly \$90,000 was designated for faculty salary buyout during the 2003-2004 academic year.

Within the School of Humanities and Social Sciences, funds continue to support faculty working with students editing journals, working in the writing center, directing plays, etc. In addition, external funds allowed a music

professor to perform and teach in Bulgaria. External grants also allowed a faculty member to bring professional performers and teachers to the college to host the first annual Grand Mesa Summer Dance Festival.

Within the School of Natural Sciences and Mathematics, faculty have attracted over \$264,000 in federal, state, and local grants to support student-oriented research activities.

Within the School of Business and Professional Studies, funds have been found to support six-summer research grants. Plans are being made to increase travel and research support. Additional outside support is being actively solicited.

Objective: Each semester, to award a portion of the faculty a “Teaching Preparation Stipend” to prepare, refine, develop, or enhance new or existing courses. This Stipend shall be a part of the total workload. (Equivalent to three (3) credit hours of course load.)

Outcome: On an ad-hoc basis, support continues to be given to faculty developing new courses, implementing new programs or offering other support to the curriculum. Discussions are underway within the Professional Development Committee to see if a formal, institution-wide process needs to be developed to support these efforts.

Goal: To implement additional support, including instructional support, which enables faculty to pursue scholarship opportunities and related creative opportunities.

Objective: Each semester, a portion of faculty will be granted “Scholarship Stipends” to engage in scholarly activity that will enhance the student experience. This Stipend shall be a part of the total workload. (Equivalent to three (3) credit hours of course load.)

Outcome: On an ad-hoc basis, support continues to be given to faculty engaged in research/scholarship activities that are integral to the educational mission of the institution. Faculty in the Schools of Natural Sciences and Mathematics and of Humanities and Social Sciences have received workload assignments to prepare proposals for funding and to work with students on undergraduate research. Within the School of Business and Professional Studies, faculty are exploring ways to reduce teaching loads for faculty who are involved in applied and pedagogical research activities. Discussions are underway within the Professional Development Committee to see if a formal, institution-wide process needs to be developed to support these efforts.

Objective: To increase professional development dollars to at least equal one hundred ten percent of peer institution development dollars.

Outcome: Limited grant funds have been identified to support some activities at a programmatic level. With limited funds available from the state/tuition and fees, no increased allocations were made this year and none are projected in the near term.

- Objective: To increase awareness on campus and in the surrounding community of the scholarship activities of the faculty.
- Outcome: The number of news releases about faculty, staff and student accomplishments increased significantly resulting in more coverage by newspapers, radio and TV.

PROGRAMS:

Program offerings must continue to evolve at the College along with the growth of students and faculty. Accordingly, the following goal and objective statements are adopted:

Overall Goal: To continue to provide a broad liberal arts based education, to develop new instructional programs, and to revise existing ones to better meet the educational needs of students.

Goal: To implement an academic program development plan that prioritizes and guides existing programs as well as the identification and design of new degree programs.

Objective: To create a standing committee to review program priorities annually, especially in response to retirements and other normal faculty turnover.

Outcome: The Academic Planning Committee created by the Faculty Senate continues to assess progress being made toward goals established in this plan and to review/recommend changes to priorities established in this plan. In addition, this Committee was charged by the Faculty Senate to recommend an approach for implementing this objective. In the fall the Committee met and decided not to address this issue as part of their charge. The president established a program prioritization committee that included administrators, faculty and students to prioritize academic programs. This committee completed work on the prioritization in the spring and plans were made to implement next steps in the process this fall.

Objective: To continue current efforts to seek out new programs leading to degrees as well as to certificates of completion that uniquely serve the needs of the region. As part of this process, the College will use advisory groups and other constituents to determine evolving needs for courses and programs that serve regional businesses and industries.

Outcome: A concept paper proposing the development of a BA in Spanish was submitted and approved by the Trustees and by CCHE. The program proposal is being developed in accordance with the new approval policy adopted by CCHE in June. A minor in International Studies was created and approved. Preliminary planning is underway to develop a program proposal for a B.A. in Criminal Justice and a major in Dance.

Objective: To continuously review all programs offered paying particular attention to those with fewer than 10 students enrolled. Programs which are not part of the core offering of the College and which do not meet expectations for enrollment growth and long-term health will be repositioned or eliminated.

- Outcome: Mesa State had no baccalaureate-level programs fall under the low demand guidelines established by CCHE. In addition, faculty continue to review sub-major options/minors offered to ensure that sufficient demand exists to support the continuance of these offerings. As a result of these reviews, a number of sub-major options/minors were deleted or, in some cases, redesigned to ensure they best integrate within the degree programs offered. Several A.A. in Liberal Arts concentrations which had few students have been eliminated. All students wanting an A.A. in Liberal Arts will now have their needs met under two concentrations, Humanities and Social Science. The B.A. in Liberal Arts was substantially revised to allow more choices for students within the disciplines and more rigor in the program. A program leading to dual licensure in early childhood/elementary education is being refined and will be brought before the Trustees for action this year. In the School of Business and Professional Studies, a curriculum audit and self evaluation is continuing as part of the pursuit of AACSB accreditation.
- Goal: To review existing courses for currency and relevance to program objectives:
- Objective: To implement a curriculum audit – a mechanism for evaluating the role and effectiveness of existing programs. (Faculty will have ultimate responsibility to determine how their curriculum relates to their program objectives.)
- Outcome: A campus assessment coordinator was appointed last year. In addition the assessment committee was revitalized. The committee worked with faculty in the program areas to revise assessment plans to assure a process is in place to measure student outcomes and revise curricula where indicated.
- Objective: To maintain current accreditations and to add new accreditations to support and enhance the reputation of the College and its faculty.
- Outcome: Mesa State is scheduled for reaccreditation by NCA in 2003-04. The self-study was completed in anticipation of the site visit in November of 2003. Programs in nursing and radiologic technology continue their accreditations. Accreditation of the Athletic Training Program by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)/Joint Review Committee on Educational Programs in Athletic Training (JRC-AT) was awarded in the spring. Programs in education have entered candidacy status for accreditation by the National Council of Accreditation of Teacher Education. A self-study is underway and a site visit has been scheduled for March 2004. Programs in business have entered pre-candidacy status with the Association to Advance Collegiate Schools of Business (AACSB). As a result of a focused site visit by NCA in the fall, Mesa State was granted authorization in spring for expanded degree sites at Montrose and Glenwood Springs.
- Objective: To expand course and program offerings including those offered nights, weekends, and through distance learning in Grand Junction, Montrose, and other specific sites in the region.
- Outcome: Enrollments at Montrose continue to grow as do enrollments in courses offered in Grand Junction under the auspices of the Mesa@Night program. Even with the loss of REAP funding at mid-years, programs in education

continued to be offered in CMC's service area.

PROCESS:

Because of the concerns with technology and its impact on the educational process, and because of the needs of traditional teaching and learning methods, the following goal and objective statements have been adopted:

Overall Goal: To continue to develop and improve teaching and learning.

Goal: To support learning through the refinement of traditional teaching methods and the use of new instructional designs and technologies.

Objective: To increase support for exploring and implementing new teaching methods and technologies to significantly improve teaching.

Outcome: Mesa State's Center for Teaching & Learning is responsible for coordinating a range of faculty development opportunities for MSC faculty and staff. In the 2002-1 – 2003 academic year the Center had six “Associates in Teaching and Learning.” These are full-time faculty members who receive a one-course reduction each semester. They spend their time teaching instructional technology trainings, working one-on-one with faculty, and developing a variety of faculty development seminars. In the 2002-2003 academic year, the Center offered 23 technology sessions during the spring semester. No programming was offered in the fall semester because of budget constraints. These sessions are usually limited in enrollment to 4 participants. Small size better ensures the personal hands-on nature of the sessions. These courses are offered on the main campus in the Center’s Faculty Development Lab, and in a classroom on the UTEC Campus. Eighty-one participants were served by these sessions. Finally, the Center for Teaching and Learning offered seven faculty development seminars each semester. Attendance at these seminars ranges from 8 – 20, with about 12 being the average.

Objective: To regularly survey faculty regarding opinions about the adequacy of classrooms, other teaching facilities, and support provided.

Outcome: The Technology Council and the Center for Teaching and Learning conducted an annual survey to address these issues. As part of the results, the Fall 2002 survey indicated that faculty want training in WebCT, PowerPoint, general application training, and statistical software. This survey guided the offerings of the Center.

Goal: To expand available technology in terms of equipment, support, and expertise, along with appropriate technological support, to provide a full range of educational services.

Objective: To annually review support needed and provided by Media Services and IT.

Outcome: The Technology Council evaluated this issue and submitted a range of alternatives to the administration for consideration. This discussion will continue this year.

Objective: To upgrade campus technology, equipment and software, and to provide additional lab support staff.

Outcome: A capital funded project to improve the technology infrastructure at Mesa State was completed this past year. As a result, all classrooms are now equipped with networked computers/projection systems. The Center for Teacher and Learning has provided training/support for faculty. The Technology Council has evaluated the need for additional staff and has made recommendations. Given current fiscal constraints, the Council is also reviewing established priorities.

Goal: To develop an organizational administrative structure to assure the best fit between the disciplines and the priorities of the College.

Objective: To periodically analyze the structure to assure the best fit between the disciplines and the priorities of the College.

Outcome: A reorganization of the Center for Teacher Education was completed last year. The Director reports to the Vice President for Academic Affairs.

SUPPORT:

The College recognizes the necessity to provide activities, materials, and facilities that support the academic pursuits of students and faculty. Tomlinson Library, Campbell College Center, the residence halls, as well as the other facilities that make up the physical portion of the College, are all necessary to the function of this academic community. Their continued support is a necessary part of the overall growth of the College. Therefore, the following goal and objective statements are adopted:

Overall Goal: To continually improve support for students and academic areas of the College.

Goal: To provide increased support for Tomlinson Library.

Objective: To increase the Library's holdings of, and access to, books and journals.

Outcome: Given the inflationary pressures in subscription rates for print journals as well as for on-line access to journals or data bases, the Library is struggling to increase holdings. As in the past few years, the focus continues to be on access rather than increasing holdings. However, with the price increases announced for this year for access to certain journal packages coupled with funding constraints, addressing this objective will continue to be a struggle. Some progress was made by establishing a consortium of institutions to share

resources via interlibrary loan; the Prospector program. Prospector will afford Mesa State students and faculty access to over 5 million holdings at libraries around the state.

Objective: To conduct a study of the growing facility needs of the Library, and to enlist the assistance of internal and external groups, consultants, agencies, and institutions.

Outcome: At this time, background work on the needs for additional space for the library continues. However, given constraints on state construction funds, this will not be a high priority for the College in the near term. Other methods for increasing space utilization are being studied.

Objective: To increase annual funding for increased cost of reference materials.

Outcome: Given constraints faced by the institution, there were no increases made for base funding in this area.

Goal: To recognize the infusion of technology in programs and to provide necessary resources and support.

Objective: To develop a planning strategy for additional future demands on facilities and technology as they relate to the academic mission of the College.

Outcome: The Technology Council has assumed responsibility for this and will periodically review the Technology Plan to ensure that it is in line with needs established by the Academic Master Plan. As noted above, an annual survey is used to assess areas of greatest concern/need. This leads to the establishment of priorities.

Objective: To intensify the search for external technology funding.

Outcome: Within the past year, the funded technology infrastructure project was completed and 2 other major construction/renovation projects which involved information systems were completed. The active pursuit of additional external funding has been limited. An amendment to the MSC Technology Master Plan has been drafted and is currently under internal review.

Objective: To construct a new facility for Business and Computer Science to integrate technology as both a resource and learning tool.

Outcome: Based on needs established in this Master Plan, an addendum to MSC's Facilities Master Plan has been drafted which includes a new building for business/technology. A freeze on capital construction projects by the state has pushed the timeline for this building back several years.

Objective: To conduct a study to determine the ongoing facility and technology needs of the Montrose campus.

Outcome: Based on needs established through on-going planning for the Montrose campus, an addendum to MSC's Facilities Master Plan has been drafted

which includes a new facility to serve as a site for offerings in Montrose.

Discussions about possible funding sources to construct a general education facility for Montrose are ongoing.

- Objective: To conduct a study of Media Services and IT and their relation to the academic community and to other College technologically based operations in order to assure efficient and economical operations and support.
- Outcome: During the past year, the Technology Council initiated discussions about media services. While this function currently reports within the library, given the changes occurring in the responsibilities assigned to this unit, there may be other structures which would allow it to be more effective.
- Goal: To support students' success through academic advising, career counseling, leadership and volunteer service programs, and extracurricular activities.
- Objective: To provide adequate space and equipment for enrollment services.
- Outcome: Evaluation of spaces that could be renovated for enrollment services continue. At this point in time, this unit is scattered in offices across campus and there are no plans that will allow these functions to be housed together in an easily accessed area. Discussions will continue to achieve this objective.
- Objective: To provide adequate staff and expand hours for services, especially at night and weekends. Expand space and equipment for testing. Provide local access and expanded testing for graduate admission and licensure.
- Outcome: A plans was developed and implemented to extend office hours for key student service functions including admissions, registration/records, financial aid and billing. Expanded hours of operations for these units continued during 2002-03. The testing center was moved to the UTEC campus where there is room for expanded testing.
- Objective: To attract and retain qualified staff, at all levels, to support academic and student service activities.
- Outcome: Discussions were held during the spring to reorganize the Admissions and Registrar areas in order to better meet the needs of the institution as enrollments continue to increase. The outcomes of the planning have been implemented this fall.

PARTNERSHIPS:

Sharing resources and cooperating with others does not mean that the College should be relieved of its mission to provide the best education possible for its students. The College must remain diligent in its quest for quality teaching and learning. When the Mesa State College name is used, even in a small partnership role, there is an expectation of quality that must be maintained. What others do with us impacts us. Accordingly, the College establishes the following:

- Goal: To improve the College's ability to ensure the quality and coherence of off-campus academic offerings to students, and to increase the number of articulation agreements and collaborations with other institutions, agencies, and groups.
- Objective: To develop stronger ties with College programs offered at other locations and with programs offered by other post-secondary institutions in the region.

(Responsibility for such offerings, including courses and faculty, shall reside with the corresponding main campus faculty and department.)

Outcome: Mesa State continues to support the offering of associate degree programs at the Montrose campus. All faculty are approved by the department/school as are all course offerings. Similar controls are in place for the offering of programs in education cooperatively with CMC and with CNCC. In a similar fashion, as Mesa State continues to offer classes for concurrently enrolled high school juniors and seniors, faculty review the credentials of faculty hired and review course syllabi. Mesa State and Colorado Mountain College have established a joint task force to develop policy that will allow dual enrollment at the two institutions, providing a barrier-free pathway for students to fulfill their educational needs.

Objective: To have full-time faculty members assigned to Montrose when feasible.

Outcome: Planning for development of the Montrose campus continues. A review of enrollment patterns and community surveys was initiated. This year, the Montrose Campus Advisory Council will review these analyses and may identify other analyses that may need to be undertaken. They will also make recommendations about plans for the next developmental steps for the campus.

Objective: In cooperation with School District 51, to develop an Academic Center at UTEC to provide a seamless educational experience for secondary and post-secondary students. Further, to acquire and remodel facilities adjacent to the UTEC campus to begin the physical development of this Center.

Outcome: Planning for the center continues. A pilot course was offered in the spring.

Objective: To partner with western slope school districts and with other Colleges and Universities to establish programming for pre-service teachers and to expand opportunities for in-service teachers.

Outcome: The campus continues the offering of a collaborative effort with other higher education institutions to meet local needs for graduate programming in education. In collaboration with Colorado Mountain College (CMC) and with the Eagle/Vail and Roaring Fork school districts, MSC's Post-baccalaureate Licensure program, a one-year post-baccalaureate program leading to licensure, was offered in CMC's service area. A third program cycle was offered in Summit County. Delivery of Mesa State's BA in Liberal Arts/Elementary Licensure program in cooperation with CMC continued. These programs continued during the 2002-03 academic year despite losing REAP funding in January.

- Objective: To partner with regional health care providers and with other Colleges and Universities to meet the needs for well-qualified professionals.
- Outcome: Discussions continued with representatives from CMC, CNCC and Delta-Montrose Vo-Tech as well as with regional health care providers. The need for additional entry level health care providers such as LPN's was identified and Mesa State is partnering with Delta-Montrose Vo-Tech to deliver an LPN program at the UTEC campus. Discussions were begun about an LPN to ADN program. The nursing faculty is delivering coursework to the Four Corners region as well as to Craig.

A DESCRIPTION OF PLANNING DECISIONS THAT ARE PROJECTED TO BE REACHED BY MESA STATE COLLEGE NEXT YEAR

The following table highlights the key decisions that will be made in the next year. These are abstracted directly from the recently approved Academic Master Plan. The College has created an Academic Master Plan Committee which is charged to evaluate progress each year as well as to recommend changes in goals/objectives. As a note, only the more significant items are reported here. All units will be taking steps to address the overarching goals and objectives established in this Plan.

The Mesa State College Academic Master Plan has established the following goal as its guiding principle:

To maintain and foster an academic community where a diverse group of students, faculty, and staff can participate in creative and intellectual activities.

In support of this guiding principle, the goals and objectives that follow present the results of this academic master plan analysis in its six planning areas – students, faculty, programs, process, support, and partnerships.

Further, it is the intent of the Goal Statements to provide the College with direction in planning its future programs and activities. The goals and objectives are therefore considered operational, establishing high priorities and giving guidance concerning specific areas of the College. Establishing a responsible group or groups is therefore important. The table below lists the goals and objectives, and identifies the group or groups responsible for their enactment.

AREA	GOAL	PRIMARY OBJECTIVES	RESPONSIBLE GROUP
OVERALL	To maintain and foster an academic community where a diverse group of students, faculty, and staff can participate in creative and intellectual activities.		
STUDENTS	To recruit, retain, and graduate an increasingly diverse and academically talented group of students.		
	To manage student enrollment growth in order to optimize the learning experience of each student	To increase student FTE enrollment at a rate between 1.5 and 2 percent per year while maintaining a stable student faculty ratio.	Enrollment Management (Strategic Enrollment Task Force)
	To aggressively recruit and attract a diverse group of students of promise who are qualified by talent and motivation.	To serve a widening student demographic while increasing the average CCHE index score on a rolling three-year average.	Enrollment Management (Strategic Enrollment Task Force)
	To increase retention and graduation rates of all qualified students	To increase the retention and graduation rates every year through revised advising procedures and training for faculty advisors. First and foremost, advising for freshmen and sophomores shall be more deliberate and intrusive	Enrollment Management (Strategic Enrollment Task Force)
FACULTY	To attract and retain a highly qualified faculty in order to optimize the learning experience offered each student.		
	To provide competitive levels of pay and benefits	Within three years to have average faculty salary packages at all levels at least equal to one hundred ten percent of peer institution average faculty salary packages.	Deans, VPAA (Faculty Salary and Benefits Committee)
	To implement additional ways to develop, to support, to acknowledge, and to reward excellence in teaching and service to students.	To seek external support and private money to support faculty enrichment.	Deans, VPAA
		Each semester, to award a portion of the faculty a "teaching preparation stipend" to prepare, refine, develop, or enhance new or existing courses. The stipend shall be a part of the total workload. (Equivalent to three credit hours of course load.)	Faculty Development, Assistance, and Enrichment Committee
	To implement additional support, including instructional support, which enables faculty to pursue scholarship opportunities and related creative opportunities.	Each semester, to award a portion of the faculty a "scholarship stipend" to engage in scholarly activity that will enhance the student experience. The stipend shall be a part of the total workload. (Equivalent to three credit hours of course load.)	Faculty Development, Assistance, and Enrichment Committee
		To increase professional development dollars at least equal to one hundred ten percent of peer institution development dollars.	Faculty Development, Assistance, and Enrichment Committee
		To increase awareness on campus and in the surrounding community of the scholarship activities of the faculty.	VPAA, Institutional Advancement

PROGRAMS	To continue to provide a broad liberal arts based education, to develop new instructional programs, and to revise existing ones to better meet the educational needs of students.			
	To implement an academic program development plan that prioritizes and guides existing programs as well as the identification and design of new degree programs	To create a standing committee to review program priorities annually, especially in response to retirements and other faculty turnover.	Faculty Senate	
		To continue current efforts to seek out new programs leading to degrees as well as to certificates of completion that uniquely serve the needs of the region. As a part of this process, the College will use advisory groups and other constituents to determine evolving needs for courses and programs that serve regional businesses and industries.	Faculty, Deans	
		To continuously review all programs offered paying particular attention to those with fewer than 10 students enrolled. Programs which are not part of the core offering of the College and which do not meet expectations for enrollment growth and long-term health will be repositioned or eliminated.	VPAA, Faculty Senate	
	To review existing courses for currency and relevance to program objectives.	To implement a curriculum audit – a mechanism for evaluating the role and effectiveness of existing programs. (Faculty will have ultimate responsibility to determine how their curriculum relates to their program objectives.)	Faculty Senate	
		To maintain current accreditations and to add new accreditations to support and enhance the reputation of the College and its faculty.	VPAA, Deans	
		To expand course and program offerings including those offered nights, weekends, and through distance learning in Grand Junction, Montrose, and at other specific sites in the region.	VPAA, Deans	
	PROCESS	To continue to develop and improve teaching and learning.		
		To support learning through the refinement of traditional teaching methods and the use of new instructional designs and technologies.	To increase support for exploring and implementing new teaching methods and technologies to significantly improve teaching.	Center for Teaching and Learning
To regularly survey faculty regarding opinions about the adequacy of the classrooms, other teaching facilities, and support provided.			Technology Council Facilities Committee	
To expand available technology in terms of equipment, support, and expertise, along with appropriate technological support, to provide a full range of educational services.		To annually review support needed and provided by Media Services and IT.	Technology Council	
		To upgrade campus technology, equipment and software, and to provide additional lab support staff.	Technology Council	

SUPPORT	To continually improve support for students and academic areas of the College.		
	To provide increased support for Tomlinson Library.	To increase paper holdings of and access to books and journals.	Library Committee, Faculty Senate, Director of Library
		To conduct a study of the space needs of the Library, and to enlist the assistance of internal and external groups, consultants, agencies, and institutions.	Library Committee, Faculty Senate, Director of Library
		To increase annual funding for increased cost of reference materials.	VPAA, Director of Library
	To recognize the infusion of technology in programs and to provide necessary resources and support.	To develop a planning strategy for additional future demands on facilities and technology as they relate to the academic mission of the College.	VPAA, Deans, Technology Council
		To intensify the search for external technology funding.	VPAA, Deans, Directors
		To conduct a study to determine the ongoing facility and technology needs of the Montrose campus.	Facilities Committee Technology Council
		To conduct a study of Media Services and IT and their relation to the academic community and to other College technologically based operations in order to assure efficient and economical operations and support.	Technology Council
	To support students' success through academic advising, career counseling, leadership and volunteer service programs, and extracurricular activities.	To provide adequate space and equipment for enrollment services.	Facilities Services
		To provide adequate staff and hours of service, especially at night and weekends. Expand space and equipment for Testing. Provide local access in expanded testing for graduate admission and licensure.	Student Services
		To attract and retain qualified staff to support academic and student related service activities.	VPAA, VPFA

PARTNERSHIPS	To improve the College's ability to ensure the quality and coherence of off-campus academic offerings to students, and to increase the number of articulations and collaborations with other institutions, agencies, and groups.	To develop stronger ties with College programs offered at other locations and with programs offered by other post-secondary institutions in the region. (Responsibility for such offerings, including courses and faculty, shall reside with the corresponding main campus faculty and department.)	VPAA, Deans
		To have full-time faculty members assigned to Montrose when feasible.	VPAA, Deans
		To have the College partner with western slope school districts and with other colleges and universities to establish programming for pre-service teachers and to expand opportunities for in-service teachers.	Director of Center for Teacher Education, Deans
		To have College partner with regional health care providers and with other colleges and universities to meet the needs for well-qualified professionals.	Nursing, Deans

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AGENDA ITEM: 2003-04 DIVERSITY PLAN AND 2002-03 DIVERSITY REPORT

ISSUE

Each year Mesa State College prepares a report on campus diversity that includes a report on the implementation and progress made with last year's diversity plan and an updated diversity plan for the upcoming year. The report also includes data on minority students and minority female faculty and staff. To meet the requirements of the CCHE Affirmative Action Policy, the diversity report and plan must be forwarded to CCHE in January.

BACKGROUND

As a member of the State Colleges in Colorado, Mesa State had been reporting diversity data before CCHE adopted policy (October 1998) for reporting diversity data. Once CCHE policy was in effect, the institution revised its reporting to comply with CCHE requirements. Governing Boards are required to submit a diversity report and an updated plan to CCHE annually in January. Under CCHE policy, the CCHE staff presents an annual report on diversity in Colorado higher education to the Commission, which includes statewide five-year trend data and analysis of the progress and implementation of institutional diversity plans. The trend data include enrollment, retention, and graduation rates of resident minority students and data on the employment of minority faculty and staff. The CCHE has begun tracking minority student graduation and retention rates as a part of the Quality Indicator Performance Report. Mesa State continues to make slow but steady progress on these indicators.

The value of diversity and multiculturalism is reflected throughout the institution's vision statement and major planning documents. It is the guiding principle of the Academic Master Plan. The goals and objectives established in the 2004 diversity plan are derived from those of the academic master plan and are consistent with other planning documents that are prepared throughout the year to address recruitment and retention of minority students, faculty, and staff and that assure the campus remains proactive in addressing the importance of diversity to the institution.

RECOMMENDATION

The Staff requests that the Trustees authorize the institution to forward to CCHE the 2004 Diversity Plan and the 2003 Diversity Report.

MESA STATE COLLEGE



2003-2004 DIVERSITY PLAN

AND

2002-2003 DIVERSITY REPORT

MESA STATE COLLEGE

2003-2004 DIVERSITY PLAN

Introductory Statement

Diversity, in its broadest sense, is at the core of the academic community. The freedom to discuss ideas from different perspectives in a supportive environment drives the teaching/learning process. Mesa State College is founded on a commitment to the traditions of a liberal arts education, providing all students experiences in an environment which prepares them for life in a pluralistic society. Within the classroom and elsewhere on campus, faculty and students from different backgrounds enhance the academic setting as they bring their range of experiences and perspectives, enriching the processes of discovery, reflection and communication. In this spirit, the campus community, including the faculty, staff, students and broader constituencies of Mesa State College, are working together following the guidelines established in "Best Practices in Institutional Planning for Diversity" to develop and to implement this plan.

To this end, Mesa State College is committed to supporting diversity within its community of learners and to developing the campus as a community of students, faculty and staff reflective of the population of the state and the region it serves.

Definition of Diversity

Mesa State College is committed to providing opportunities for full participation in our academic community by all individuals, regardless of cultural or geographic origin, gender, religion, linguistic heritage, or other characteristics. Only in creating a community representative of the broader societies in which the institution exists can the goals established by this Diversity Plan be met.

Vision Statement

Following from this commitment to creating a diverse community, the campus has developed a guiding vision. The statement below is that established in Mesa State College's strategic planning document, "Mesa State College: A Shared Vision..."

As members of the Mesa State College community, we are creating an environment where a diverse group of students, faculty, staff, alumni, community and area residents participate in creative and intellectual activities and enterprises. We embrace life-long learning for ourselves and for the residents of the region in order to ensure the well-being of our families, workplaces, and communities.

We affirm the College as a total learning community in which students learn through instruction, mentoring, and collaboration, and faculty learn through scholarship, creative work, and teaching. Undergraduate education will continue to be our highest priority although we also engage in graduate, technical, and community education. We further affirm that the College community, especially the faculty, know what academic success is, and how to attain it.

We collaborate in learning opportunities which go beyond the classroom and involve and benefit, neighborhoods, schools, public institutions, businesses, industries, other organizations, and the natural world of the region we serve.

We hold ourselves accountable as public servants for our performance as individuals and as an institution which is supported by the citizens of the State of Colorado.

Mesa State College: A Shared Vision... was revised in 2002 to reflect the institution's evolving role as a regional educational provider. The revised document, Mesa State College: Shaping the Future of Western Colorado, retains as a core value the excellence of teaching and recognizes the value of diversity by

Foster a climate of scholarship and intellectual curiosity through the promotion of diversity of thought and the exchange of ideas, development of critical reasoning and sound judgment, and intellectual tolerance.

Finally, the guiding principle of the Academic Master Plan emphasizes the importance of diversity to the institution

To maintain and foster an academic community where a diverse group of students, faculty, and staff can participate in creative and intellectual activities.

Background

Relationship to Strategic Planning

As this diversity plan was developed and is being implemented, it must be integrated with other state, system, and campus-wide planning processes. To this end, just as diversity stands as one of the cornerstones of the Mesa State College academic community, diversity planning must reflect and be reflective of the vision the institution has for its future.

The recently adopted Academic Master Plan underscores this commitment. This Plan establishes the importance of diversity through the overarching goal for the academic community of Mesa State which states, "To maintain and foster an academic community where a diverse group of students, faculty, and staff can participate in creative and intellectual activities." Further statements establish clear goals for diversification of the student population served and of the faculty and staff employed. In addition, the Plan calls for efforts to broaden the curriculum to ensure it provides opportunities for students to explore the arts, humanities, and sciences from a range of perspectives. Finally, the Quality Indicators established also require the institution to focus on student achievement including the achievement of minorities.

In April 2003, the Colorado Advisory Committee to the U.S. Commission on Civil Rights issued a report on issues of equality in the Mesa Valley. One of the recommendations from the report urged Mesa State College to enhance its leadership role in making Grand Junction a welcoming environment for students of all backgrounds. Institutional planning efforts for the 2003-04 year embrace this recommendation.

History

During the last quarter century, Mesa State College has established and met a number of goals which continue to diversify all aspects of the campus community. The past decade has seen the establishment of and the completion of a range of planning efforts that have transformed the College from a regional institution with a regional population of students, faculty, and staff to one that now is more reflective of the state and the nation. These plans, which called for the campus to recruit and retain faculty and students with experiences in other areas and other cultures, have been successful. As a result, the nature of the campus has evolved as reflected by its composition and in the development of a more diverse curriculum and a more diverse array of activities and programming. This plan recognizes and builds on these efforts and is supportive of Mesa State's evolving mission as a Regional Education Provider.

As part of these efforts, the following statement was formally adopted by the faculty at Mesa State College in 1994 and is published in the Catalog:

Mesa State College is a community of scholars in the liberal arts tradition. As faculty we believe that all people, regardless of origin, gender, religion, or linguistic heritage, have something worthwhile to contribute and that these contributions benefit us all. Therefore, we intend that within our academic community, all cultural differences will be treated with equal respect and tolerance. We desire that our students have the opportunity to appreciate the diversity of our modern world, and we encourage them to partake of the resources available within our community. As faculty we pledge ourselves to provide as many divergent cultural experiences for our students as the resources of the college and the needs of our disciplines allow.

To further tolerance and appreciation of our society's diversity, Mesa State requires that all graduates fulfill the following general education requirements. In doing so we honor the validity of a liberal education. We hope that the experience will help our students understand how to appreciate the true diversity of the world. Because diversity promotes multiple opinions, techniques, viewpoints, and approaches, it is not the individual courses within the General education program which we believe will further the above-stated goals, but the whole experience of the program itself.

Continuing Efforts

In the past few years, a number of focused initiatives have been implemented which continue. The Diversity Implementation Plan developed in 1994 established goals for the campus in the areas of 1.) Faculty and Staff Recruitment and Retention, 2.) Student Recruitment and Retention, and 3.) Campus Environment. While efforts to meet the stated goals have been mixed, in all cases objectives were established and continuing programming developed. These efforts and the activities

they triggered were captured in the first version of this plan which was implemented a few year ago.

In the area of faculty and staff recruitment and retention, efforts to develop a more diverse faculty have led to small increases in the percent of minority faculty. However, programs developed such as a "grow your own" project and a visiting scholars program continue to be used. More broadly, these efforts have led to marked increases in the percentage of female faculty and staff and in the percentage of faculty and staff who have been recruited from other regions. Efforts in this area support and are supported by the recently drafted revised Affirmative Action Plan.

In the area of student recruitment and retention, efforts to meet established goals have met with modest successes. However, programming implemented as part of this plan continues and will continue to lead to gains in the retention and graduation of all students. Specifically, a range of academic support services have been developed which are tailored to and provided for cohorts of students who can benefit. To meet goals to recruit, retain and graduate students from different cultures and backgrounds, an individual is employed to work specifically in this area. In addition, it is recognized that initiatives in these areas are linked with strategic goals of the state by performance funding.

Mesa State is partnering with Montrose, Delta, and Olathe high schools in programming to increase the awareness and success of students at risk to not continue their education past high school. These programs are funded through a grant from the Foundation for Excellent Schools. While not targeted specifically at student of color, given the demographics of the high school partners, a significant number of underrepresented minority students will be served

In the area of campus culture, a range of support services and organizations have been established to provide supporting communities within the community for minority students have been developed and funded. Activities and events sponsored by the campus that are reflective of other cultures continue to be enhanced. While much has been accomplished in this area, these efforts will be developed further.

Goals and Objectives

The following specific goals and objectives have been developed by the Mesa State College community. These goals reflect the history of the institution, recognize the importance of efforts that were implemented as a result of the Diversity Implementation Plan developed in 1994, and reflects changes made annually since this plan was developed and implemented in 1998. In addition, this plan establishes the framework within which new initiatives will be developed, implemented, and assessed. These goals serve as a guide for each of the units of the campus and direct the establishment of measurable objectives to ensure the goals are met.

GOAL 1: RECRUIT, RETAIN AND GRADUATE A STUDENT POPULATION REFLECTIVE OF THE POPULATION OF THE STATE AND THE REGION.

1.A. Increase the number of applicants and matriculants from underrepresented minority populations.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Develop and implement a comprehensive recruitment plan for underrepresented populations to increase enrollments of minority students.	Continuing, with annual review	Enrollment Management	Reallocations within exiting budgets to meet established recruitment plan	Number/percentage of underrepresented minorities in applicant pool and who matriculate	Enrollment Management, Students, Administration
Develop and implement activities for pre-college students in service area high schools to include partnerships and summer residential programs.	Continuing, with annual review	Enrollment Management, Academic Affairs, and Deans	Continued allocations to support programming at current level; Reallocations from established budgets to support discipline/unit based efforts; Grants	Programs offered, number of participating minorities, number of participants who apply/matriculate	Enrollment Management, Faculty, Administration
Expand outreach activities to community-based organizations and clubs.	Continuing, with annual review	Enrollment Management, Student Affairs	Reallocations of existing budgets	Number of activities	Student Affairs, Enrollment Management, Students, Administration
As part of efforts to expand program delivery, develop recruitment programs targeted at nontraditional underrepresented students.	Continuing, with annual review	Enrollment Management	Allocate funds for advertising, reallocation of effort	Number of minority students who apply/matriculate	Enrollment Management, Students, Administration

1.B. Increase the persistence and graduation rates of students from underrepresented minority populations to meet or exceed those of the majority population.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Review mentoring programs and internship/cooperative education opportunities provided on campus and develop strategies to ensure underrepresented students are participating at levels that meet or exceed those of the majority populations.	Completing review; will implement changes, as needed.	Enrollment Management; Deans/Dept. Chairs in areas with internships/cooperative education opportunities	Reallocations within exiting budgets to meet established recruitment plan	Number/percentage of underrepresented minorities in applicant pool and who matriculate	Faculty, Enrollment Management, Administration
Develop and implement activities for pre-college students in service area high schools to include partnerships and summer residential programs.	Continuing, with annual review	Enrollment Management; Deans/Department Chairs	Reallocation of Academic Affairs budgets	Participation rates for minority students	Enrollment Management, Faculty, Administration
Develop an early warning system to track the academic progress of underrepresented students.	Develop in 2000-2001, Implement in 2001-2002	Institutional Research, Academic Affairs, Enrollment Management	Reallocation of effort	Persistence rates of underrepresented students	Enrollment Management, Students, Administration
Implement orientation activities which address issues of interest to underrepresented minorities.	Continuing, with annual review	Enrollment Management, Student Affairs	Reallocation of budgets for orientation	Participation rates and persistence rates for underrepresented minorities	Enrollment Management, Student Affairs, Students, Administration

1.C. Continue to increase the number of applicants and matriculants from regions other than the institutions traditional service area on the Western Slope.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Develop and implement recruitment efforts that target qualified students in areas other than the Western Slope.	Continuing, with annual review	Enrollment Management	Reallocations within exiting budgets to meet established recruitment plan	Number/percentage of students from areas other than the Western Slope in applicant pool and who matriculate	Enrollment Management, Students, Administration

GOAL 2: RECRUIT AND RETAIN A FACULTY AND STAFF POPULATION REFLECTIVE OF THAT OF THE STATE AND THE NATION.

2.A. Increase the number of and percentage of tenured and tenure track faculty and of administrative exempt employees from underrepresented minority and other populations.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Searches, conducted following established procedures, will include proactive efforts to identify qualified applicants from underrepresented populations.	Continuing, with annual review	VP for Academic Affairs, Deans, VP for Finance and Administration	Additional allocation/ reallocations within budgets for searches	Number and percentage of underrepresented minorities and other underrepresented populations in applicant pool	Academic Affairs, Faculty, Administration
Annual assessments, at the unit and at the institutional level, will be conducted to track the changing composition of the faculty and of exempt employees	Continuing, with annual review	VP's, Dean, Directors	Reallocation of effort	Number and percentage of underrepresented minorities and other underrepresented populations in tenure/tenure-track faculty positions and administrative positions	Academic Affairs, Faculty, Administration

2.B. Increase the number of and percentage of underrepresented minorities holding state classified positions consistent with availability.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Develop initiatives to increase the number of applicants from underrepresented populations that are on the eligibility lists for state classified positions.	Continuing, with annual review	Director of Human Resources, VP's, Deans, Directors	Additional allocation/ reallocations within budgets for searches	Number and percentage of underrepresented minorities and other underrepresented populations in applicant pool	Finance and Administration, Administration, Faculty, Students
Annual assessments, at the unit and at the institutional level, will be conducted to track the changing composition of the state classified staff.	Continuing, with annual review	VP's, Dean, Directors	Reallocation of effort	Number and percentage of underrepresented minorities and other underrepresented populations in state classified positions	Finance and Administration, Administration, Faculty, Students

2.C. Provide the professional support needed to maintain a retention rate among underrepresented populations which is no less than that of the institution as a whole.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Develop mechanisms that actively support professional and cultural development for underrepresented faculty and staff.	Continuing, with annual review	VP's, Deans, Directors	Continuation of efforts, allocation of additional funds as needed	Number and percentage of underrepresented faculty and staff funded through professional development programs available on campus	Academic Affairs, Faculty, Administration

2.D. Continue to increase the number and the percentage of qualified faculty and administrative exempt employees with experiences throughout the Higher education community.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Searches will be conducted following established procedures to include national advertising in appropriate sources to attract the broadest pool of qualified applicants.	Continuing, with annual review	Vice Presidents, Deans	Reallocation within existing budgets to meet established recruitment plan	Number/percentage of faculty and staff with national/international education/experiences	Academic Affairs, Faculty, Administration

GOAL 3: FOSTER A CAMPUS ENVIRONMENT THAT SUPPORTS A DIVERSE COMMUNITY OF STUDENTS, FACULTY AND STAFF.

3.A. Enhance the campus environment to ensure that it is characterized by acceptance, support and advocacy of diversity.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Continue and/or enhance, as participation and enrollments increase, financial and staff support for ethnic organizations on campus.	Continuing, with annual review	Student Affairs	Allocation of additional funds as enrollments and participation increases	Number/percentage of faculty/staff/students who are actively engaged in organizations	Students, Student Affairs, Administration
Continue to provide and enhance sponsored programming which reflects and celebrates the diverse nature of the state, region and global communities.	Continuing, with annual review	Student Affairs, Academic programming	Continued allocations; allocation of additional funds as participation increases	Number of and attendance at sponsored programs	Students, Faculty, Administration
Provide campus sponsored programs that speak to specific issues of intolerance or prejudice to ensure that the campus addresses problems as they are identified.	Continuing with annual review	Student Affairs, Academic programming	Allocation of funds through budget process	Number of and attendance at sponsored programs	Students, Faculty, Administration

3.B. Offer curricula across the disciplines which represent multicultural and global perspectives.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Review the schedule of courses offered to ensure that those representing multicultural/global perspectives are included.	Continuing, with annual review	VP's, Deans, Department chairs	Reallocation of effort	Number of identified courses with multicultural/global emphases offered and enrollments	Faculty, Students, Academic Affairs
Develop more interdisciplinary course offerings across campus.	Continuing, with annual review	Vice President for Academic Affairs, Deans, Department Chairs	Reallocation of effort and budgets within Academic Affairs	Number of identified interdisciplinary courses offered and enrollments	Faculty, Students, Academic Affairs
Develop opportunities for students to visit and/or to study in other cultural settings.	Continuing, with annual review	Vice President for Academic Affairs; Deans; Department Chairs; Faculty	Reallocation of effort and budgets within Academic Affairs	Number of opportunities provided and participation/enrollments	Faculty, Students, Academic Affairs

3.C. Develop images of campus life that depicts the campus as a diverse community.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Develop targeted public relations efforts which highlight the accomplishments and involvement of students, faculty and staff from underrepresented populations.	Continuing, with annual review	Director of Public Relations	Allocation of funds through budget process	Number of publications and press releases prepared	Students, Administration
Include and invite community and state ethnic groups and organizations to campus sponsored programs and events	Continuing, with annual review	Student Affairs, Academic programming	Continued allocations; allocations of additional funds as participation increases	Number of and attendance at sponsored programs	Students, Academic Affairs, Student Affairs, Administration

GOAL 4: CONTINUOUSLY EVALUATE EFFORTS TO DEVELOP A MORE DIVERSE COMMUNITY TO INCLUDE ASSESSMENT, FEEDBACK, AND REPORTING.

Strategy or Task	Timeline	Person/Group Responsible (Accountability)	Budget Source	How monitored or evaluated	Faculty/ Student/ Other Group Involvement
Implement a survey(s) which assesses the attitudes of the students, faculty and staff of Mesa State College and the campus climate to determine the effectiveness of initiatives implemented.	Continuing, with annual review	Institutional Research; Assessment Committee; Student Affairs	Reallocation of funds for assessment	Change in campus climate	Everyone
Report all racial incidents to the Compliance Coordinator or to the Dean of Students to identify possible problem areas and to review and assess trends.	Continuing, with annual review	Compliance Coordinator and/or Dean of Students	Reallocation of effort	Number of incidents reported	Students, Faculty, Administration
Each Vice President, Dean, and/or Director responsible for initiatives identified shall conduct an annual evaluation of the effectiveness of these initiatives and the successes in meeting established goals. These evaluations, reported to the President, will include recommendations to revise this Plan. The President, in consultation with his senior administrators, will receive these reports and recommendations and will implement changes. Summary annual reports will be prepared and circulated internally for review by members of the campus community and externally for review by the Board of Trustees, CCHE and other stake holders.	Continuing, with annual review	President; Academic Affairs; Finance and Administration; Student Affairs	Not Applicable	Reports prepared and circulated	Everyone

MESA STATE COLLEGE

2003 DIVERSITY REPORT

Introductory Statement

Mesa State College is committed to supporting diversity within its community of learners and to developing the campus as a community of students, faculty and staff reflective of the population of the state and the nation. As one of the guiding principles of the institution, the campus community continues to work toward this over-arching goal. During the past year, the campus has continued to evaluate efforts, has established plans to continue strategies that appear to be successful and has implemented or established plans to implement other initiatives. These efforts are spelled out in this report.

Definition of Diversity

Mesa State College is committed to providing opportunities for full participation in our academic community by all individuals, regardless of cultural or geographic origin, gender, religion, linguistic heritage, or other characteristics. Only in creating a community representative of the broader societies in which the institution exists can the goals established by the Diversity Plan be met.

Vision Statement

Following from the College's commitment to creating a diverse community, the campus has developed a guiding vision. The statement below is that established in Mesa State College's strategic planning document, "Mesa State College: A Shared Vision..."

As members of the Mesa State College community, we are creating an environment where a diverse group of students, faculty, staff, alumni, community and area residents participate in creative and intellectual activities and enterprises. We embrace life-long learning for ourselves and for the residents of the region in order to ensure the well-being of our families, workplaces, and communities.

We affirm the College as a total learning community in which students learn through instruction, mentoring, and collaboration, and faculty learn through scholarship, creative work, and teaching. Undergraduate education will continue to be our highest priority although we also engage in graduate, technical, and community education. We further affirm that the College community, especially the faculty, know what academic success is, and how to attain it.

We collaborate in learning opportunities which go beyond the classroom and involve and benefit, neighborhoods, schools, public institutions, businesses, industries, other organizations, and the natural world of the region we serve. We hold ourselves accountable as public servants for our performance as individuals and as an institution which is supported by the citizens of the State of Colorado.

The Mesa State College Academic Master Plan captures themes from this Diversity Plan by establishing clear goal statements for diversification of the student population served and of the faculty and staff employed. In addition, the Academic Master Plan calls for efforts to broaden the curriculum to ensure it provides opportunities for students to explore the arts, humanities, and sciences from a range of perspectives. Further, the ongoing implementation/review cycle of the Academic Master Plan promotes opportunities for that plan to guide efforts to enhance campus diversity. Finally, as Mesa State continues to evaluate ratings arising from the Quality Indicator System, efforts spelled out in this report to address minority retention and graduation rates clearly are linked with performance funding.

Background

The successes reported herein follow from the Diversity plan established by the campus in 1998 with the revisions approved annually thereafter. This plan was built on initiatives followed throughout the 1990's which established goals for the campus in the areas of 1.) Faculty and Staff Recruitment and Retention, 2.) Student Recruitment and Retention, and 3.) Campus Environment. While efforts to meet the stated goals have been mixed, in all cases objectives were established and continuing programming developed.

In the area of faculty and staff recruitment and retention, efforts to develop a more diverse faculty have led over the years to small increases in the percent of minority faculty. While programs developed such as a "grow your own" project and a visiting scholars program continue to be used, the campus is developing strategies to increase the number of applications from minorities and female candidates. These efforts have led to increases in the number and percentage of female faculty. More broadly, the number of female and minority staff in other categories have increased over the years even though the trends this year appear to have leveled off or declined slightly. The percentage of faculty and staff who have been recruited from other regions continues to increase.

In the area of student recruitment and retention, efforts to meet established goals have met with modest successes. However, programming implemented as part of this plan continues and will continue to lead to gains in the retention and graduation of all students. Specifically, a range of academic support services have been developed which are tailored to and provided for cohorts of students who can benefit. To meet goals to recruit, retain and graduate students from different cultures and backgrounds, an individual has been hired to work specifically in this area.

In the area of campus culture, a range of support services and organizations have been established to provide supporting communities within the community for minority students have been developed and funded. Activities and events sponsored by the campus that are reflective of other cultures continue to be enhanced. While much has been accomplished in this area, these efforts will be developed further.

Goals and Objectives

The following specific goals and objectives are articulated in the Diversity Plan developed by the Mesa State College community. These goals reflect the history of the institution, recognize the importance of continuing current efforts that are successful, and establish the framework within which new initiatives are being developed, implemented, and assessed. The summary provided below states achievements in each area. These statements follow from the efforts of and serve as a guide for each of the units of the campus.

In addition to continuing ongoing successful strategies and implementing initiatives established in the Diversity Plan, the campus community collectively will continually review the Diversity Plan which guides MSC's efforts. These processes continue to be guided by the WICHE document, "Best Practices in Institutional Planning for Diversity."

GOAL 1: Recruit, retain and graduate a student population reflective of the population of the state and the nation.

1.A. Increase the number of applicants and matriculants from underrepresented minority populations

Major 2002 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. Focused recruiting efforts on more academically qualified minorities rather than simply on recruiting more students.</p> <p>2. Continued the Cultural Diversity weekend. This is a two-day weekend event designed primarily for ethnic minority high school students. Assistance with transportation, lodging and meals is provided for students from outside of the region.</p> <p>3. Continued support for an admission counselor in Denver who is assigned responsibility for increasing applications by and enrollments of minority students. This individual is active in CESDA and other efforts designed to increase participation rates in higher education.</p> <p>4. Faculty and students in math and sciences are implementing a number of outreach activities designed to support K-12 math/science teachers throughout the Western Slope.</p> <p>5. Throughout the year, the campus's Cultural Diversity Board and the ethnic student organizations represented, the BSA, La Raza, Polynesian Club, and Native American Council, provided special recruitment programs to attract area high school students. These efforts included on campus events and tours as well as visits to area high schools.</p> <p>6. Continued support for a full-time Minority Recruitment Coordinator as well as for admissions counselor and Las Vegas.</p> <p>7. Again hosted and continued participation in the Expanding Your Horizon Conference, an event co-sponsored with Mesa County School District 51 which provides an opportunity to explore careers in math and science for middle school girls, especially minorities and disadvantaged.</p> <p>8. Continued advertising in regional publications read by minority high school students, participating in college fairs around the state, and developing and using a statewide mailing campaign targeted at minority students.</p> <p>9. Awarded approximately \$400,000 in scholarships to minority students including a portion of funds awarded in Governor's Opportunity Scholarships. In addition, a grant from the NSF provides scholarship support for underrepresented minorities in math/science/tech degree programs.</p>	<p>All on-going or enhanced activities</p>	<p>Enrollment Management, Students Affairs, Academic Affairs</p>	<p>The number of freshmen minority students applying decreased. In 2002 there were 554 resident minority applicants. This year there were 487 of which 353 were admitted and 157 enrolled. The total resident minority enrollment increased from last year.</p>

1.B. Increase the persistence and graduation rates of students from underrepresented minority populations to meet or exceed those of the majority population.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. The campus-wide Peer Tutorial/Mentoring Program continues to provide in a unique way to all students the services of tutoring and other academic support, social support, and mentoring. As part of this programming, the campus continued efforts to connect upper level students with freshmen and sophomore minority students as part of an early warning system to support those experiencing academic difficulties.</p> <p>2. The Minority Recruitment Coordinator has the responsibility to direct the Peer Tutorial/Mentoring Program provided for all students as well as retention efforts designed for underrepresented minority students.</p> <p>3. Again held a Diversity Summit which provided students and other members of the Mesa State College community the opportunity to explore local and global issues relating to diversity.</p>	All on-going or enhanced activities	Enrollment Management, Students Affairs, Academic Affairs	The number of resident minority students increased significantly. While the total number of resident minority students graduating remained constant, QIS data shows increased efforts on retention appear to be leading to increases in the number and percentage of resident and non-resident minority students graduating and the number in the pipeline.

1. C. Continue to increase the number of applicants from regions other than the institutions traditional service area on the Western Slope.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. MSC staff participated in several college fairs outside of the Western Slope and for out-of state students.</p> <p>2. The admissions area implemented a state-wide and targeted nation-wide mailing campaign.</p> <p>3. Mesa State College participates in the Western Undergraduate Exchange program offered by WICHE.</p> <p>4. With support from the Office of State Colleges, hosted a group of students from the Denver metropolitan area (including a number of minority students) as part of the system-wide bus tour.</p>	All on-going or enhanced activities	Enrollment Management, Academic Affairs	Mesa State continues to enroll students who are not from the traditional Western Slope counties that have been the campus's traditional base. In particular, the majority of students of color who enroll are from other areas of the state.

GOAL 2: Recruit and retain a faculty and staff population reflective of that of the state and the

nation.

2.A. Increase the number of and percentage of tenured and tenure track faculty and of administrative exempt employees from underrepresented minority and other populations.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. All searches were conducted following established procedures, including assigning representatives to each committee from the affirmative action compliance office to ensure that the committees are aware of the institutions commitment to employing a diverse group of faculty and administrative exempt employees.</p> <p>2. Mesa State College's continues supporting doctoral candidates through a "grow your own" program.</p>	<p>On-going activities.</p>	<p>Academic Affairs, Faculty, Administration</p>	<p>The number of full-time minority faculty decreased from 15 to 14 but the number of tenured minority faculty stayed the same. The number of full-time female faculty members increased slightly while the number of tenured females increased significantly. Two of the three tenure track positions filled this year were female The composition of other employee categories remained relatively constant.</p>

2.B. Increase the number of and percentage of underrepresented minorities holding state classified positions consistent with availability.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. All open positions are broadly advertised including the placement in publications typically read by underrepresented minorities.</p> <p>2. Parts of the qualifying exams given to all applicants for classified positions continue to be administered in Spanish.</p>	On going activities.	Director of Human Resources	The number of underrepresented minorities employed and the number of females employed has remained fairly constant. Since the total number of positions reported has remained constant, there are only minor shifts in percentages.

2.C. Provide the professional support needed to maintain a retention rate among underrepresented populations which is no less than that of the institution as a whole.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. Mesa State College's continues supporting doctoral candidates through a "grow your own" program. Participants are provided support through approved leaves or through other mechanisms.</p>	On-going activity	Academic Affairs, Faculty, Administration	Mesa State College lost one tenured minority faculty member and 1 tenure-track minority faculty member. The number of tenure-track females decreased significantly because tenure was awarded to a number of females this year and only 3 new hires were made, 2 of whom were women.

2.D. Continue to increase the number and the percentage of qualified faculty and administrative exempt employees with experiences throughout the Higher education community.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. All searches were conducted following established procedures, including position announcements placed in national journals.</p> <p>2. Developed a data base which permits easy year-to-year tracking of all tenure-track/tenured faculty</p>	On-going or enhanced activities	Academic Affairs, Faculty, Administration	Of the 3 faculty hired on tenure-track positions, all received their terminal degrees from institutions outside of Colorado.

GOAL 3: Foster a campus environment that supports a diverse community of students, faculty and staff.

3.A. Enhance the campus environment to ensure that it is characterized by acceptance, support and advocacy of diversity.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. The campus continued support for a number of programs that brings visiting scholars/lecturers to campus. While support is provided for a full range of activities, special attention is given to include those who represent minority populations. In addition to presenting public lectures, these individuals typically spend time in the classroom and/or meeting informally with others.</p> <p>2. The campus continued financial and staff support for ethnic organizations on campus including the BSA, La Raza, Polynesian Club, and Native American Council.</p> <p>3. Promoted activities in conjunction with Diverse History Week.</p>	On-going activity	Student Affairs, Student Government, Faculty, Academic Affairs	Support for these efforts continues to enhance the diversity of the campus community. The ACT Entering Student Survey and Graduating Student Surveys are being used to assess campus issues and student satisfaction.

3.B. Offer curricula across the disciplines which represent multicultural and global perspectives.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. Continue the development of interdisciplinary courses/programs and the development of courses reflective of a multicultural/global perspective.</p> <p>2. Continue to develop opportunities for students and for faculty to study/work in other cultures.</p> <p>3. An NSF grant was received to develop environmental elementary education curricula in collaboration with tribal colleges throughout the west.</p> <p>4. A Department of Education grant was received to continue the development of curriculum for native Alaskan communities.</p> <p>5. Began the development of an international studies major and laid the groundwork for an international studies center to coordinate efforts to internationalize the curriculum.</p>	Continuing to initiate efforts this year, activities developed will be on-going	Faculty, Academic Affairs	Developed a minor in International Studies. Enroll began in fall 2003. Offered classes in Costa Rica, Ecuador, and Spain. Sponsoring a group of faculty to participate in a program to develop curricula reflective of the Japanese culture. Supporting K-12 curriculum development projects with a number of indigenous people. Developing more opportunities for international experiences and internships.

GOAL 4: Continuously evaluate efforts to develop a more diverse community to include assessment, feedback, and reporting.

Major 2000 Initiatives	Timeline	Person/Group Responsible (Accountability)	Evaluation
<p>1. Following the guidelines established in the WICHE publication "Best Practices in Institutional Planning for Diversity", Mesa State College has developed an institutional Diversity Plan.</p> <p>2. Continued on-going review and assessments of programs offered to determine the success these programs have in meeting established goals.</p> <p>3. Continued assessments of the make-up of the campus community and generated reports for on- and off-campus constituencies.</p> <p>4. Planning focus groups with ethnic students to determine their perspective of campus life and programming offered. Results will be broadly shared.</p>	<p>On-going efforts; as needed additional assessment tools may be developed this year</p>	<p>President, Academic Affairs, Student Affairs, Finance and Administration, Institutional Research, Enrollment Management</p>	<p>Continuous review of efforts is in place. Campus continues to work developing meaningful assessment/reporting activities.</p>

AGENDA ITEM: ACADEMIC PROGRAM PRIORITY PROCESS

ISSUE

The Academic Master Plan, adopted in 2002, called for an academic development plan that prioritizes and guides existing programs as well as the design of new programs. The purpose of this agenda item is to inform the Board of the status of the academic program prioritization process at Mesa State College so that it can make informed decisions about substantive curriculum changes.

BACKGROUND

It is incumbent upon an institution, with guidance from its governing board, to periodically review academic programming to assure that it is aligned with role and mission and is meeting the needs of the region served. Program prioritization also serves to provide data so the Board can make informed decisions about adding or eliminating programs in response to needs of the region or in response to fiscal constraints. Last spring a number of institutions around Colorado engaged in a program prioritization process. Programs were restructured or eliminated at a number of campuses. This process was last carried out at Mesa State over a decade ago, but no actions were taken and no record of recommendations exists. In response to goals of the Academic Master Plan, a program prioritization process was carried out during the spring of 2003. The report from this campus-wide effort is included in this agenda item. The full report containing data tables, program responses, etc., will be provided to the Trustees at the meeting.

A committee was established to guide the prioritization process. The committee had representation from all of the academic schools and included student, faculty, and administration. Using data provided by the Office of Institutional Research and by the faculty in the academic departments, the committee ranked all of the programs on campus according to seven criteria.

- Supports Role and Mission
- Program Quality
- Supports Other Programs
- Supports Community
- Growth Potential
- Productivity
- Program Efficiency

A relative weighting factor was assigned each criterion and a composite numerical score was obtained for each program.

Next steps in the prioritization process have begun this fall. Programs ranked low on the list are being examined to determine why they received the ranking, whether and how the programs can be strengthened, and whether options and minors with low student interest could be eliminated. If strengthening is recommended the process must also identify how resources will be reallocated to affect the strengthening. These recommendations are being made by the academic deans in consultation with department chairs and faculty. An analysis of the academic programming at Mesa State reveals that the breadth of degree programs is not as much of an issue as the depth of option/majors within the degree programs. A number of the areas ranked low in the prioritization are options within degree programs and recommendations about consolidating/eliminating some of these options will likely come forward for Board consideration in the coming months. An update on the status of the prioritization process will be provided during the discussion of this agenda item.

corrected 11/17/03

MEMORANDUM

DATE: September 2, 2003

TO: Duane Hrncir
Vice President for Academic Affairs

FROM: Sam Gingerich
President

SUBJECT: Program Prioritization - Next Steps

I have reviewed the program prioritization report submitted last spring. Once again, I want to thank you and the members of the committee for the work that was accomplished. Please pass this along to the group.

As we have discussed, I believe programs ranked in the bottom quartile need to be reviewed. I will suggest that you develop a format for these reviews which, at a minimum, includes a request for plans to strengthen the program. Obviously, given the limited funds available to the institution, initial strategies to strengthen each program should be based on resources available, not on an infusion of new monies. To facilitate these reviews, the committee may need to provide specific information that led to the lower rankings for these programs.

As a note, this group includes associate and baccalaureate degree programs and options as well as minors and other groupings of courses. Since arguments typically are made that options and minors don't "cost" anything, but simply are offered to provide students opportunities to broaden their experiences, and since no students are interested, it appears that the options and minors on this list can be eliminated. In fact, I am aware that this strategy is being implemented in a number of cases.

I believe these reviews should be completed as soon as possible so strategies approved can be implemented yet this year. Please feel free to contact me if you have any questions.

corrected 11/17/03

September 25, 2003

TO: John Rogers,
Janine Rider
Steve Werman
Kerry Youngblood
Cathy Barkley

FROM: Duane Hrcncir

RE: Program Prioritization-Next Steps

The president has asked that we conduct a review of programs, concentrations, and minors that were in the bottom quartile of the program prioritization list. The operating assumption is that these programs should be either strengthened or eliminated. This review should address, at a minimum, the following questions:

- Based upon the criteria used in the prioritization process, why was the program ranked in the bottom quartile?
- Should this program be strengthened? If so, how?
- If strengthening is recommended, how will resources be reallocated to accomplish this task?
- Should this program be eliminated?
- What is the financial and academic impact of elimination?

Included in this list are a number of concentrations/options and minors. If these areas are not being selected by our students, it may be in the institution's best interest to eliminate them and reallocate resources. Please keep this in mind as you conduct your reviews and make your recommendations.

The quantitative and qualitative data used by the prioritization committee is provided in the Program Prioritization Report. In the course of the review, if you need other information that is not provided in the report, please let me know and I will try to provide what you need.

So that strategies resulting from the reviews can be implemented this year, I ask that the reviews be completed by October 16. Please contact me if you have any questions.

I. PREFACE

The purpose of this report is to document the program prioritization process that occurred at Mesa State College during the spring semester of 2003. This process was necessitated by planning policies outlined by the Colorado Commission on Higher Education and by the operational imperatives of the *Mesa State College Academic Master Plan*. The results are also useful in making informed decisions about resource allocation.

The prioritization process involved the entire academic community in a dialog that will impact the College for some time. This willingness to participate speaks well of the College and of all concerned.

This report was prepared by the Office of Institutional Research and Planning.

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LIST OF MESA STATE COLLEGE CONTRIBUTORS

ADMINISTRATION

Sam Gingerich, Interim President
Duane Hrnrcir, Interim Vice President for Academic Affairs
Erin Holmes, Director of Institutional Research
James Brock, Director of Planning

FACULTY SENATE

Doug O’Roark, Associate Professor of History, Chair
Carrie McVean Waring, Associate Professor of Biology, Vice Chair
Russ Walker, Associate Professor of Environmental Restoration, Secretary
Phil Kavanagh, Associate Professor of Math
Sherri Arosteguy, Assistant Professor of Education
Thomas Acker, Associate Professor of Spanish
Eric Schruers, Assistant Professor of Art
Jim Buckley, Professor of Accounting
Cindy Thomas, Assistant Professor of Nursing
Mary Zimmerer, Professor of Business
Steve Murray, Associate Professor of HPW
John Sluder, Lecturer of Communication Technology
Mike Gizzi, Associate Professor of Political Science, FACT Representative
Barbara Borst, Librarian Research, ex-officio
Matt Dahl, President, Associated Student Government

AD HOC COMMITTEE TO ESTABLISH PROGRAMMATIC PRIORITIES

Duane Hrnrcir, Interim Vice President for Academic Affairs, Chair
Cathy Barkley, Professor of Mathematics
Rich Cowden, Assistant Professor of Theatre
Sandy Forrest, Professor of Nursing
Doug O’Roark, Associate Professor of History
John Redifer, Associate Professor of Political Science
Kristy Reuss, Professor of Nursing
Dave Rogers, Professor of Accounting
John Sluder, Lecturer of Communication Technology
Russ Walker, Associate Professor of Environmental Restoration
Matt Dahl, President, Associated Student Government

IV. BACKGROUND AND PROCEDURES

IV.A HISTORY

Direction for academic planning begins with the Colorado Legislature as described further by the policies of the Colorado Commission on Higher Education (CCHE). Each higher education institution is required to provide an annual report on the implementation of its academic planning policies including:

A description of planning decisions that are projected to be reached in the year following the reporting year (e.g., new programs to be acted upon by the governing board, possible program discontinuances, and decisions made concerning the academic program based on the review of existing academic programs.)¹

The CCHE report deals with a degree level analysis that, at Mesa State, usually involves the collection of several associated disciplines and programs gathered under a broad degree structure. For the analysis to be effective within the overall academic community at Mesa State, a detailed look at each discipline and program is necessary. Accordingly, the current *Mesa State College Academic Master Plan* established goals and objectives that give direction to this analysis. The two specific goals with associated objectives that are involved state:

Goal: To implement an academic program development plan that prioritizes and guides existing programs as well as the identification and design of new degree programs.

Objective: To create a standing committee to annually review and recommend program priorities, especially in response to retirements and other normal faculty turnover.

Objective: To continuously review all programs offered paying particular attention to those with fewer than 10 students enrolled. Programs which are not part of the core offering of the College and which do not meet expectations for enrollment growth and long-term health will be repositioned or eliminated.

Goal: To review existing courses for currency and relevance to program objectives.

Objective: To implement a curriculum audit – a mechanism for evaluating the role and effectiveness of existing programs.²

A Faculty Senate Academic Master Plan Committee was convened in 2002 with the overall responsibility to keep the Academic Master Plan alive and functioning. It was initially thought that this Committee might be used for the required program analyses and prioritization processes. After

¹ CCHE, “Part O, Academic Planning”, last revised May 1, 1997, page I-O-2. See Appendix A for a copy of the complete policy statement.

² Mesa State College, *Mesa State College Academic Master Plan*, November 2001, pages 28 and 29.

much deliberation by both Committee and Faculty Senate, it was determined that a separate administrative committee would be more appropriate to accommodate the programmatic functions. Accordingly, an ad hoc Committee to Establish Programmatic Priorities was established in February 2003.

IV.B COMMITTEE SELECTION

Interim President Sam Gingerich initiated the ad hoc Committee to Establish Programmatic Priorities. Interim Vice President for Academic Affairs Duane Hrcncir was appointed Chair. Nominations were requested from the Faculty Senate and the Council of Chairs for the balance of the committee's membership. President Gingerich made the final selection.³

IV.C OPERATIONS

President Gingerich made the initial charge to the Committee by memorandum on February 25, 2003. The Committee met on February 28th, March 4th, and March 7th to work on procedures as well as quantitative and qualitative information needed to accomplish the prioritization process.⁴ The committee decided to use a broad definition of "program" that would include areas or disciplines that do not necessarily lead to a specific degree. Geography is currently such an area that was included for analysis.

During this period, Erin Holmes, Director of Institutional Research, provided the Committee with the requested quantitative information. This quantitative information was shared with the various departments in order to understand common data definitions and to refine information.⁵ The data was also posted on the Web for public access.

For qualitative information, the Committee also determined 6 common questions to be asked of each program.⁶ The questions were:

1. How does this program relate to Mesa State's role and mission?
2. Are graduates of this program employed in their chosen field of study or pursuing further education?
3. Is this program accredited by an external agency?
4. How does this program support other programs?
5. How does this program support the community?
6. What is the potential for future growth of this program?

Once all of the quantitative and qualitative information had been gathered, the Committee met with representatives of each school on March 10th and March 12th, 2003. The purpose of these meetings was to give programs an opportunity to ask questions and to give information to the Committee that the questions did not elicit.

The Committee met to evaluate the results. Seven categories for evaluation were established:

³ See page 3 of this document for a list of the members of this Committee.

⁴ See Appendix B of this document for a copy of the initiating memorandum and meeting summary documents.

⁵ See Appendix C of this document for a copy of the data sheets for each program. A list of "Program Sheet Reminders" is also included to give understanding and background to the data. This document was also shared with the programs.

⁶ See Appendix C of this document for a copy of each program's responses to these questions.

Supports Role and Mission- The intent of this category was to evaluate how the program aligns with the goals of Mesa State's role and mission statement.

Program Quality- Program quality was measured using information about graduates. Were they working in their field or were they pursuing graduate or professional education? Whether the program was accredited or not was also included in this category.

Supports Other Programs- The Committee wanted to know how the programs' course offerings were used by other academic programs, including courses in the general education curriculum.

Supports Community- Given MSC's role as a Regional Educational Provider, the Committee was interested to learn how the programs impacted the region served by the College. Included were considerations about cultural and professional service to the community.

Growth Potential- The Committee was interested to learn if a program had the potential to grow, given no fiscal restrictions. Could more students be served if facilities or additional faculty were allocated to a program?

Productivity- The productivity category was synthesized from several key pieces of quantitative data; number of majors, numbers of graduates, amount of SCH generated/FTE faculty member, etc.

Program Efficiency- The efficiency category compared MSC programs to peer institutions from the Univ. of Delaware report relative to cost of instruction.

Each category was then given a relative weighting factor:

Category	Weighting Factor
Supports Role and Mission	1.5
Program Quality	1.5
Supports Other Programs	0.5
Supports Community	1.5
Growth Potential	1.5
Productivity	3.0
Program Efficiency	1.0

Each committee member was asked to rate each category on each program from 1 to 5, 1 being the lowest and 5 being the highest rating. All rating sheets were then summarized and reviewed. Many of the programs had no unique allocation of resources. These programs were combined with others within the same discipline for purposes of the analysis

The Committee made the prioritization process as open as possible. The process and draft results were presented with the Faculty Senate on April 3rd. An email containing the information was sent to all faculty and staff on April 4th⁷, and an open campus meeting was held on April 8th.

⁷ See Appendix B of this document for a copy of the email.

V. REPORT TO THE PRESIDENT

A formal report was made to the President on April 16, 2003.⁸ One part of the report contained a list of the numerical analysis results for each program. The Committee felt that this part of the report was not very useful in making resource allocation decisions. The final, more useful prioritization listing, using the collapsed set of programs, was alphabetical and divided programs into the top 25%, middle 50%, and bottom 25%. That list follows:

School	Deg	Program/Area
		TOP 25%
B&PS	BS	Acctg/Public
NS&M	BS	Biology
Applied Tech	AAS	Computer Aided Design
B&PS	BS	Computer Information Sys
H&SS	BA	English/Literature
H&SS	BA	English/Writing
NS&M	BS	Env Sci & Tech/Environmental Science
H&SS	BA	History
B&PS	BA	HPW/With Teaching
B&PS	BBA	Marketing
H&SS	BA	Mass Comm/Broadcasting
H&SS	BA	Mass Comm/Public Relations
B&PS	BBA	Mgmt/Management
B&PS	MBA	Mgmt/MBA
B&PS	BSN	Nursing

⁸ See Appendix D of this document for a copy of the report.

H&SS	BA	Psych/Counseling Psychology
H&SS	BA	Psychology
B&PS	AAS	Rad Tech
H&SS	BA	Soc/Criminology
H&SS	BA	Sociology
		MIDDLE 50%
B&PS	BS	Acctg/Managerial
NS&M	BS	Applied Physics
H&SS	BA	Art
H&SS	BA	Art Education (K-12)
NS&M	BS	Biology, Teacher Certification
B&PS	BBA	Business Economics
Applied Tech	AAS	Comm Tech/Telecommunications Engineer
NS&M	BS	Computer Science
Applied Tech	AAS	Culinary Arts
Applied Tech	CERT	Electric Lineworker
H&SS	BA	English/Secondary Certification
NS&M	BS	Env Sci & Tech/Environ Rest & Wast Mgmt
B&PS	BBA	Finance
H&SS	Minor	Foreign Language/Spanish
NS&M	BS	Geology
NS&M	BS	Geology, Environmental

NS&M	BS	Geology, Teacher Certification
H&SS	BA	Graphic Arts
H&SS	BA	History/Teaching
B&PS	BA	HPW/Adapted Physical Education
B&PS	BA	HPW/Athletic Training
B&PS	BA	HPW/Corporate Fitness
B&PS	BA	HPW/Exercise Science
H&SS	BA	Liberal Arts/Elementary Teaching
Applied Tech	AAS	Manufacturing
H&SS	BA	Mass Comm/News/Editorial
H&SS	BA	Mass Comm/Print Media
NS&M	BS	Mathematics
NS&M	BS	Mathematics/Secondary Certification
B&PS	BBA	Mgmt/Human Resources Management
H&SS	BA	Music Education
H&SS	BA	Music Performance Instrumental
H&SS	BA	Music Performance Vocal
NS&M	BS	Physics
H&SS	BA	Pol Sci/Administration of Justice
H&SS	BA	Political Science
H&SS	BA	Soc/Human Services
H&SS	BA	Social Sciences

H&SS	Minor	Speech
H&SS	BA	Theatre/Acting/Directing
H&SS	BA	Theatre/Design/Technical
H&SS	BA	Theatre/Music Theatre
Applied Tech	AAS	Transportation Services
		BOTTOM 25%
B&PS	BS	Acctg/Governmental & Not-for-Profit
B&PS	BS	Acctg/Information Technology
Applied Tech	AAS	Administrative Office Technology
NS&M	BS	Chemistry
H&SS	Minor	Dance
H&SS	AA	Education/Early Childhood Education
App. Tech	AAS	Electronics Tech
NS&M	AS	Engineering
NS&M	BS	Env Sci & Tech/Education w/Option in Early Adol
H&SS		Geography
H&SS	BA	Liberal Arts
NS&M	BS	Mathematics/Statistics
H&SS	BA	Music Education Instrumental
H&SS	BA	Music Education Keyboard
H&SS	BA	Music Education Vocal
H&SS	BA	Music Performance Keyboard

H&SS	Minor	Philosophy
NS&M	BS	Physics, Teacher Certification
H&SS	BA	Soc/Anthropology
B&PS	BBA	Travel, Tourism & Comm Mgmt

VI. NEXT STEPS

As stated earlier, the motivating task necessitating this prioritization study was resource allocation. Ever larger enrollments combined with increasingly limited funding levels over the past few years have strained the College's ability to fund all academic areas at equally sustainable levels.

It is anticipated that the President, with the assistance of the Vice President for Academic Affairs, the school's Deans, the various department heads, the Faculty Senate, and all interested faculty will use the information contained in this report as a starting place for even more fruitful discussions and decisions surrounding the College's future allocation of resources. Such discussions and decisions will help to further define and strengthen the College's role and mission as premier regional education provider in Western Colorado.

**AGENDA ITEM: B.A. FINE & PERFORMING ARTS/
THEATRE CONCENTRATION/DANCE OPTION**

ISSUE

The Fine and Performing Arts faculty propose to add a dance option to the theatre concentration of the B.A. in Fine and Performing Arts. Adding a major/option constitutes a substantive curriculum change and, by policy, requires approval by the Board of Trustees.

BACKGROUND

Dance at Mesa State has a long history. Classes have been offered since 1970 and a minor in dance has been offered since 1989. Enrollment has remained low in the minor over the last decade. While enrollments have been increasing lately, only five students have graduated with the dance minor during the past 12 years. Dance courses are an integral part of the theatre program. Theatre technical design students light the dance concerts and the music theatre program requires dance. All acting students study dance to enhance their art form.

The addition of the dance concentration will enable students to pursue careers in dance. The program will enhance employment opportunities in the professional world of dance as well as in education, recreation, theatre, or private enterprise. The option will provide a strong foundation for graduate studies.

Mesa State is the only school on the Western Slope which has a program in dance. As a result there is no competition for students between surrounding institutions. The option is constructed according to the National School of Dance guidelines, but has a unique emphasis on American dance forms such as jazz and tap. Only one other school in Colorado has significant course work in these areas. Most other schools in the United States emphasize modern dance and ballet. Research indicates that throughout the United States, well over 200 high school dance conventions are presented yearly. The majority of these emphasizes jazz and tap. There is a significant need for a college to offer a program for those students interested in pursuing this type of dance option.

The request for the dance option has been reviewed and approved by the Curriculum Committee and the Faculty Senate. Last spring Office of State Colleges staff expressed concerns about taking the dance major to the Trustees for consideration. The concerns centered around a lack of demand for the program based upon enrollments in the minor. The CCHE has expressed concern about proliferation of programs that can't be justified based upon student enrollments at institutions in Colorado. In addition, the dance minor was ranked in the bottom quartile of the program prioritization process conducted last spring. Last year Mesa State put forth a B.A. in International Studies which was subsequently pulled from consideration after discussions with CCHE staff about a lack of demonstrable demand. CCHE staff's recommendation was to create a minor in International Studies and build student enrollment as a way to justify the major in the future. OSC staff felt the dance major was analogous to the International Studies major and could not justify recommending it to the Trustees for approval given the directives from CCHE.

Rationale and Justification

In order to provide a comprehensive, multidisciplinary concentration that will best equip our students for professional employment, the Department of Theatre proposes the following changes:

Place the Music Theatre concentration and the new dance program under Theatre. This degree would be in Fine and Performing Arts Theatre Concentration with emphasis

BA Fine and Performing Arts Theatre Concentration: Acting Directing Emphasis

BA Fine and Performing Arts Theatre Concentration: Design Technical Emphasis

BA Fine and Performing Arts Theatre Concentration: Dance Emphasis

BA Fine and Performing Arts Theatre Concentration: Music Theatre Emphasis

MUSIC THEATRE

All music theatre classes are already under the THEA designation. The program has always been funded through theatre and the theatre department has the responsibility of producing the musicals. This will streamline and strengthen the degree.

The new music theatre program proposal changes the curriculum to present a more equitable balance between the three disciplines of dance, music and theatre. Under the present program music dominates the program. Research indicates that other schools with successful programs such as Carnegie-Mellon and the University of Northern Colorado already have programs in which the disciplines of dance, music and theatre are more equally represented.

DANCE

Dance has always been a strong component of the theatre department. The theatre technical design students light the dance concerts and the music theatre program requires dance. All acting students study dance to enhance their art form. This new component of the theatre degree will enhance and complete the degree.

This program reorganization will facilitate and strengthen the degree. It will attract more students and serve our current population with expanded efficiency and rigor in their education.

School of Humanities and Social Sciences

Bachelor of Arts
Program Requirements

1.	Baccalaureate graduation requirements		
	For further information on general education and other graduation requirements see catalog section "Degree Requirements." Students are required to meet with an academic advisor in order to obtain a detailed program sheet for their major.		
			<u>Credit Hours</u>
a.	General Education for Baccalaureate Degree (minimum 33 credit hours)		33
b.	BA Degree Distinction (Foreign Language)		6
c.	Human Performance and Wellness		3
2.	Requirements specific to this degree		
	Core Requirements		12
	THEA 322	Stage Management	3
	THEA 472	Performance Seminar or	
	THEA 445 or 446	Senior Tech/Design	3
	THEA 401	Performing Arts Management	3
	Choose 3 credits from:		
	THEA 119,120,219,220	Technical Performance or	1
	THEA 147,148,247,248	Drama Performance or	1
	DANP 157,257,357	Repertory Dance	1
	Additional Requirements		
	Academic		23
	DANC 225	The Healthy Dancer	3
	DANC 250	Beginning Dance Improvisation	2
	DANC 255	Beginning Dance Composition	3
	DANC 271	Principles of Modern Dance	2
	DANC 277	Principles of Ballet	2
	DANC 279	Principles of Jazz and Tap Dance	2
	DANC 315	Dance History	3
	DANC 316	History and Philosophy of Dance	3
	DANC 328	Rhythmic Analysis	3
	Theory and Practice Choose 4 credits from:		4
	DANC 170, 270	Theory and Practice of Modern Dance	1
	DANC 175, 275	Theory and Practice of Jazz Dance	1
	DANC 176, 276	Theory and Practice of Ballet	1
	DANC 178, 278	Theory and Practice of Tap Dance	1
	DANC 280	Theory and Practice of Hip Hop	1
	Technique (Each class may be repeated once for credit)		5
	DANP 370, 470	Modern Dance Technique	1
	DANP 375, 475	Jazz Dance Technique	1
	DANP 376, 476	Ballet Technique	1
	DANP 378, 478	Tap Dance Technique	1
	Choreography		1
	DANP 297, 397, 497	Choreography	1
	Support Courses		7
	HPWA 219	Methods of Ballroom Dancing	2
	MUSA 266	History of Popular Music	3
	Choose 1 course from:		
	THEA 260	Costume Construction I	2
	THEA 151	Acting I: Beginning Acting	3
	THEA 244	Theatre Practice: Beginning Lighting	3
	General Dance Electives Choose 5 credits from:		5
	DANC xxx		
	DANP xxx		
	General Electives		21

Bachelor of Arts

**Suggested Course Sequencing
 First Two of Four Years**

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Composition	3	ENGL 112	English Composition	3
GED	Natural Sciences	3	GED	Natural Sciences with Lab	3
GED	Humanities	3	GED	Humanities	3
HPWA	Health and Wellness	1	DANC 170	Theory and Practice Modern	1
MUSA 266	History of Popular Music	3	DANC 180	Beginning Hip Hop	1
DANC 175	Theory and Practice Jazz	1	DANC 250	Beginning Dance Improvisation	2
DANC 176	Theory and Practice Ballet	1	DANC 277	Principles of Ballet	2
DANC 178	Theory and Practice Tap	<u>1</u>	DANP 157	Repertory Dance	<u>1</u>
		16			16

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
GED	Social/Behavioral Sciences	3	GED	Social/Behavioral Sciences	3
GED	Mathematics	3	GED	Fine Arts	3
GED	Applied Studies	3	FLA F/G/S	Foreign Language	3
HPWE	Health and Wellness Activity	2	DANC 225	The Healthy Dancer	3
DANC 255	Beginning Dance Composition	3	DANC 271	Principles of Modern Dance	2
DANP 257	Repertory Dance	1	DANP 297	Choreography Practicum I	1
DANC 279	Principles of Jazz and Tap	<u>2</u>	DANP 357	Repertory Dance	<u>1</u>
		17			16

General Education Requirements (minimum 33 credit hours)	33
Degree Distinction	6
Human Performance and Wellness	3
Lower Division Hours in Major	27-33
Upper Division Hours in Major	24-30
Elective Hours.....	21
Total Hours Required.....	120
 (Minimum G.P.A.	2.0)
(Minimum Upper Division Hours Required.....	40)

HISTORY

Dance at Mesa State has a long history. Since 1970 the college has offered a variety of dance classes under the departments of Physical Education and Theatre. The program has been exceedingly active in producing dance concerts and enhancing musical theatre productions. As a member of the American College Dance Festival Mesa students have attended conferences all over the United States.

The dance program has supported a variety of programs including Human Performance and Wellness, Early Childhood, Continuing Education, Recreation, and Theatre. A dance minor has been offered since 1989.

NATIONAL TRENDS

In 1994 dance was moved to the Fine and Performing Arts Department. This addition follows a national trend set most recently by the "National Standards of Art Education." This organization sets guidelines and modes of accountability in the Arts for grades K-12.

Standards ask that students should know and be able to do the following by the time they have completed secondary school. They should be able to communicate at a basic level in the four art disciplines of dance, music, theatre, and visual arts.

While these standards address grades K-12, higher education must be prepared for the future.

Mesa State General Education Guidelines recognized this several years ago when they recommended students should have a humanities requirement in the arts.

GROWTH PATTERNS

The program is growing. In 1994 the college added a full time tenure track position to deliver the program. The increase in student enrollment is significant. Enrollment in DANC has expanded significantly. In 2001, four beginning DANC classes were certified to meet HPWE requirements. Since beginning classes are always large, our FTE will be increased. A new dance studio is state of the art. In 1999 a curtain was added in the dance studio to facilitate small performances.

UNIQUENESS OF THE PROGRAM

Mesa State is the only school on the Western Slope which has a program in dance. As a result, we do not compete with neighboring schools for students. While the program is constructed according to the National School of Dance guidelines, we have a unique emphasis on American dance forms such as jazz and tap. Only one other school in Colorado has significant course work in these areas. This concentration can be offered with two faculty members by alternating some classes every other year.

The following is a list of students who have transferred because we do not have a program:

Patty Breaux	Colorado State University
Becky Maniatous	Stephens College
Julie Spate	University of Nebraska
Nicole Wesley	University of Texas
Charles Upshaw	Cornish School for the Arts
Jeremiah Wilson	Cornish School for the Arts
Hitomi Matsuda	Stephens College
Brant Williams	University of Northern Colorado
Carly Sehler	University of Colorado

EFFECT ON MESA AS A WHOLE

The addition of the dance concentration will strengthen other genres under Fine and Performing Arts. This addition will help to attract prospective students with its strong foundation in a variety of art forms. As our society becomes increasingly complex, there is a definite need for a degree which is both broad based and proficient in the art form.

Advanced dance classes will dramatically increase the quality of the Musical Theatre concentration and theatrical productions, thus better preparing our students to compete in a highly competitive business.

Dance at Mesa State continues to serve our community through concerts, lecture demonstrations, and classes for the youth and people of all ages.

GOALS

A concentration in dance will enable students to pursue careers or avocations in dance. The program will enhance employment opportunities in the professional world of dance, as well as in education, recreation, theatre, arts management, fitness centers, or private enterprise. It will also promote a healthy life style through physical exercise and creative artistic experiences. This program will also provide a strong foundation for graduate studies.

CAREERS IN DANCE

Students graduating from the program will be immediately and fully prepared to pursue the following careers or avocations in dance:

Bachelor of Arts graduate with a broad background in liberal arts. Many corporations prefer such a candidate to train for a variety of positions.

Performer: Dance Companies, Production Companies, Opera, Television/Commercials, Theatre (community and professional), Film, Video, Theme Parks, Cruise Ships, Industrials/Conventions, Special Events.

Teacher: Concert Dance Forms, Composition/Choreography, Movement for Actors, Musical Theatre, Technical Theatre. Elementary and High Schools (additional state certification required), Private Studios, Conservatories, Dance Seminars and Conventions.

Choreographer/Dance Director: Dance Companies, Production Companies, Conservatories, Opera, Television/Commercials, Theatre (community and professional), Film, Video, Elementary and High Schools, Visiting Artist at Colleges/Universities, Private Studios, Conservatories, Theme Parks, Cruise Ships, Industrials/Conventions, Special Events.

Recreation Leader/Teacher: Career opportunities include: Community Programs, Boys/Girls Club Programs, Fitness Centers, Summer Recreation Programs/Camps, Resorts.

The Student graduating with a concentration in Dance will also be prepared to pursue graduate studies if desired. In addition to the professions listed above, students graduating from the program and who undertake graduate school studies and/or additional preparation will be fully equipped to pursue the following careers or avocations in Dance such as:

Teacher: (International Dance Forms, Dance Notation, Movement Analysis, Dance Philosophy, Dance Aesthetics, Dance Criticism, Dance Appreciation, Dance History, Anatomy, Kinesiology, Administration/Management, Research Methods, Dance Pedagogy). Career opportunities include: Colleges/Universities, Administration, Special Education Programs, Adult Education Programs, Theatre Departments.

Recreation Leader/Teacher: Hospitals, Senior Citizen Programs, Adult Education Programs.

Choreographer/Dance Director: Career opportunities include: Colleges/Universities.

Technical Theatre: (Lights, Costumes) Career opportunities include: Dance Companies, Production Companies, Conservatories, Resorts, Opera, Community Theatre, Theme Parks, and Private Studios.

Arts Management: Publicity, Box office, Presenters, and non-profit arts agencies.

Dance Therapist/Analyst: Hospitals/Clinics, Mental Health Programs, Special Education, Day Care, Prisons, Nursing Homes, Private Practice, Rehabilitation.

Notator/Reconstructor: Dance Companies, Conservatories, Libraries, Colleges/Universities.

Videographer: Television, Film, library, and Dance Preservation.

Critic: Newspapers, Magazines, Journals.

Historian: Dance Books, Magazines.

Researcher: Career opportunities include: Television, Film, Writer--Magazines/Journals/Books.

Business Administrator: Career opportunities include: Arts Organization/Agency, Personal Agent.

Archivist: Libraries.

Dance Photographer: Education use, Entertainment.

Arts Lawyer: Arts Organizations, Private Practice.

While some of our students will find employment directly in the field of dance there will be many who will work in other professions. Research indicates that contemporary graduates will be employed in seven different professions throughout their lifetime.

FIELD OF STUDY

Dance endeavors to provide the student with a foundation including history, theory, technique, performance, and choreography. It encompasses principles of physical efficiency in movement as well as expressive action and the appreciation of dance as an aesthetic art form.

ADMISSION, TRANSFER, RETENTION & GRADUATION STANDARDS

Any student admitted to Mesa State College will be permitted to pursue a dance concentration. Advanced placement of experienced high school students is possible upon audition. At the present time there are no limitations on enrollment. Dance students will be assessed by annual juries, an entrance examination, a sophomore review, a senior project, and an exit examination. Students must have a GPA of 2.0 in the dance concentration to graduate.

ACCREDITATION

The dance concentration has been developed according to the recommendations of NASD--The National Schools of Dance, and in consultation with colleges in Colorado and other states.

PROGRAM MERIT

A degree in Fine and Performing Arts with a dance concentration is structured to prepare students to lead highly productive lives. Both faculty members have professional background to offer students a program of excellence. A dancer must learn to discipline his/her body to a finely tuned state. This discipline carries over to meeting deadlines and responsibilities in the production of a performance. Dancers acquire social skills through collaboration with other dancers to produce their art form. They are challenged to find creative and innovative solutions to a variety of problems. Academic standards inherent in this program help to foster a thirst for learning which can last long after the performance days are over. The Arts remain one avenue through which people can lead constructive, productive and creative lives of quality.

The Mesa State degree will be unique in that provides in depth study into the uniquely American forms of dance in Tap and Jazz. The expertise of nationally renowned faculty member Tony Coppola will bring an excellence to the program that few other colleges or universities can offer. Most other schools emphasize Modern Dance and Ballet. Research indicates that throughout the United States well over 200 high school dance conventions are presented yearly. The majority emphasizes Jazz and Tap. There is a significant need for a college to offer a program for those students interested in pursuing a Bachelor of Arts in Dance of this nature.

Great civilizations have always been remembered and defined for their arts. In the words of Lyndon Johnson:

Art is a nation's most precious heritage. For it is in our works of art that we reveal to ourselves and to others the inner vision which guides us as a nation. And where there is no vision, the people perish.

A degree in Fine and Performing Arts with a concentration in Dance is a challenging and worthy subject in and by itself which any student can pursue with pride and honor in the tradition of the Arts in our society.

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis

Cost of Program

In a time when Mesa State College is experiencing a financial crisis, this dance program has been designed to be delivered by two full time faculty. Some of the required classes are taught by faculty outside of dance. Courses will alternate every other year. Several courses combine together to utilize on faculty FTE: (See teaching loads)

Mr. Tony Coppola will head up a Summer Dance Workshop which was formerly offered at the University of Wyoming in 2002. This workshop attracted 100 students. There is every reason to believe that it would increase dramatically with our location and new facilities.

This fall our classes have jumped in enrollment. We have attracted a new core of highly skilled dancers.

With this unique dance program the number of new students will be abundant and support the school as a whole.

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis

Total List of Dance Classes

DANC 115	Dance Appreciation	3
DANC 160	Beginning Ballet	1
DANC 169	Beginning Modern Dance	1
DANC 170	Theory and Practice of Modern Dance	1
DANC 174	Beginning Jazz Dance	1
DANC 175	Theory and Practice of Jazz Dance	1
DANC 176	Theory and Practice of Ballet	1
DANC 177	Beginning Tap Dance	1
DANC 178	Theory and Practice of Tap Dance	1
DANC 180	Beginning Hip Hop	1
DANC 225	The Healthy Dancer	3
DANC 250	Beginning Dance Improvisation	2
DANC 255	Beginning Dance Composition	3
DANC 270	Theory and Practice of Modern Dance	1
DANC 271	Principles of Modern Dance	2
DANC 275	Theory and Practice of Jazz Dance	1
DANC 276	Theory and Practice of Ballet	1
DANC 277	Principles of Ballet	2
DANC 278	Theory and Practice of Tap Dance	1
DANC 279	Principles of Jazz and Tap Dance	2
DANC 280	Theory and Practice of Hip Hop	1
DANC 315	Dance History	3
DANC 316	History and Philosophy of Dance in the 20 th Century	3
DANC 326	Methods of Teaching Ballet and Modern Dance	3
DANC 328	Rhythmic Analysis	3
DANC 355	Advanced Dance Composition	3
DANC 395	Independent Study	1-3
DANC 495	Independent Study	1-3
DANP 157	Repertory Dance	1
DANP 257	Repertory Dance	1
DANP 297	Choreography Practicum I	1
DANP 357	Repertory Dance	1
DANP 370	Modern Dance Technique	1
DANP 375	Jazz Dance Technique	1
DANP 376	Ballet Technique	1
DANP 378	Tap Dance Technique	1
DANP 397	Choreography Practicum II	1
DANP 457	Repertory Dance	1
DANP 470	Modern Dance Technique	1
DANP 475	Jazz Dance Technique	1
DANP 476	Ballet Technique	1
DANP 478	Tap Dance Technique	1
DANP 497	Choreography Practicum III	1
Total		63 – 68

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis
Teaching Load and Semester Offerings

		<u>Spring</u>	<u>Fall</u>	
DANC 115	Dance Appreciation (Fall and Spring)	3	3	3
DANC 160	Beginning Ballet (Fall)	1	1	
DANC 169	Beginning Modern Dance (Fall)	1	1	
DANC 170	Theory and Practice of Modern Dance (Fall)	1	1	
DANC 174	Beginning Jazz Dance (Fall and Spring)	1	1	1
DANC 175	Theory and Practice of Jazz Dance (Fall and Spring)	1	1	1
DANC 176	Theory and Practice of Ballet (Fall)	1	1	
DANC 177	Beginning Tap Dance (Fall and Spring)	1	1	1
DANC 178	Theory and Practice of Tap Dance (Fall and Spring)	1	1	1
DANC 180	Beginning Hip Hop (Fall and Spring)	1	1	1
DANC 225	The Healthy Dancer (alt years, Fall)	3	3	
DANC 250	Beginning Dance Improvisation (Spring)	2		2
DAND 255	Beginning Dance Composition (Fall)	3	3	
DANC 270	Theory and Practice of Modern Dance (Fall and Spring)	1	1	1
DANC 271	Principles of Modern Dance (alt years, Spring)	2		2
DANC 275	Theory and Practice of Jazz Dance (Fall and Spring)	1	1	1
DANC 276	Theory and Practice of Ballet (Fall and Spring)	1	1	1
DANC 277	Principles of Ballet (alt years, Spring)	2		2
DANC 278	Theory and Practice of Tap Dance (Fall and Spring)	1	1	1
DANC 279	Principles of Jazz and Tap Dance (Spring)	2		2
DANC 280	Theory and Practice of Hip Hop (Fall and Spring)	1	1	1
DANC 315	Dance History (alt years, Fall)	3	3	
DANC 316	History and Philosophy of Dance (alt years, Spring)	3		3
DANC 326	Methods of Teaching Dance (On Demand)	3	3	3
DANC 328	Rhythmic Analysis (alt years, Fall)	3	3	
DANC 355	Advanced Dance Composition (On Demand, Spring)	3		3
DANC 395*	Independent Study (On Demand, Arranged)	1-3	1-3	1-3
DANC 495*	Independent Study (On Demand, Arranged)	1-3	1-3	1-3
DANP 157*	Repertory Dance (Fall)	1	1	
DANP 257*	Repertory Dance (Spring)	1		1
DANP 297*	Choreography Practicum I (Fall and Spring)	1	1	1
DANP 357*	Repertory Dance (Fall)	1		
DANP 370	Modern Dance Technique (alt years, Fall)	1	1	
DANP 375	Jazz Dance Technique (alt years, Fall)	1	1	
DANP 376	Ballet Technique (alt years, Fall)	1	1	
DANP 378	Tap Dance Technique (alt years, Fall)	1	1	
DANP 397*	Choreography Practicum II (Fall)	1	1	
DANP 457*	Repertory Dance (Spring)	1		1
DANP 470	Modern Dance Technique (alt years, Spring)	1		1
DANP 475	Jazz Dance Technique (alt years, Spring)	1		1
DANP 476	Ballet Technique (alt years, Spring)	1		1
DANP 478	Tap Dance Technique (alt years, Spring)	1		1
DANP 497*	Choreography Practicum III (Spring)	1		1
* Combined Courses		Total	63-68	42-46 40-45

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis
New Dance Courses

DANC 180	Beginning Hip Hop	1
DANC 225	The Healthy Dancer	3
DANC 255	Beginning Dance Composition	3
DANC 279	Principles of Jazz and Tap	2
DANC 280	Theory and Practice of Hip Hop	1
DANC 315	Dance History	3
DANC 316	History and Philosophy of Dance in the 20th Century	3
DANC 328	Rhythmic Analysis	3
DANC 355	Advanced Dance Composition	3
DANC 395	Independent Study	1-3
DANC 495	Independent Study	1-3
DANP 476	Ballet Technique	1
DANP 478	Tap Dance Technique	1

Total 26 - 30

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis

Teaching Load

This degree is designed to be offered by two full time faculty members. This can be achieved by alternating courses every other year. Eight to eleven hours of the classes are taught by faculty outside of dance.

A: The following four credits are assigned to one faculty member for one (1) FTE:

1. DANP 157, 257, 357, and 457 Repertory Dance.
The instructor of record receives one FTE for these classes. Students of various levels might be cast in one large dance such as in the choir where a variety of levels are appropriate.

B: The following five to nine credits do not normally receive additional faculty FTE:

1. DANP 297, 397, and 497 Choreography (1 Credit)
Students are responsible for creating a dance work. This is much like independent study in that faculty serve in an advisory manner.
2. DANC 395, and 495 Independent Study (1-3 Credits)
(Same as Choreography)

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis
Four Year Class List

		Spring 03	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05
DANC 115	Dance Appreciation (Fall and Spring)	3	3	3	3	3	3
DANC 160	Beginning Ballet (Fall)		1		1		1
DANC 169	Beginning Modern Dance (Fall)		1		1		1
DANC 170	Theory and Practice of Modern Dance (Fall)		1		1		1
DANC 174	Beginning Jazz Dance (Fall and Spring)	1	1	1	1	1	1
DANC 175	Theory and Practice of Jazz Dance (Fall and Spring)	1	1	1	1	1	1
DANC 176	Theory and Practice of Ballet (Fall)		1		1		1
DANC 177	Beginning Tap Dance (Fall and Spring)	1	1	1	1	1	1
DANC 178	Theory and Practice of Tap Dance (Fall and Spring)	1	1	1	1	1	1
DANC 180	Beginning Hip Hop (Fall and Spring)	1	1	1	1	1	1
DANC 225	The Healthy Dancer (alt years, Fall)		3				3
DANC 250	Beginning Dance Improvisation (Spring)	2		2		2	
DAND 255	Beginning Dance Composition (Fall)		3		3		3
DANC 270	Theory and Practice of Modern Dance (Fall/Spring)	1	1	1	1	1	1
DANC 271	Principles of Modern Dance (alt years, Spring)			2			
DANC 275	Theory and Practice of Jazz Dance (Fall and Spring)	1	1	1	1	1	1
DANC 276	Theory and Practice of Ballet (Fall and Spring)	1	1	1	1	1	1
DANC 277	Principles of Ballet (alt years, Spring)			2			
DANC 278	Theory and Practice of Tap Dance (Fall and Spring)	1	1	1	1	1	1
DANC 279	Principles of Jazz and Tap Dance (Spring)	2		2		2	
DANC 280	Theory and Practice of Hip Hop (Fall and Spring)	1	1	1	1	1	1
DANC 315	Dance History (alt years, Fall)				3		
DANC 316	History and Philosophy of Dance (alt years, Spring)					3	
DANC 326	Methods of Teaching Dance (On Demand)	3			3		
DANC 328	Rhythmic Analysis (alt years, Fall)		3				3
DANC 355	Advanced Dance Composition (On Demand)	3		3		3	
DANC 395	Independent Study (On Demand, Arranged)	1-3	1-3	1-3	1-3	1-3	1-3
DANC 495	Independent Study (On Demand, Arranged)	1-3	1-3	1-3	1-3	1-3	1-3
DANP 157	Repertory Dance (Fall)		1		1		1
DANP 257	Repertory Dance (Spring)	1		1		1	
DANP 297	Choreography Practicum I (Spring & Fall)	1	1	1	1	1	1
DANP 357	Repertory Dance (Fall)		1		1		1
DANP 370	Modern Dance Technique (alt years, Fall)		1				1
DANP 375	Jazz Dance Technique (alt years, Fall)		1				1
DANP 376	Ballet Technique (alt years, Fall)		1				1
DANP 378	Tap Dance Technique (alt years, Fall)		1				1
DANP 397	Choreography Practicum II (Fall)		1		1		1
DANP 457	Repertory Dance (Spring)	1		1		1	
DANP 470	Modern Dance Technique (alt years, Spring)	1				1	
DANP 475	Jazz Dance Technique (alt years, Spring)	1				1	
DANP 476	Ballet Technique (alt years, Spring)	1				1	
DANP 478	Tap Dance Technique (alt years, Spring)	1				1	
DANP 497	Choreography Practicum III (Spring)	1		1		1	
Total		33-38	36-40	33-38	32-36	33-38	36-40

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis
Catalog Descriptions

***The following courses meet HPWE activity requirements**
DANC 160, 169, 174, and 177

DANC 115 - DANCE APPRECIATION (3)
Exploration of the roots and trends of the art of dance from the primitive to the contemporary. Introduction of aesthetic guidelines for looking at dance as it relates to America and the world. (Fall and Spring)

*DANC 160 – BEGINNING BALLET (1)
Fundamentals of Classical Ballet. This course meets the HPWE leisure activity requirements. (Fall)

*DANC 169 – BEGINNING MODERN DANCE (1)
Fundamentals of Modern Dance. This course meets the HPWE leisure activity requirements. (Fall)

*DANC 170 – THEORY AND PRACTICE OF MODERN DANCE (1)
Theory and Practice of Modern Dance. Prerequisite: DANC 169 or consent of instructor. (Fall)

*DANC 174 – BEGINNING JAZZ DANCE (1)
Fundamentals of Jazz Dance. This class meets the HPWE aerobic activity requirements. (Fall and Spring)

DANC 175 – THEORY AND PRACTICE OF JAZZ DANCE (1)
Theory and Practice of Jazz Dance techniques and theories. This class meets the HPWE aerobic activity requirements. Prerequisite: DANC 160 or consent of instructor. (Fall and Spring)

DANC 176 – THEORY AND PRACTICE OF BALLET (1)
Theory and Practice of Ballet techniques and theories inherent in the art form. Prerequisite: DANC 160 or consent of instructor. (Fall)

*DANC 177 – BEGINNING TAP DANCE (1)
Fundamentals of Tap Dance. This course meets the HPWE aerobic activity requirements. (Fall and Spring)

DANC 178 – THEORY AND PRACTICE OF TAP DANCE (1)
Theory and Practice of Tap Dance. Prerequisite: DANC 177 or consent of instructor. (Fall and Spring)

DANC 180 – BEGINNING HIP HOP (1)
Fundamentals of Hip Hop. Prerequisite: DANC 174 or consent of instructor. (Fall and Spring)

- DANC 225 – THE HEALTHY DANCER (3)
Exploration into conditioning, nutrition, injury prevention, basic anatomy and motivational techniques unique to the dance student. (alt years, Fall)
- DANC 250 – BEGINNING DANCE IMPROVISATION (2)
Exploration into theories of space, time, energy, and movement inherent in dance improvisation as well as aesthetic theories of creativity. (Spring)
- DANC 255 - BEGINNING DANCE COMPOSITION (3)
Introduction to and application of basic theories of choreography including principles of critical analysis. Prerequisite: DANC 250 or consent of instructor. (Fall)
- DANC 270 - THEORY AND PRACTICE OF MODERN DANCE (1)
Intermediate Theory and Practice of Modern Dance. Prerequisite: DANC 169 or consent of instructor. (Fall and Spring)
- DANC 271 - PRINCIPLES OF MODERN DANCE (2)
Exploration of elementary principles of modern dance through technical and academic processes. Prerequisite: DANC 169 or consent of instructor. (alt years, Spring)
- DANC 275 - THEORY AND PRACTICE OF JAZZ DANCE (1)
Intermediate Theory and Practice of Jazz Dance. Prerequisite: DANC 175 or consent of instructor. (Fall and Spring)
- DANC 276 - THEORY AND PRACTICE OF BALLET (1)
Intermediate Theory and Practice of Ballet. Prerequisite: DANC 16 or consent of instructor. (Fall and Spring)
- DANC 277 – PRINCIPLES OF BALLET (2)
Exploration of elementary principles of Ballet through technical and academic processes. Prerequisite: DANC 176 or consent of instructor. (alt years, Spring)
- DANC 278 - THEORY AND PRACTICE OF TAP DANCE (1)
Intermediate Theory and Practice of Tap Dance. Prerequisite: DANC 177 or consent of instructor. (Fall and Spring)
- DANC 279 – PRINCIPLES OF JAZZ AND TAP (2)
Exploration of elementary principles of Jazz and Tap Dance. Prerequisite: DANC 174 and 177 or consent of instructor. (Spring)
- DANC 280 - THEORY AND PRACTICE OF HIP HOP (1)
Intermediate Theory and Practice of Hip Hop. Prerequisite: DANC 180 or consent of instructor. (Fall and Spring)
- DANC 315 - DANCE HISTORY (3)
Cultural and historical exploration of the history of primitive to the 20th century. (Alt years, Fall)

DANC 316 - DANCE HISTORY AND PHILOSOPHY IN THE 20TH CENTURY (3)
Cultural, historic, and aesthetic exploration of dance in the 20th century. (alt years, Spring)

DANC 326 - METHODS OF TEACHING DANCE (3)
Theory and application of methods of teaching dance. Prerequisite: DANC 271 and 277 or consent of instructor. (On Demand)

DANC 328 – RHYTHMIC ANALYSIS IN DANCE (3)
Exploration of rhythmic structure inherent in dance including music notation, rhythmic coordination as it relates to dance and musicality of the body. (alt years, Fall)

DANC 355 – ADVANCED DANCE COMPOSITION (3)
Advanced investigation and application of theories of choreography including critical analysis of the art form. Prerequisite: DANC 255 or consent of instructor. (On Demand, Spring)

DANC 395, 495 - INDEPENDENT STUDY (On Demand, Arranged) (1-3)

These classes may be repeated twice each level for credit.

DANP 157, 257, 357, 457 - REPERTORY DANCE (1)
Student participation in the production of a dance supervised by faculty or guest artist. Students must audition. Co-requisite: One technique class. (Fall and Spring)

DANP 297, 397, 497 - CHOREOGRAPHY PRACTICUM (1)
Student practice in choreographing an original dance work. (Fall and Spring)

DANP 370, 470 - MODERN DANCE TECHNIQUE (1)
Intermediate to advanced technique. (alt years, Fall and Spring)

DANP 375, 475 - JAZZ DANCE TECHNIQUE (1)
Intermediate to advanced modern jazz dance technique. (alt years, Fall and Spring)

DANP 376, 476 - BALLET TECHNIQUE (1)
Intermediate to advanced ballet technique. (alt years, Fall and Spring)

DANP 378, 478 - TAP DANCE TECHNIQUE (1)
Intermediate to advanced tap dance technique. (alt years Fall and Spring)

FINE AND PERFORMING ARTS
Theatre Concentration: Dance Emphasis
Additions, Deletions and Modifications

ADDITIONS:

DANC 180	Beginning Hip Hop	(1)
DANC 225	The Healthy Dancer	(3)
DANC 255	Beginning Dance Composition	(3)
DANC 279	Principles of Jazz and Tap	(2)
DANC 280	Theory and Practice of Hip Hop	(1)
DANC 315	Dance History	(3)
DANC 316	History and Philosophy of Dance in the 20th Century	(3)
DANC 328	Rhythmic Analysis	(3)
DANC 355	Advanced Dance Composition	(3)
DANC 395	Independent Study	(1-3)
DANC 495	Independent Study	(1-3)
DANP 476	Ballet Technique	(1)
DANP 478	Tap Dance Technique	(1)

DELETIONS:

DANC 253	Beginning Improvisation and Composition in Dance	(3)
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MODIFICATIONS:

DANC 250	Beginning Improvisation Changes from 3 credit hours to 2 hours credit hours	(2)
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AGENDA ITEM: FY04 FIRST QUARTER FINANCIAL REPORT
FY04 BUDGET ADOPTION
FINANCIAL AID BRIEFING

ISSUE

The Board has requested periodic financial reports. In addition, the Board has authority to adopt a revised FY04 budget.

BACKGROUND

Attached for your review are first quarter financial reports in the format the Board has requested. These include fund balance and income statements compared to the proposed budget.

Also attached for Board consideration are pro forma schedules demonstrating the year-end impact of two budget options and Interim President Gingerich's proposed compensation guidelines.

Although the income statement materials include a brief explanation of financial aid, it is a significant part, roughly 20%, of College finances and deserves a more thorough orientation. Interim Assistant Vice President for Student Affairs & Enrollment Management Richard Baca and Associate Director of Financial Aid Curt Martin will brief the Board on this subject.

ANALYSIS

Financial Reports - The first quarter balance sheets demonstrate the cyclical nature of College finances. Total fund balances have increased \$7.5 million. The related expenditures will extend through the second quarter and gradually reduce the balances.

The income statements confirm this seasonal effect. While no significant budget deviations are evident from these statements, it is still early in the year.

Budget Options - The proposed budget options include the budget as previously proposed or a budget with a two percent compensation increase and with the remaining fund balance as an expendable Board reserve. The budgeted fund balance schedules compare the impacts of these budget options. In addition, these schedules reveal the R&R (renewal & replacement) reserves and the unrestricted fund balances that will result from these budget options.

Following these schedules are the President's proposed guidelines for the compensation increase.

RECOMMENDATION

Staff recommends approval of the proposed FY04 budget with any adjustments the Board may deem appropriate. If the Board chooses the budget option that includes compensation increases, the attached guidelines are recommended.

Discussion of Balance Sheet Statements

The following seven pages include the all-funds and individual fund balance sheets.

The 1st quarter statement reveals an increase of almost \$7.5 million in net assets (fund balance) from year-end FY03. This increase reflects the seasonal nature of College finances.

The asset increases are primarily in E&G and Auxiliary cash and receivables. Students pay fall semester fees upfront creating a 1st quarter net asset bulge. Operating expenditures to serve students for the full semester extend through the 2nd quarter, gradually counterbalancing this bulge. This cycle will repeat for the spring semester.

The primary operating funds, E&G and Auxiliaries, are responsible for most of the balance sheet changes this quarter. Other than \$650,000 depreciation of physical assets, the other funds (Sponsored, Loan, Plant and Agency) remain virtually unchanged.

Non-current assets and liabilities are booked annually at year-end, so these balance sheet items will remain unchanged until then. These include student loan installments due in future years, land, buildings and equipment on the asset side and compensated absences, lease and bond payments due in future years on the liability side.

Mesa State College
Balance Sheet - All Funds

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
Assets				
Current Assets				
Cash and Cash Equivalents	4,086,347	11,260,620	14,789,348	
Student Accounts Receivable, Net	388,946	449,522	2,102,828	
Other Accounts Receivable, Net	1,304,160	1,044,172	317,496	
Student Loans, Net	507,935	461,982	483,610	
Inventories	438,695	497,061	485,813	
Prepaid Expenses	54,386	76,298	100,000	
Other Current Assets	3,938	4,825	215,948	
Total Current Assets	6,784,408	13,794,479	18,495,044	
Non-current Assets				
Restricted Cash & Cash Equivalents	-	-	-	
Student Loans, Net	541,761	601,622	601,622	
Deferred Charges	-	-	-	
Other Non-current Assets	180,448	363,613	363,613	
Land	1,157,257	1,157,257	1,157,257	
Construction in progress	13,828,644	7,323,534	7,323,534	
Land improvements, Net	734,389	671,276	671,276	
Buildings & Improvements, Net	37,649,831	41,928,138	41,278,138	
Furniture and Equipment, Net	1,404,441	4,147,237	4,147,237	
Library materials, Net	3,946,355	3,813,821	3,813,821	
Total Non-current Assets	59,443,126	60,006,497	59,356,497	
Total Assets	66,227,534	73,800,976	77,851,541	
Liabilities				
Current Liabilities				
Accounts Payable	166,781	137,874	269,519	
Accrued Liabilities	538,735	3,416,024	74,363	
Deferred Revenue	424,827	462,880	34,482	
Deposits Held for Others	107,654	110,258	70,248	
Student Deposits	161,343	186,137	210,793	
Capital Leases Payable	90,009	108,983	59,263	
Bonds Payable	670,000	590,000	590,000	
Compensated Absence Liabilities	45,260	134,288	134,288	
Other Current Liabilities	-	-	276,370	
Total Current Liabilities	2,204,608	5,146,443	1,719,325	
Non-current Liabilities				
Capital Lease Obligations	172,189	122,858	122,858	
Bonds Payable	11,185,000	13,960,000	13,960,000	
Other L/T Liabilities	(70,212)	(442,920)	(442,920)	
Compensated Absence Liabilities	793,294	676,293	676,293	
Total Non-current Liabilities	12,080,271	14,316,232	14,316,232	
Total Liabilities	14,284,879	19,462,675	16,035,557	
Net Assets				
Invested in Capital Assets	46,722,932	44,677,601	44,027,601	
Restricted for:				
Expendable				
Loans	999,695	1,140,257	1,156,415	
Capital projects	-	2,502,709	2,116,461	
Other purposes	4,509,707	5,660,398	8,130,317	
Unrestricted	(289,681)	357,336	6,385,191	
Total Net Assets	51,942,655	54,338,301	61,815,984	
Total Liabilities and Net Assets	66,227,534	73,800,976	77,851,541	

Mesa State College
Balance Sheet - Education & General

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
<u>Assets</u>				
<u>Current Assets</u>				
Cash and Cash Equivalents	420,954	3,423,414	5,419,541	
Student Accounts Receivable	181,707	224,117	830,502	
Accounts Receivable		330,000		
Loans Receivable				
Inventories	51,829	49,540	38,292	
Prepaid Expenses	51,058	68,677		
Other Current Assets	592	250	200,250	
	<u>706,140</u>	<u>4,095,998</u>	<u>6,488,585</u>	
<u>Non-current Assets</u>				
Restricted Cash & Cash Equivalents				
Student Loans, Net				
Deferred Charges				
Other Non-current Assets				
Land				
Construction in progress				
Land improvements, Net				
Buildings & Improvements, Net				
Furniture and Equipment, Net				
Library materials, Net				
	<u>-</u>	<u>-</u>	<u>-</u>	
Total Non-current Assets	<u>-</u>	<u>-</u>	<u>-</u>	
Total Assets	<u>706,140</u>	<u>4,095,998</u>	<u>6,488,585</u>	
<u>Liabilities</u>				
<u>Current Liabilities</u>				
Accounts Payable	80,009	86,621	167,118	
Accrued Liabilities	162,468	3,012,682	1,021	
Deferred Revenue	234,568	182,799		
Deposits Held for Others				
Student Deposits	50,777	64,946	91,907	
Capital Leases Payable				
Bonds Payable				
Compensated Absence Liabilities	27,007	121,031	121,031	
Other Current Liabilities				
	<u>554,829</u>	<u>3,468,079</u>	<u>381,078</u>	
Total Current Liabilities	<u>554,829</u>	<u>3,468,079</u>	<u>381,078</u>	
<u>Non-current Liabilities</u>				
Capital Lease Obligations				
Bonds Payable				
Other L/T Liabilities				
Compensated Absence Liabilities	704,347	590,048	590,048	
Total Non-current Liabilities	<u>704,347</u>	<u>590,048</u>	<u>590,048</u>	
Total Liabilities	<u>1,259,176</u>	<u>4,058,127</u>	<u>971,126</u>	
<u>Net Assets</u>				
Invested in Capital Assets				
Restricted for:				
Expendable				
Loans				
Capital projects				
Other purposes				
Unrestricted	(553,036)	37,871	5,517,460	
Total Net Assets	<u>(553,036)</u>	<u>37,871</u>	<u>5,517,460</u>	
Total Liabilities and Net Assets	<u>706,140</u>	<u>4,095,998</u>	<u>6,488,585</u>	

**Mesa State College
Balance Sheet - Auxiliary Fund**

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
<u>Assets</u>				
<u>Current Assets</u>				
Cash and Cash Equivalents	1,281,641	2,008,327	3,499,538	
Student Accounts Receivable	207,239	225,405	1,270,481	
Accounts Receivable	619,584	326,588	7,306	
Loans Receivable				
Inventories	386,866	447,521	447,521	
Prepaid Expenses	1,976	7,615	100,000	
Other Current Assets	3,346	3,075	14,198	
Total Current Assets	2,500,652	3,018,531	5,339,044	
<u>Non-current Assets</u>				
Restricted Cash & Cash Equivalents				
Student Loans, Net				
Deferred Charges				
Other Non-current Assets				
Land				
Construction in progress				
Land improvements, Net				
Buildings & Improvements, Net				
Furniture and Equipment, Net				
Library materials, Net				
Total Non-current Assets	-	-	-	
Total Assets	2,500,652	3,018,531	5,339,044	
<u>Liabilities</u>				
<u>Current Liabilities</u>				
Accounts Payable	71,953	42,830	53,302	
Accrued Liabilities	65,057	230,000		
Deferred Revenue	76,146	61,191	3,000	
Deposits Held for Others				
Student Deposits	110,566	121,191	118,886	
Capital Leases Payable				
Bonds Payable				
Compensated Absence Liabilities	18,253	13,257	13,257	
Other Current Liabilities				
Total Current Liabilities	341,975	468,470	188,445	
<u>Non-current Liabilities</u>				
Capital Lease Obligations				
Bonds Payable				
Other L/T Liabilities				
Compensated Absence Liabilities	88,947	86,245	86,245	
Total Non-current Liabilities	88,947	86,245	86,245	
Total Liabilities	430,922	554,715	274,690	
<u>Net Assets</u>				
Invested in Capital Assets				
Restricted for:				
Expendable				
Loans				
Capital projects				
Other purposes	2,004,763	2,250,429	4,303,372	
Unrestricted	64,967	213,387	760,982	
Total Net Assets	2,069,730	2,463,816	5,064,354	
Total Liabilities and Net Assets	2,500,652	3,018,531	5,339,044	

Mesa State College
Balance Sheet - Sponsored Programs

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
<u>Assets</u>				
<u>Current Assets</u>				
Cash and Cash Equivalents	72,861	24,986	77,460	
Student Accounts Receivable				
Accounts Receivable	490,257	386,332	308,939	
Loans Receivable				
Inventories				
Prepaid Expenses	1,351	5		
Other Current Assets				
Total Current Assets	564,470	411,323	386,399	
<u>Non-current Assets</u>				
Restricted Cash & Cash Equivalents				
Student Loans, Net				
Deferred Charges				
Other Non-current Assets				
Land				
Construction in progress				
Land improvements, Net				
Buildings & Improvements, Net				
Furniture and Equipment, Net				
Library materials, Net				
Total Non-current Assets	-	-	-	
Total Assets	564,470	411,323	386,399	
<u>Liabilities</u>				
<u>Current Liabilities</u>				
Accounts Payable	13,819	7,024	28,411	
Accrued Liabilities	311,210	100,000		
Deferred Revenue	114,113	218,890	31,482	
Deposits Held for Others				
Student Deposits				
Capital Leases Payable				
Bonds Payable				
Compensated Absence Liabilities				
Other Current Liabilities			200,000	
Total Current Liabilities	439,141	325,914	259,893	
<u>Non-current Liabilities</u>				
Capital Lease Obligations				
Bonds Payable				
Other L/T Liabilities				
Compensated Absence Liabilities				
Total Non-current Liabilities	-	-	-	
Total Liabilities	439,141	325,914	259,893	
<u>Net Assets</u>				
Invested in Capital Assets				
Restricted for:				
Expendable				
Loans				
Capital projects				
Other purposes	125,328	85,410	126,506	
Unrestricted				
Total Net Assets	125,328	85,410	126,506	
Total Liabilities and Net Assets	564,470	411,323	386,399	

**Mesa State College
Balance Sheet - Loan Funds**

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
<u>Assets</u>				
<u>Current Assets</u>				
Cash and Cash Equivalents	198,388	232,730	227,931	
Student Accounts Receivable				
Accounts Receivable				
Loans Receivable	507,935	461,982	483,610	
Inventories				
Prepaid Expenses				
Other Current Assets				
<u>Total Current Assets</u>	<u>706,323</u>	<u>694,712</u>	<u>711,542</u>	
<u>Non-current Assets</u>				
Restricted Cash & Cash Equivalents				
Student Loans, Net	541,761	601,622	601,622	
Deferred Charges				
Other Non-current Assets				
Land				
Construction in progress				
Land improvements, Net				
Buildings & Improvements, Net				
Furniture and Equipment, Net				
Library materials, Net				
<u>Total Non-current Assets</u>	<u>541,761</u>	<u>601,622</u>	<u>601,622</u>	
Total Assets	<u><u>1,248,083</u></u>	<u><u>1,296,335</u></u>	<u><u>1,313,164</u></u>	
<u>Liabilities</u>				
<u>Current Liabilities</u>				
Accounts Payable				
Accrued Liabilities				
Deferred Revenue				
Deposits Held for Others				
Student Deposits				
Capital Leases Payable				
Bonds Payable				
Compensated Absence Liabilities				
Other Current Liabilities				
<u>Total Current Liabilities</u>	<u>-</u>	<u>-</u>	<u>-</u>	
<u>Non-current Liabilities</u>				
Capital Lease Obligations				
Bonds Payable				
Other L/T Liabilities	50,000	50,000	50,000	
Compensated Absence Liabilities				
<u>Total Non-current Liabilities</u>	<u>50,000</u>	<u>50,000</u>	<u>50,000</u>	
Total Liabilities	<u><u>50,000</u></u>	<u><u>50,000</u></u>	<u><u>50,000</u></u>	
<u>Net Assets</u>				
Invested in Capital Assets				
Restricted for:				
Expendable				
Loans	999,695	1,140,257	1,156,415	
Capital projects				
Other purposes				
Unrestricted	198,388	106,078	106,749	
Total Net Assets	<u><u>1,198,083</u></u>	<u><u>1,246,335</u></u>	<u><u>1,263,164</u></u>	
Total Liabilities and Net Assets	<u><u>1,248,083</u></u>	<u><u>1,296,335</u></u>	<u><u>1,313,164</u></u>	

**Mesa State College
Balance Sheet - Plant Funds**

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
<u>Assets</u>				
<u>Current Assets</u>				
Cash and Cash Equivalents	2,004,849	5,460,905	5,493,814	
Student Accounts Receivable				
Accounts Receivable	194,319	1,251	1,251	
Loans Receivable				
Inventories				
Prepaid Expenses				
Other Current Assets		1,500	1,500	
Total Current Assets	2,199,168	5,463,656	5,496,566	
<u>Non-current Assets</u>				
Restricted Cash & Cash Equivalents				
Student Loans, Net				
Deferred Charges				
Other Non-current Assets	180,448	363,613	363,613	
Land	1,157,257	1,157,257	1,157,257	
Construction in progress	13,828,644	7,323,534	7,323,534	
Land improvements, Net	734,389	671,276	671,276	
Buildings & Improvements, Net	37,649,831	41,928,138	41,278,138	
Furniture and Equipment, Net	1,404,441	4,147,237	4,147,237	
Library materials, Net	3,946,355	3,813,821	3,813,821	
Total Non-current Assets	58,901,366	59,404,875	58,754,875	
Total Assets	61,100,534	64,868,531	64,251,441	
<u>Liabilities</u>				
<u>Current Liabilities</u>				
Accounts Payable	1,000	1,399	18,026	
Accrued Liabilities		73,341	73,341	
Deferred Revenue				
Deposits Held for Others				
Student Deposits				
Capital Leases Payable	90,009	108,983	59,263	
Bonds Payable	670,000	590,000	590,000	
Compensated Absence Liabilities				
Other Current Liabilities			76,370	
Total Current Liabilities	761,009	773,723	817,001	
<u>Non-current Liabilities</u>				
Capital Lease Obligations	172,189	122,858	122,858	
Bonds Payable	11,185,000	13,960,000	13,960,000	
Other L/T Liabilities	(120,212)	(492,920)	(492,920)	
Compensated Absence Liabilities				
Total Non-current Liabilities	11,236,977	13,589,939	13,589,939	
Total Liabilities	11,997,985	14,363,661	14,406,939	
<u>Net Assets</u>				
Invested in Capital Assets	46,722,932	44,677,601	44,027,601	
Restricted for:				
Expendable				
Loans				
Capital projects		2,502,709	2,116,461	
Other purposes	2,379,617	3,324,559	3,700,439	
Unrestricted				
Total Net Assets	49,102,549	50,504,869	49,844,501	
Total Liabilities and Net Assets	61,100,534	64,868,531	64,251,441	

**Mesa State College
Balance Sheet - Agency Fund**

	June 30, 2002 Actual	June 30, 2003 Actual	Sept 30, 2003 Actual	Notes & Caveats
<u>Assets</u>				
<u>Current Assets</u>				
Cash and Cash Equivalents	107,654	110,258	71,064	
Student Accounts Receivable			1,845	
Accounts Receivable				
Loans Receivable				
Inventories				
Prepaid Expenses				
Other Current Assets				
<u>Total Current Assets</u>	<u>107,654</u>	<u>110,258</u>	<u>72,909</u>	
<u>Non-current Assets</u>				
Restricted Cash & Cash Equivalents				
Student Loans, Net				
Deferred Charges				
Other Non-current Assets				
Land				
Construction in progress				
Land improvements, Net				
Buildings & Improvements, Net				
Furniture and Equipment, Net				
Library materials, Net				
<u>Total Non-current Assets</u>	<u>-</u>	<u>-</u>	<u>-</u>	
Total Assets	<u><u>107,654</u></u>	<u><u>110,258</u></u>	<u><u>72,909</u></u>	
<u>Liabilities</u>				
<u>Current Liabilities</u>				
Accounts Payable			2,662	
Accrued Liabilities				
Deferred Revenue				
Deposits Held for Others	107,654	110,258	70,248	
Student Deposits				
Capital Leases Payable				
Bonds Payable				
Compensated Absence Liabilities				
Other Current Liabilities				
<u>Total Current Liabilities</u>	<u>107,654</u>	<u>110,258</u>	<u>72,909</u>	
<u>Non-current Liabilities</u>				
Capital Lease Obligations				
Bonds Payable				
Other L/T Liabilities				
Compensated Absence Liabilities				
<u>Total Non-current Liabilities</u>	<u>-</u>	<u>-</u>	<u>-</u>	
Total Liabilities	<u><u>107,654</u></u>	<u><u>110,258</u></u>	<u><u>72,909</u></u>	
<u>Net Assets</u>				
Invested in Capital Assets				
Restricted for:				
Expendable				
Loans				
Capital projects				
Other purposes				
Unrestricted				
Total Net Assets	<u>-</u>	<u>-</u>	<u>-</u>	
Total Liabilities and Net Assets	<u><u>107,654</u></u>	<u><u>110,258</u></u>	<u><u>72,909</u></u>	

Discussion of Income Statements

The next fourteen pages include 1st quarter income statements comparing all funds and comparing each fund to its FY04 budget (October 16th version). Page 1 is the FY04 budget for comparison. Page 2 is the consolidated report 1st quarter actuals. The pages that follow compare each fund to its FY04 budget.

No significant budget deviations are evident although it is still early in the year.

Seasonal Finances

The seasonal nature of College finances makes it clear that comparisons to budget by percentage are of limited use. Comparisons to prior years' actuals may serve us better.

Tuition, student fees, room rental, food service, book sales and financial aid revenues plus cost of books sold and financial aid expenditure lines all exceed 40% of budget and average close to 50%. Service fees appear higher than expected and miscellaneous revenue appears lower than expected. Overall, revenues appear consistent with the semester seasonality.

State Appropriations

State appropriations are typically distributed one-twelfth monthly. This year the first month's distribution was larger, because it included funds for the June payroll of last fiscal year.

Labor Expenditures

First quarter expenditures for contract wages full-time are comparatively low while those for part-time are high. Payments on faculty contracts begin in August with final payment in June, so expenditures for instruction contracts are typically lower in the 1st quarter and higher in the fourth quarter. In response to financial uncertainties, there is an academic strategy of filling a number of full-time contract faculty positions with part-time instructors. This inflates part-time wage expenditures as can be seen in the 1st quarter results. However, these expenditures actually draw on the full-time budget allocation, since these two labor lines are managed as one combined budget.

Other Current Expense

Other current expense (OCE) spending is high this time of the year in Athletics presumably because the most expensive sport, football, is in the fall. It is also high in Housing, because annual cable television rent (\$118,000) is an annual expense paid in the first quarter. It is high in Sponsored Programs, primarily because the budget additional grant activity is apparently occurring. The reimbursement nature of grants causes revenues to lag the associated expenditures.

Utilities

The heating season does not start until the second quarter, so utility expenses are low. Travel expenses, other than athletics, are also low because travel typically peaks in spring and summer. Evaluation of the natural gas price increase continues to assure sufficient funds have been budgeted and allocated.

Financial Aid

Combined FY04 student assistance is projected to total about \$11.1 million, or 20% of Mesa State's finances. Of this amount \$1.4 million is from the institution's funds, in other words essentially tuition and state appropriations. (These figures are the sum of "student financial aid" and "hourly staff compensation" accounts across all funds.)

In addition, the College serves as a pass-through agent for about \$13 million in federal loan programs that are not included in the College financials.

Revenue of almost \$4 million in federal and state financial aid has been received this quarter and \$4.4 million has been expended, \$3.7 million from federal and state sources and \$900,000 from MSC sources. Both revenue and expense will peak with the beginning of semesters, i.e. the first and third quarters with a small blip in the fourth quarter. Only 16% of hourly staff pay (work study assistance) has been expended, because these expenses do not begin until August, and because these typically peak during school breaks and summer months.

FY04 financial aid commitments are lagging behind last year but expected to catch up as the year proceeds.

Financial aid for students is complicated: The College makes financial aid commitments beginning in December for fall enrollment. By March, almost 80% of aid commitments are in students' hands. This is before the College even has assurance of its tuition rate or state appropriation. There are 71 different financial aid categories, each with their own qualifications. Some programs require the College to provide matching funds; this accounts for about \$100,000 of the institution's student aid. Federal sources of student aid are difficult to estimate, because federal and state governments usually formally adopt budgets no earlier than one month prior to the beginning of the fiscal year. Additionally, some students receive federal aid awards directly rather than through the College. The fulfillment rate of students offered aid is as low as one-half and as high as 90% in any given year. Some students may become eligible for federal aid late in the school year and receive aid retroactive to the preceding fall.

The various sources must be managed carefully to minimize College liability for an unexpected high rate of fulfillment overall or in specific aid categories.

Capital & Non-Capital Equipment Expenditures

Tolman Hall remodeling expenditures are shown in the Plant fund. They were not budgeted, because by year end these expenses will be capitalized. Thus the year end report for the Plant fund will not show these as current expenditures. Instead, assets restricted for capital projects will reduce and the value of building assets will increase.

Non-capital equipment purchases are apparently being made early in the year.

E&G Fund

Revenues are 40% of budget while expenditures are 20% of budget. The former is typical for the beginning of a semester. The latter suggests spending is slower than normal. Most of this reflects full-time contract positions that either remain vacant or are filled by a lower cost interim occupant. The budget was based upon normal occupancy of these positions.

Exempt Auxiliaries

Collectively housing, bookstore and food service fund balances increased \$520,000 last year. This year they are budgeted to increase \$490,000. Preliminary reports from housing and the bookstore indicate improving financials compared to FY03. Food service financials appear flat and will be examined for reasons.

Student activities finances appear normal, although it is early in the year.

Non-Exempt Auxiliaries

These funds have not yet been evaluated.

Sponsored Programs

The bulk of this financial activity is financial aid, which is discussed above.

Loan & Plant Funds

Little financial activity occurs in the Loan fund, because most student loans are administered at the federal level. The financial activity in Plant funds includes transfers for debt service, depreciation allocations and the Tolman Hall remodel.

Income Statement : All Funds
1st Quarter, FY 2004
Comparative - Budget to Actual

	All Funds FY04 Budget	All Funds 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ 11,179,120	\$ 5,827,951	52.1%
Student Fees	3,699,959	1,887,690	51.0%
Educational Activities - cash funded	85,000	15,279	18.0%
Contributions/Gifts	419,960	31,329	7.5%
Rental - Room	2,891,568	1,502,980	52.0%
Rental - Other	231,900	148,726	64.1%
Food Service	2,527,579	1,336,072	52.9%
Advertising/Publications	55,601	6,731	12.1%
Activity Fees	30,270	16,110	53.2%
Service Fees	253,100	249,699	98.7%
Event Sales	235,678	106,941	45.4%
Sales Books	2,523,750	1,373,611	54.4%
Sales Non-Book Items	511,050	129,433	25.3%
Commissions	99,000	33,323	33.7%
Interest Income	286,500	104,731	36.6%
Federal Grants & Contracts	622,452	218,151	35.0%
Federal Grants & Contracts - Financial aid	6,073,549	2,629,628	43.3%
State Grants & Contracts	204,000	67,035	32.9%
State Grants & Contracts - Financial aid	2,639,905	1,322,700	50.1%
Local Grants & Contracts	-	-	
Private Grants & Contracts	335,000	262,632	78.4%
From Other Funds	1,451,893	745,203	51.3%
Interdepartmental	3,315,221	754,525	22.8%
State Appropriation	15,720,428	4,892,068	31.1%
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	149,766	-	0.0%
Misc. Other	642,784	112,467	17.5%
Total Revenues	\$ 56,185,033	\$ 23,775,017	42.3%
Expenditures			
Support Staff Salary and Wages	\$ 4,061,082	\$ 989,054	24.4%
Support Staff Benefits	741,572	169,947	22.9%
Contract Wages Full Time	13,492,953	2,209,816	16.4%
Contract Wages Part Time	2,095,059	899,455	42.9%
Contract Staff Benefits	3,670,827	684,356	18.6%
Hourly Staff Compensation	1,909,924	311,946	16.3%
Cost of Goods Sold - Books	1,911,000	1,102,351	57.7%
Cost of Goods Sold - Non Books	206,950	100,715	48.7%
Other Current Expense	3,696,121	1,163,519	31.5%
Rent - Building	585,007	138,900	23.7%
Professional Fees	1,600,819	437,162	27.3%
Food Service	1,683,079	212,699	12.6%
Travel	821,704	142,320	17.3%
Telecommunications external	208,516	43,789	21.0%
Internal Charges - Telephone calls	45,401	2,064	4.5%
Internal Charges - Telephone line charges	459,325	76,317	16.6%
Internal Charges - Administrative Service Recharge	1,456,171	325,168	22.3%
Internal Charges - Maintenance Recharge	835,371	208,843	25.0%
Utilities	1,233,545	172,543	14.0%
Student Financial Aid	9,177,929	4,219,459	46.0%
Library Learning Materials	380,997	148,984	39.1%
Capital Expenditures	170,866	790,148	462.4%
Debt Service	2,042,000	720,680	35.3%
Depreciation	2,600,000	650,000	25.0%
Equipment - Non Capital	487,587	342,197	70.2%
Other Miscellaneous	21,000	34,903	166.2%
Total Expenditures	\$ 55,594,805	\$ 16,297,334	29.3%
Increase (Decrease) In Fund Balance before Transfers	\$ 590,228	\$ 7,477,682	1266.9%
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	-	-	
Net Increase (Decrease) In Fund Balance	\$ 590,228	\$ 7,477,682	1266.9%

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : E & G
1st Quarter, FY 2004
Comparative - Budget to Actual

	E & G FY04 Budget	E & G 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ 11,059,120	\$ 5,781,549	52.3%
Student Fees	300,010	160,574	53.5%
Educational Activities - cash funded	-	-	
Contributions/Gifts	-	-	
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	-	-	
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	-	-	
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	-	-	
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	-	-	
State Appropriation	15,720,428	4,892,068	31.1%
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	187,246	86,894	46.4%
Total Revenues	\$ 27,266,804	\$ 10,921,086	40.1%
Expenditures			
Support Staff Salary and Wages	\$ 2,656,824	\$ 635,670	23.9%
Support Staff Benefits	462,704	105,206	22.7%
Contract Wages Full Time	11,842,184	1,748,853	14.8%
Contract Wages Part Time	1,543,168	786,593	51.0%
Contract Staff Benefits	3,182,180	560,273	17.6%
Hourly Staff Compensation	220,506	54,761	24.8%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	1,356,373	229,128	16.9%
Rent - Building	398,289	99,081	24.9%
Professional Fees	1,199,324	243,063	20.3%
Food Service	100	-	0.0%
Travel	274,220	42,328	15.4%
Telecommunications external	37,195	10,062	27.1%
Internal Charges - Telephone calls	29,181	1,466	5.0%
Internal Charges - Telephone line charges	218,071	36,594	16.8%
Internal Charges - Administrative Service Recharge	-	-	
Internal Charges - Maintenance Recharge	-	-	
Utilities	694,422	82,694	11.9%
Student Financial Aid	464,340	190,892	41.1%
Library Learning Materials	380,997	148,984	39.1%
Capital Expenditures	55,966	-	0.0%
Debt Service	-	-	
Depreciation	-	-	
Equipment - Non Capital	194,502	47,250	24.3%
Other Miscellaneous	-	2,060	
Total Expenditures	\$ 25,210,546	\$ 5,024,959	19.9%
Increase (Decrease) In Fund Balance before Transfers	\$ 2,056,258	\$ 5,896,127	286.7%
Transfer Revenue over Expenditures to Renewal & Replacement	-	-	
E & G Support	(1,276,264)	(416,538)	32.6%
Net Increase (Decrease) In Fund Balance	\$ 779,994	\$ 5,479,589	702.5%

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Mesa State College

Prepared for MSC Board of Trustees

By MSC Financial & Admin Services

FOR INTERNAL REPORTING PURPOSES ONLY

Income Statement : Auxiliary Educational Programs

1st Quarter, FY 2004

Comparative - Budget to Actual

	Educational Programs FY04 Budget	Educational Programs 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ 120,000	\$ 46,402	38.7%
Student Fees	-	-	
Educational Activities - cash funded	85,000	15,279	18.0%
Contributions/Gifts	-	-	
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	-	-	
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	-	-	
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	-	-	
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	10,000	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	-	-	
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	20,000	-	0.0%
Total Revenues	\$ 225,000	\$ 71,681	31.9%
Expenditures			
Support Staff Salary and Wages	\$ -	\$ -	
Support Staff Benefits	-	-	
Contract Wages Full Time	-	1,915	
Contract Wages Part Time	90,000	6,012	6.7%
Contract Staff Benefits	24,000	763	3.2%
Hourly Staff Compensation	-	-	
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	36,000	6,199	17.2%
Rent - Building	-	-	
Professional Fees	-	720	
Food Service	-	-	
Travel	60,000	10,004	16.7%
Telecommunications external	-	-	
Internal Charges - Telephone calls	-	2	
Internal Charges - Telephone line charges	-	152	
Internal Charges - Administrative Service Recharge	8,000	2,093	26.2%
Internal Charges - Maintenance Recharge	-	-	
Utilities	-	-	
Student Financial Aid	-	815	
Library Learning Materials	-	-	
Capital Expenditures	-	-	
Debt Service	-	-	
Depreciation	-	-	
Equipment - Non Capital	-	-	
Other Miscellaneous	7,000	352	5.0%
Total Expenditures	\$ 225,000	\$ 28,827	12.8%
Increase (Decrease) In Fund Balance before Transfers	\$ -	\$ 42,854	
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	-	-	
Net Increase (Decrease) In Fund Balance	\$ -	\$ 42,854	

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliary Student Activities
1st Quarter, FY 2004
Comparative - Budget to Actual

	Student Activities FY04 Budget	Student Activities 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	2,643,542	1,351,598	51.1%
Educational Activities - cash funded	-	-	
Contributions/Gifts	19,100	2,516	13.2%
Rental - Room	-	-	
Rental - Other	111,900	68,492	61.2%
Food Service	-	16,070	
Advertising/Publications	52,101	3,851	7.4%
Activity Fees	5,700	2,340	41.1%
Service Fees	39,100	12,696	32.5%
Event Sales	1,150	682	59.3%
Sales Books	-	-	
Sales Non-Book Items	51,750	34,387	66.4%
Commissions	57,000	30,226	53.0%
Interest Income	40,500	-	0.0%
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	19,532	
Interdepartmental	481,680	118,958	24.7%
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	23,320	14,310	61.4%
Total Revenues	\$ 3,526,843	\$ 1,675,658	47.5%
Expenditures			
Support Staff Salary and Wages	\$ 80,673	\$ 20,014	24.8%
Support Staff Benefits	15,713	3,685	23.4%
Contract Wages Full Time	195,472	61,586	31.5%
Contract Wages Part Time	88,418	8,550	9.7%
Contract Staff Benefits	59,533	16,454	27.6%
Hourly Staff Compensation	321,640	51,320	16.0%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	1,950	576	29.5%
Other Current Expense	662,522	78,476	11.8%
Rent - Building	15,418	7,652	49.6%
Professional Fees	259,431	120,081	46.3%
Food Service	-	-	
Travel	38,432	2,411	6.3%
Telecommunications external	69,521	16,738	24.1%
Internal Charges - Telephone calls	2,755	61	2.2%
Internal Charges - Telephone line charges	27,079	4,826	17.8%
Internal Charges - Administrative Service Recharge	137,116	34,435	25.1%
Internal Charges - Maintenance Recharge	299,473	74,868	25.0%
Utilities	213,800	37,524	17.6%
Student Financial Aid	3,750	2,308	61.5%
Library Learning Materials	-	-	
Capital Expenditures	7,650	-	0.0%
Debt Service	669,842	334,921	50.0%
Depreciation	-	-	
Equipment - Non Capital	131,764	25,649	19.5%
Other Miscellaneous	-	17,120	
Total Expenditures	\$ 3,301,952	\$ 919,252	27.8%
Increase (Decrease) In Fund Balance before Transfers	\$ 224,891	\$ 756,406	336.3%
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	-	-	
Net Increase (Decrease) In Fund Balance	\$ 224,891	\$ 756,406	336.3%

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliary Performing Arts
1st Quarter, FY 2004
Comparative - Budget to Actual

	Performing Arts FY04 Budget	Performing Arts 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	136,616	68,308	50.0%
Educational Activities - cash funded	-	-	
Contributions/Gifts	3,500	1,312	37.5%
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	-	-	
Advertising/Publications	3,500	2,880	82.3%
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	108,728	23,751	21.8%
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	-	-	
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	-	24	
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	4,150	403	9.7%
Total Revenues	\$ 256,494	\$ 96,678	37.7%
Expenditures			
Support Staff Salary and Wages	\$ -	\$ -	
Support Staff Benefits	-	-	
Contract Wages Full Time	142,152	36,261	25.5%
Contract Wages Part Time	14,025	-	0.0%
Contract Staff Benefits	13,671	3,769	27.6%
Hourly Staff Compensation	28,300	2,308	8.2%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	99,802	22,694	22.7%
Rent - Building	-	6,271	
Professional Fees	10,629	4,541	42.7%
Food Service	-	-	
Travel	20,960	2,059	9.8%
Telecommunications external	-	-	
Internal Charges - Telephone calls	110	-	0.0%
Internal Charges - Telephone line charges	3,205	304	9.5%
Internal Charges - Administrative Service Recharge	15,688	3,922	25.0%
Internal Charges - Maintenance Recharge	-	-	
Utilities	-	-	
Student Financial Aid	900	4,600	511.1%
Library Learning Materials	-	-	
Capital Expenditures	250	-	0.0%
Debt Service	-	16,628	
Depreciation	-	-	
Equipment - Non Capital	18,250	11,188	61.3%
Other Miscellaneous	-	8,900	
Total Expenditures	\$ 367,942	\$ 123,445	33.6%
Increase (Decrease) In Fund Balance before Transfers	\$ (111,448)	\$ (26,767)	24.0%
Transfer Revenue over Expenditures to Renewal & Replacement	-	-	
E & G Support	105,452	27,116	25.7%
Net Increase (Decrease) In Fund Balance	\$ (5,996)	\$ 349	-5.8%

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliary Athletics
1st Quarter, FY 2004
Comparative - Budget to Actual

	Athletics FY04 Budget	Athletics 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	619,791	307,210	49.6%
Educational Activities - cash funded	-	-	
Contributions/Gifts	397,360	27,502	6.9%
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	-	-	
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	58,800	21,695	36.9%
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	-	-	
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	-	-	
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	-	-	
Total Revenues	\$ 1,075,951	\$ 356,406	33.1%
Expenditures			
Support Staff Salary and Wages	\$ 104,749	\$ 26,187	25.0%
Support Staff Benefits	15,035	3,741	24.9%
Contract Wages Full Time	419,353	124,381	29.7%
Contract Wages Part Time	176,153	25,116	14.3%
Contract Staff Benefits	133,159	33,347	25.0%
Hourly Staff Compensation	35,228	2,694	7.6%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	285,395	103,839	36.4%
Rent - Building	26,500	-	0.0%
Professional Fees	52,735	10,229	19.4%
Food Service	1,850	-	0.0%
Travel	383,182	78,521	20.5%
Telecommunications external	3,800	162	4.3%
Internal Charges - Telephone calls	11,270	335	3.0%
Internal Charges - Telephone line charges	10,866	1,710	15.7%
Internal Charges - Administrative Service Recharge	64,556	15,984	24.8%
Internal Charges - Maintenance Recharge	-	-	
Utilities	-	-	
Student Financial Aid	509,931	245,201	48.1%
Library Learning Materials	-	-	
Capital Expenditures	-	-	
Debt Service	-	-	
Depreciation	-	-	
Equipment - Non Capital	13,001	21,766	167.4%
Other Miscellaneous	-	-	
Total Expenditures	\$ 2,246,763	\$ 693,212	30.9%
Increase (Decrease) In Fund Balance before Transfers	\$ (1,170,812)	\$ (336,806)	28.8%
Transfer Revenue over Expenditures to Renewal & Replacement	-	-	
E & G Support	1,170,812	389,422	33.3%
Net Increase (Decrease) In Fund Balance	\$ -	\$ 52,616	

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliary Housing
1st Quarter, FY 2004
Comparative - Budget to Actual

	Housing FY04 Budget	Housing 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	-	-	
Educational Activities - cash funded	-	-	
Contributions/Gifts	-	-	
Rental - Room	2,891,568	1,502,980	52.0%
Rental - Other	120,000	78,709	65.6%
Food Service	-	-	
Advertising/Publications	-	-	
Activity Fees	24,570	13,770	56.0%
Service Fees	-	-	
Event Sales	-	-	
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	-	-	
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	35,000	3,634	10.4%
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	15,000	5,264	35.1%
Total Revenues	\$ 3,086,138	\$ 1,604,357	52.0%
Expenditures			
Support Staff Salary and Wages	\$ 63,735	\$ 18,938	29.7%
Support Staff Benefits	14,701	2,833	19.3%
Contract Wages Full Time	130,896	32,724	25.0%
Contract Wages Part Time	-	-	
Contract Staff Benefits	33,436	7,516	22.5%
Hourly Staff Compensation	104,771	21,775	20.8%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	290,716	240,194	82.6%
Rent - Building	-	946	
Professional Fees	2,200	18,021	819.1%
Food Service	-	-	
Travel	8,000	1,070	13.4%
Telecommunications external	-	536	
Internal Charges - Telephone calls	1,000	61	6.1%
Internal Charges - Telephone line charges	181,513	29,843	16.4%
Internal Charges - Administrative Service Recharge	401,199	100,300	25.0%
Internal Charges - Maintenance Recharge	438,520	109,630	25.0%
Utilities	229,613	33,278	14.5%
Student Financial Aid	231,500	132,065	57.0%
Library Learning Materials	-	-	
Capital Expenditures	-	-	
Debt Service	671,351	335,677	50.0%
Depreciation	-	-	
Equipment - Non Capital	71,600	48,027	67.1%
Other Miscellaneous	-	-	
Total Expenditures	\$ 2,874,751	\$ 1,133,432	39.4%
Increase (Decrease) In Fund Balance before Transfers	\$ 211,387	\$ 470,925	222.8%
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	(211,387)	-	0.0%
Net Increase (Decrease) In Fund Balance	\$ -	\$ 470,925	

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliary Bookstore
1st Quarter, FY 2004
Comparative - Budget to Actual

	Bookstore FY04 Budget	Bookstore 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	-	-	
Educational Activities - cash funded	-	-	
Contributions/Gifts	-	-	
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	-	-	
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	-	-	
Sales Books	2,523,750	1,373,611	54.4%
Sales Non-Book Items	299,300	92,214	30.8%
Commissions	9,000	1,219	13.5%
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	20,000	18,435	92.2%
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	-	-	
Total Revenues	\$ 2,852,050	\$ 1,485,479	52.1%
Expenditures			
Support Staff Salary and Wages	\$ 94,356	\$ 29,580	31.3%
Support Staff Benefits	16,141	3,867	24.0%
Contract Wages Full Time	47,827	10,625	22.2%
Contract Wages Part Time	-	-	
Contract Staff Benefits	11,832	3,058	25.8%
Hourly Staff Compensation	12,079	5,926	49.1%
Cost of Goods Sold - Books	1,911,000	1,102,351	57.7%
Cost of Goods Sold - Non Books	205,000	100,139	48.8%
Other Current Expense	88,120	31,735	36.0%
Rent - Building	41,800	10,450	25.0%
Professional Fees	3,900	1,067	27.4%
Food Service	-	-	
Travel	1,000	-	0.0%
Telecommunications external	-	132	
Internal Charges - Telephone calls	200	43	21.7%
Internal Charges - Telephone line charges	3,900	684	17.5%
Internal Charges - Administrative Service Recharge	367,517	91,879	25.0%
Internal Charges - Maintenance Recharge	14,068	3,517	25.0%
Utilities	4,810	1,361	28.3%
Student Financial Aid	-	-	
Library Learning Materials	-	-	
Capital Expenditures	-	-	
Debt Service	-	-	
Depreciation	-	-	
Equipment - Non Capital	3,500	-	0.0%
Other Miscellaneous	-	-	
Total Expenditures	\$ 2,827,050	\$ 1,396,415	49.4%
Increase (Decrease) In Fund Balance before Transfers	\$ 25,000	\$ 89,064	356.3%
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	(25,000)	-	0.0%
Net Increase (Decrease) In Fund Balance	\$ -	\$ 89,064	

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliary Food Service
1st Quarter, FY 2004
Comparative - Budget to Actual

	Food Service FY04 Budget	Food Service 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	-	-	
Educational Activities - cash funded	-	-	
Contributions/Gifts	-	-	
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	2,327,579	1,161,273	49.9%
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	-	-	
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	28,000	1,877	6.7%
Interest Income	-	-	
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	-	-	
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	-	-	
Total Revenues	\$ 2,355,579	\$ 1,163,149	49.4%
Expenditures			
Support Staff Salary and Wages	\$ -	\$ -	
Support Staff Benefits	-	-	
Contract Wages Full Time	-	-	
Contract Wages Part Time	-	-	
Contract Staff Benefits	-	-	
Hourly Staff Compensation	-	-	
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	20,300	2,689	13.2%
Rent - Building	58,000	14,500	25.0%
Professional Fees	-	3,039	
Food Service	1,525,000	181,105	11.9%
Travel	1,200	-	0.0%
Telecommunications external	-	-	
Internal Charges - Telephone calls	-	-	
Internal Charges - Telephone line charges	2,280	380	16.7%
Internal Charges - Administrative Service Recharge	306,225	76,556	25.0%
Internal Charges - Maintenance Recharge	83,310	20,828	25.0%
Utilities	90,900	16,503	18.2%
Student Financial Aid	-	-	
Library Learning Materials	-	-	
Capital Expenditures	-	-	
Debt Service	-	-	
Depreciation	-	-	
Equipment - Non Capital	15,000	8,486	56.6%
Other Miscellaneous	-	-	
Total Expenditures	\$ 2,102,215	\$ 324,085	15.4%
Increase (Decrease) In Fund Balance before Transfers	\$ 253,364	\$ 839,064	331.2%
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	(253,364)	-	0.0%
Net Increase (Decrease) In Fund Balance	\$ -	\$ 839,064	

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Auxiliaries Other
1st Quarter, FY 2004
Comparative - Budget to Actual

	Other Auxiliaries FY04 Budget	Other Auxiliaries 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	-	-	
Educational Activities - cash funded	-	-	
Contributions/Gifts	-	-	
Rental - Room	-	-	
Rental - Other	-	1,525	
Food Service	200,000	158,730	79.4%
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	214,000	237,003	110.7%
Event Sales	67,000	60,813	90.8%
Sales Books	-	-	
Sales Non-Book Items	160,000	2,832	1.8%
Commissions	5,000	-	0.0%
Interest Income	81,000	100,142	123.6%
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	-	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	-	
Interdepartmental	2,778,541	613,474	22.1%
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	77,000	5,596	7.3%
Total Revenues	\$ 3,582,541	\$ 1,180,115	32.9%
Expenditures			
Support Staff Salary and Wages	\$ 1,060,745	\$ 258,664	24.4%
Support Staff Benefits	217,278	50,616	23.3%
Contract Wages Full Time	635,069	153,756	24.2%
Contract Wages Part Time	3,295	6,720	203.9%
Contract Staff Benefits	158,016	41,305	26.1%
Hourly Staff Compensation	60,354	15,397	25.5%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	631,553	174,781	27.7%
Rent - Building	45,000	-	0.0%
Professional Fees	22,600	17,767	78.6%
Food Service	156,129	31,594	20.2%
Travel	3,710	2,314	62.4%
Telecommunications external	98,000	15,985	16.3%
Internal Charges - Telephone calls	825	65	7.9%
Internal Charges - Telephone line charges	10,911	1,596	14.6%
Internal Charges - Administrative Service Recharge	155,870	-	0.0%
Internal Charges - Maintenance Recharge	-	-	
Utilities	-	1,183	
Student Financial Aid	-	-	
Library Learning Materials	-	-	
Capital Expenditures	5,000	27,288	545.8%
Debt Service	103,216	25,804	25.0%
Depreciation	-	-	
Equipment - Non Capital	14,970	6,019	40.2%
Other Miscellaneous	-	-	
Total Expenditures	\$ 3,382,541	\$ 830,856	24.6%
Increase (Decrease) In Fund Balance before Transfers	\$ 200,000	\$ 349,260	174.6%
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	-	-	
Net Increase (Decrease) In Fund Balance	\$ 200,000	\$ 349,260	174.6%

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : All Auxiliaries
1st Quarter, FY 2004
Comparative - Budget to Actual

	All Auxiliaries FY04 Budget	All Auxiliaries 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ 120,000	\$ 46,402	38.7%
Student Fees	3,399,949	1,727,115	50.8%
Educational Activities - cash funded	85,000	15,279	18.0%
Contributions/Gifts	419,960	31,329	7.5%
Rental - Room	2,891,568	1,502,980	52.0%
Rental - Other	231,900	148,726	64.1%
Food Service	2,527,579	1,336,072	52.9%
Advertising/Publications	55,601	6,731	12.1%
Activity Fees	30,270	16,110	53.2%
Service Fees	253,100	249,699	98.7%
Event Sales	235,678	106,941	45.4%
Sales Books	2,523,750	1,373,611	54.4%
Sales Non-Book Items	511,050	129,433	25.3%
Commissions	99,000	33,323	33.7%
Interest Income	121,500	100,142	82.4%
Federal Grants & Contracts	-	-	
Federal Grants & Contracts - Financial aid	-	-	
State Grants & Contracts	-	10,000	
State Grants & Contracts - Financial aid	-	-	
Local Grants & Contracts	-	-	
Private Grants & Contracts	-	-	
From Other Funds	-	19,532	
Interdepartmental	3,315,221	754,525	22.8%
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	139,470	25,573	18.3%
Total Revenues	\$ 16,960,596	\$ 7,633,524	45.0%
Expenditures			
Support Staff Salary and Wages	\$ 1,404,258	\$ 353,384	25.2%
Support Staff Benefits	278,868	64,741	23.2%
Contract Wages Full Time	1,570,769	421,248	26.8%
Contract Wages Part Time	371,891	46,398	12.5%
Contract Staff Benefits	433,647	106,213	24.5%
Hourly Staff Compensation	562,372	99,420	17.7%
Cost of Goods Sold - Books	1,911,000	1,102,351	57.7%
Cost of Goods Sold - Non Books	206,950	100,715	48.7%
Other Current Expense	2,114,408	660,606	31.2%
Rent - Building	186,718	39,819	21.3%
Professional Fees	351,495	175,464	49.9%
Food Service	1,682,979	212,699	12.6%
Travel	516,484	96,380	18.7%
Telecommunications external	171,321	33,553	19.6%
Internal Charges - Telephone calls	16,160	567	3.5%
Internal Charges - Telephone line charges	239,754	39,495	16.5%
Internal Charges - Administrative Service Recharge	1,456,171	325,168	22.3%
Internal Charges - Maintenance Recharge	835,371	208,843	25.0%
Utilities	539,123	89,849	16.7%
Student Financial Aid	746,081	384,789	51.6%
Library Learning Materials	-	-	
Capital Expenditures	12,900	27,288	211.5%
Debt Service	1,444,409	713,029	49.4%
Depreciation	-	-	
Equipment - Non Capital	268,085	121,135	45.2%
Other Miscellaneous	7,000	26,372	376.7%
Total Expenditures	\$ 17,328,214	\$ 5,449,525	31.4%
Increase (Decrease) In Fund Balance before Transfers	\$ (367,618)	\$ 2,183,999	-594.1%
Transfer Revenue over Expenditures to Renewal & Replacement	(489,751)	-	0.0%
E & G Support	1,276,264	416,538	32.6%
Net Increase (Decrease) In Fund Balance	\$ 418,895	\$ 2,600,537	620.8%

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Income Statement : Sponsored Programs
1st Quarter, FY 2004
Comparative - Budget to Actual

	Sponsored Programs FY04 Budget	Sponsored Programs 1st Qtr Actual	Percent of Budget
Revenues			
Tuition	\$ -	\$ -	
Student Fees	-	-	
Educational Activities - cash funded	-	-	
Contributions/Gifts	-	-	
Rental - Room	-	-	
Rental - Other	-	-	
Food Service	-	-	
Advertising/Publications	-	-	
Activity Fees	-	-	
Service Fees	-	-	
Event Sales	-	-	
Sales Books	-	-	
Sales Non-Book Items	-	-	
Commissions	-	-	
Interest Income	-	-	
Federal Grants & Contracts	600,000	206,925	34.5%
Federal Grants & Contracts - Financial aid	6,073,549	2,629,628	43.3%
State Grants & Contracts	204,000	57,035	28.0%
State Grants & Contracts - Financial aid	2,639,905	1,322,700	50.1%
Local Grants & Contracts	-	-	
Private Grants & Contracts	335,000	262,632	78.4%
From Other Funds	-	8,900	
Interdepartmental	-	-	
State Appropriation	-	-	
State Appropriation - Capital Construction	-	-	
State Appropriation - Controlled Maintenance	-	-	
Misc. Other	-	-	
Total Revenues	\$ 9,852,454	\$ 4,487,820	45.6%
Expenditures			
Support Staff Salary and Wages	\$ -	\$ -	
Support Staff Benefits	-	-	
Contract Wages Full Time	80,000	39,715	49.6%
Contract Wages Part Time	180,000	66,463	36.9%
Contract Staff Benefits	55,000	17,870	32.5%
Hourly Staff Compensation	1,127,046	157,765	14.0%
Cost of Goods Sold - Books	-	-	
Cost of Goods Sold - Non Books	-	-	
Other Current Expense	225,340	266,564	118.3%
Rent - Building	-	-	
Professional Fees	50,000	6,015	12.0%
Food Service	-	-	
Travel	31,000	3,612	11.7%
Telecommunications external	-	174	
Internal Charges - Telephone calls	60	32	52.7%
Internal Charges - Telephone line charges	1,500	228	15.2%
Internal Charges - Administrative Service Recharge	-	-	
Internal Charges - Maintenance Recharge	-	-	
Utilities	-	-	
Student Financial Aid	7,967,508	3,643,778	45.7%
Library Learning Materials	-	-	
Capital Expenditures	102,000	66,954	65.6%
Debt Service	-	-	
Depreciation	-	-	
Equipment - Non Capital	25,000	173,812	695.2% A
Other Miscellaneous	8,000	3,742	46.8%
Total Expenditures	\$ 9,852,454	\$ 4,446,724	45.1%
Increase (Decrease) In Fund Balance before Transfers	\$ -	\$ 41,096	
Transfer Revenue over Expenditures to Renewal & Replacement E & G Support	-	-	
Net Increase (Decrease) In Fund Balance	\$ -	\$ 41,096	

A \$173,812 has been spent thus far in the 1st quarter for the Performing Arts Center to be funded by Foundation and Institutional funds.

The effects of interdepartmental revenues, transfers, indirect costs, and interfund borrowings have not been eliminated as required for external reporting and will therefore not match audited financial statements.

Discussion of Budgeted Fund Balance Options

The next two pages are reports comparing FY04 budget options, and the third page explains the Interim President's recommended guidelines for any compensation increase.

The pro forma statements of budgeted fund balances compare the proposed FY04 budget without a compensation increase to the proposed budget with a 2% compensation increase and the remaining balance appropriated as an expendable Board reserve. Both statements predict the June 30, 2004, fund balance, assuming the budget plan is exactly on target.

These statements also identify those portions of fund balances that are restricted for various purposes, including renewal and replacement (R&R) and those portions that are discretionary.

Mesa State College
 Prepared by MSC Financial & Admin Services
 FOR INTERNAL REPORTING PURPOSES ONLY

Budgeted Fund Balance Report
 All Funds
 FY04 Budget - Option 1

	E & G	Total Auxiliaries	Sponsored	Loan	Plant	Total
Total Revenues	\$ 27,266,804	\$ 16,960,596	\$ 9,852,454	\$ 54,936	\$ 2,050,243	\$ 56,185,033
Total Expenditures	25,210,546	17,328,214	9,852,454	6,000	3,197,591	55,594,805
Increase (Decrease) In Fund Balance before Transfers	2,056,258	(367,618)	-	48,936	(1,147,348)	590,228
Transfers to Renewal & Replacement	-	(489,751)	-	-	489,751	-
E & G Support	(1,276,264)	1,276,264				-
Net Increase (Decrease) In Fund Balance	779,994	418,895	-	48,936	(657,597)	590,228
Beginning Fund Balance July 1, 2003	37,871	2,463,816	85,410	1,246,335	50,504,870	54,338,302
Budgeted Fund Balance June 30, 2004	\$ 817,865	\$ 2,882,711	\$ 85,410	\$ 1,295,271	\$ 49,847,273	\$ 54,928,530
Less:						
Invested in Capital Assets					45,200,550	45,200,550
Restricted For						
Debt Service					701,700	701,700
Bond Indenture R&R					325,000 *	325,000
Bonded Auxiliaries/ R&R		2,620,573			1,573,579 *	4,194,152
Non-Bonded Auxiliaries/ R&R					162,346 *	162,346
E&G R&R					481,389 *	481,389
Capital Projects					1,402,709	1,402,709
Sponsored Programs and Student Loans			85,410	1,165,257		1,250,667
Net Available	\$ 817,865	\$ 262,138	\$ -	\$ 130,014	\$ -	\$ 1,210,017
Total R&R					\$ 2,542,315 *	

Mesa State College
 Prepared by MSC Financial & Admin Services
 FOR INTERNAL REPORTING PURPOSES ONLY

Budgeted Fund Balance Report
 All Funds
 FY04 Budget - Option 2

	E & G	Total Auxiliaries	Sponsored	Loan	Plant	Total
Total Revenues	\$ 27,266,804	\$ 16,960,596	\$ 9,852,454	\$ 54,936	\$ 2,050,243	\$ 56,185,033
Total Expenditures	25,210,546	17,328,214	9,852,454	6,000	3,197,591	55,594,805
Plus 2% compensation increase Jan 1, 2004	140,333	13,654	335			154,322
Plus Board Reserve	677,532					677,532
Increase (Decrease) In Fund Balance before Transfers	1,238,393	(381,272)	(335)	48,936	(1,147,348)	(241,626)
Transfers to Renewal & Replacement	-	(489,751)	-	-	489,751	-
E & G Support	(1,276,264)	1,276,264				-
Net Increase (Decrease) In Fund Balance	(37,871)	405,241	(335)	48,936	(657,597)	(241,626)
Beginning Fund Balance July 1, 2003	37,871	2,463,816	85,410	1,246,335	50,504,870	54,338,302
Budgeted Fund Balance June 30, 2004	\$ -	\$ 2,869,057	\$ 85,075	\$ 1,295,271	\$ 49,847,273	\$ 54,096,676
Less:						
Invested in Capital Assets					45,200,550	45,200,550
Restricted For						
Debt Service					701,700	701,700
Bond Indenture R&R					325,000 *	325,000
Bonded Auxiliaries/ R&R		2,620,573			1,573,579 *	4,194,152
Non-Bonded Auxiliaries/ R&R					162,346 *	162,346
E&G R&R					481,389 *	481,389
Capital Projects					1,402,709	1,402,709
Sponsored Programs and Student Loans			85,075	1,165,257		1,250,332
Net Available	\$ -	\$ 248,484	\$ -	\$ 130,014	\$ -	\$ 378,498
Total R&R					\$ 2,542,315 *	

Salary Administration Guidelines January, 2004

The salary administration system at Mesa State College is governed by Section 14 of the MSC Handbook.

To implement this policy, the following priorities will be addressed this year:

1. Compensation for professional staff should reflect performance with those who have performed at higher levels receiving larger merit increases;
2. Compensation for professional staff should be competitive within the academic market place; and
3. Compensation for professional staff should be equitable.

To accomplish this the following strategies will be implemented:

1. First, separate pools will be established for faculty and for exempt employees. Both pools will be equivalent to 2% of the base salaries of the members of the pool. For faculty, the pool will include salaries paid to those holding tenured and tenure-track appointments as well as salaries paid to lecturers. For exempt employees, the pool will include the salaries paid to all in this category.
2. Second, 2% raises will be assigned to all employees performing satisfactorily or better.
3. Third, funds remaining will be distributed by the vice presidents/deans/directors to address priorities of their schools/units which follow from the institutional priorities identified above. No one will receive greater than a 5% raise.

Note that the percentages identified above (and the corresponding dollar amount) will be finalized as the Board approves this allocation and revised budgets for this year. Further, this proposal assumes that increases in salary will be authorized for January 1, 2004 and will not be retroactive to July 1, 2003.

AGENDA ITEM: SUPPLEMENTAL CAPITAL CONSTRUCTION REQUEST

Mesa State College requests an amendment to the Long Bill appropriation SB-03-258/FY03-04 for the Pinon Hall and Mary Rait Hall Renovations.

Mesa State College completed a project of similar nature this past summer. As a result of the Tolman Hall project certain deficiencies and items were identified that resulted in a re-examination of the remaining two residence halls of this type and vintage.

Additional scope has been identified and includes changing windows, replacing single cylinder bottoms in the elevators along with added asbestos costs that were identified in a previous project. It is also the desire of the housing department to add electronic card access system to these two residence halls. Electronic access has been an overall growing campus priority for security and controlled access. These scope changes will also adjust other fees associated with the project.

The project is utilizing a Construction Manager General Contractor (CMGC) process and the current schedule has design completion for Pinon Hall March 2004 to let bids for sub contracts and materials in a timely manner for the short construction period between May 13th 2004 and August 2, 2003. The same approach to the schedule will apply to Mary Rait Hall to be constructed in the summer of 2005.

Please find attached the required CC-B form stating the reasons for the supplemental request and the spreadsheets showing the initial approved budget in the prior appropriation column with and the additional requested funds in the current request column.

The long bill identified a total of \$1,552,946 as exempt from institutional funds. The additional \$465,000 requested spending authority is also exempt and will come from auxiliary renewal and replacement reserves over a three fiscal year period. The new total project cost will be \$2,017,946.

CC-B: SUPPLEMENTAL CAPITAL CONSTRUCTION REQUEST FY04-05

Department Name: Higher Ed
Division Name: Mesa State College
Project Name: Pinon Hall and Mary Rait Hall Renovations
Project Phase: N/A
Risk Management I.D. No.

Project Contact: Erik van de Boogaard
Contact Telephone: 970-248-1334

Contact e-mail: evandebo@mesastate.edu
Submission Date:
State Controller Project No. P-N/A

Executive Director Approval:
OSPB Approval:

Date: __/__/____
Date: __/__/____

1. Criteria.

(a) Check One

- Emergency
- New Data
- Technical
- Unforeseen Contingency

(b) Describe the criteria:

Mesa State College completed the Tolman Hall Project this past summer. The project is nearly identical to the Pinon and Mary Rait Hall projects. During the renovation several items surfaced that required a reallocation of funds. One major contributor is asbestos that played a larger role than anticipated and short cuts were taken to offset asbestos related costs. This unfortunately resulted in value engineering solutions for other portions of work.

The project also uncovered further life safety deficiencies related to the elevators. It was determined that the current elevators in these halls are of a single cylinder bottom type. The cylinders shall be upgraded to a double bottom design constructed of steel pipe of sufficient thickness and suitable for the operating pressure as prescribed by the latest revision of the ASME A17.1 or CAN3-B44 codes.

Tolman Hall had windows replaced several years ago and the assumption had been made during the bond refinance that Pinon and Mary Rait also had been replaced. Upon further review this is not the case and window replacement is needed for the remaining two residence halls. They must be replaced for proper egress requirements.

In addition the housing department has requested that a card lock access system be added to these two residence halls.

A decision to utilize a Construction Manager, General Contractor (CMGC) approach for the project was made. This resulted in a Request for Qualifications for a new design team. It is anticipated that the initial estimated costs will increase for the A/E fees. It is noted that the initial A/E fees estimated were far less than a typical fee structure of 10-12 percent for this type of project. This was due in part to the potential of an economy of scale for all three of the typical residence halls to be designed by one firm. However, it is apparent that the projects are differing in enough details

and have separate construction administration time tables that will result in a more typical fee structure.

2. Long Bill Appropriation Tables

Appropriation from Long Bill # SB-03-258/FY03-04, page # 284					
Line Item(s)	Total	CCFE	CF	CFE	FF
Original Long Bill Items				1,552,946	
Requested Revision of Long Bill Appropriation					
Line Item(s)	Total	CCFE	CF	CFE	FF
New Long Bill Items				2,017,946	

3. Justify the change from approved budget request and/or FPP: Additional scope is added.
4. Why is it necessary to have the appropriation prior to the Long Bill? To ensure proper design considerations are made prior to the construction of the project.
5. Does this request require revision of a prior appropriation? (yes) ~~(no)~~. Explain. It is the understanding that even though these are cash funds the appropriation must be modified in the long bill, thus granting spending authority.
6. Attach a copy of a complete Form CC-C of the *original* request.
7. Attach a new completed Form CC-C (Element #1 only if there was a prior appropriation) to reflect this supplemental request.
8. Supplemental Requests Per SB 98-1331
 - a) Describe the urgency of the request: As stated earlier, proper design considerations need to be made prior to construction.
 - b) List funds to be restricted:

Long Bill No.	Appropriation	Expenditures	Amount to be restricted

CC-C: CAPITAL CONSTRUCTION BUILDING PROJECT REQUEST FY 2003-2004

PROJECT COSTS AND APPROVAL SHEET SHEET

Project Title:	Pinon Hall Renovation		State Controller Project No.		Risk Mgt. I.D.	
Phase:	one of one		Purpose Code:	G2	Name of Preparer:	
Institution:	Mesa State College - Grand Junction Campus		Strategic Plan Objective(s):		Erik van de Boogaard	
Program:			Dept. Approval by:		Date:	
Priority Number:	2		COCHE Approval:		Date:	
	Total Project Costs	Prior- Year Appropriation	Current Request	Year 2 Request	Year 3 Request	Year 4 Request
A. Land Acquisition						
(1)	Land Purchase Cost	\$ -	\$ -	\$ -	\$ -	\$ -
B. Professional Services						
(1)	Master Plan/PP	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Site Surveys, Investigations Reports	\$ 1,200	\$ 1,200		\$ -	\$ -
(3)	Architectural/Engineering/Basic Services Phases	\$ 65,500	\$ 31,000	\$ 34,500	\$ -	\$ -
(4)	Code Review/Inspection	\$ 8,000	\$ 8,000		\$ -	\$ -
(5)	Construction Management	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Advertisements, Ect.	\$ 1,000	\$ 1,000		\$ -	\$ -
(7)	Other (Specify) asbestos	\$ 8,000	\$ 8,000		\$ -	\$ -
(8)	Total Professional Services	\$ 83,700	\$ 49,200	\$ 34,500	\$ -	\$ -
C. Construction						
(1)	Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ -
	(a) Service/Utilities	\$ -	\$ -	\$ -	\$ -	\$ -
	(b) Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Structure/Systems/Components					
	(a) New (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
	(b) Renovate GSF:42502	\$ -	\$ -	\$ -	\$ -	\$ -
	roof	\$ 89,250	\$ 89,250			
	Replace Patio Doors	\$ 48,500	\$ 48,500			
	Paint entire interior	\$ 52,885	\$ 52,885			
	New carpet replacement	\$ 116,455	\$ 116,455			
	New ceilings in corridors	\$ 14,990	\$ 14,990			
	Fire alarm system	\$ 57,053	\$ 57,053			
	New corridor lighting	\$ 16,060	\$ 16,060			
	Room lighting/beds and desks	\$ 26,580	\$ 26,580			
	Laundry ventilation	\$ 8,275	\$ 8,275			
	Fire suppression system	\$ 83,846	\$ 83,846			
	Sound attenuation	\$ 37,856	\$ 37,856			
	Elevator upgrades	\$ 35,895	\$ 12,895	\$ 23,000		
	Exterior finishes	\$ 12,540	\$ 12,540			
	Toilet/shower room upgrade	\$ 52,846	\$ 52,846			
	Asbestos	\$ 60,000		\$ 60,000		
	Card lock system	\$ 62,000		\$ 62,000		
		\$ -				
(3)	Other/window replacement	\$ 37,000	\$ -	\$ 37,000	\$ -	\$ -
(4)	Total Construction Costs	\$ 812,031	\$ 630,031	\$ 182,000	\$ -	\$ -
D. Equip. and Furnishings						
(1)	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Communications	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Equip. and Furnishings Cost	\$ -	\$ -	\$ -	\$ -	\$ -
E. Miscellaneous						
(1)	Art in Public Places =1% of Total Construction Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Relocation Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Misc. Costs	\$ -	\$ -	\$ -	\$ -	\$ -
F. Project Contingency						
(1)	5% for New	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	10% for Renovation	\$ 90,373	\$ 67,923	\$ 22,450	\$ -	\$ -
(3)	Total Contingency Requested	\$ 90,373	\$ 67,923	\$ 22,450	\$ -	\$ -
	Total Budget Request [A(1)+B(8)+C(4)+D(4)+E(4)+F(3)]	\$ 986,104	\$ 747,154	\$ 238,950	\$ -	\$ -
G. Source of Funds						
	CCFE	\$ -	\$ -	\$ -	\$ -	\$ -
	CF	\$ -	\$ -	\$ -	\$ -	\$ -
	CFE	\$ 986,104	\$ 747,154	\$ 238,950	\$ -	\$ -
	FF	\$ -	\$ -	\$ -	\$ -	\$ -

CC-C: CAPITAL CONSTRUCTION BUILDING PROJECT REQUEST FY 2003-2004

PROJECT COSTS AND APPROVAL SHEET SHEET

Project Title:	Mary Rait Hall Renovation		State Controller Project No.		Risk Mgt. I.D.	
Phase:	one of one		Purpose Code:	G2	Name of Preparer:	
Institution:	Mesa State College - Grand Junction Campus		Strategic Plan Objective(s):		Erik van de Boogaard	
Program:			Dept. Approval by:		Date:	
Priority Number:	3		CCHS Approval:		Date:	
	Total Project Costs	Prior- Year Appropriation	Current Request	Year 2 Request	Year 3 Request	Year 4 Request
A. Land Acquisition						
(1)	Land Purchase Cost	\$ -	\$ -	\$ -	\$ -	\$ -
B. Professional Services						
(1)	Master Plan/PP	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Site Surveys, Investigations Reports	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -
(3)	Architectural/Engineering/Basic Services Phases	\$ 65,500	\$ 31,000	\$ 34,500	\$ -	\$ -
(4)	Code Review/Inspection	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -
(5)	Construction Management	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Advertisements, Ect.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -
(7)	Other (Specify) asbestos	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -
(8)	Total Professional Services	\$ 83,700	\$ 49,200	\$ 34,500	\$ -	\$ -
C. Construction						
(1)	Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ -
	(a) Service/Utilities	\$ -	\$ -	\$ -	\$ -	\$ -
	(b) Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Structure/Systems/Components	\$ -	\$ -	\$ -	\$ -	\$ -
	(a) New (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
	(b) Renovate GSF:42502	\$ -	\$ -	\$ -	\$ -	\$ -
	roof	\$ 90,950	\$ 90,950			
	Replace Patio Doors	\$ 49,760	\$ 49,760			
	Paint entire interior	\$ 54,915	\$ 54,915			
	New carpet replacement	\$ 119,818	\$ 119,818			
	New ceilings in corridors	\$ 15,490	\$ 15,490			
	Fire alarm system	\$ 62,993	\$ 62,993			
	New corridor lighting	\$ 17,777	\$ 17,777			
	Room lighting/beds and desks	\$ 37,240	\$ 37,240			
	Laundry ventilation	\$ 8,765	\$ 8,765			
	Fire suppression system	\$ 84,555	\$ 84,555			
	Sound attenuation	\$ 48,198	\$ 48,198			
	Elevator upgrades	\$ 36,136	\$ 13,136	\$ 23,000		
	Exterior finishes	\$ 12,995	\$ 12,995			
	Toilet/shower room upgrade	\$ 66,746	\$ 66,746			
	Asbestos	\$ 60,000	\$ -	\$ 60,000		
	Card lock system	\$ 50,000	\$ -	\$ 50,000		
(3)	Other/window replacement	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ -
(4)	Total Construction Costs	\$ 854,338	\$ 683,338	\$ 171,000	\$ -	\$ -
D. Equip. and Furnishings						
(1)	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Communications	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Equip. and Furnishings Cost	\$ -	\$ -	\$ -	\$ -	\$ -
E. Miscellaneous						
(1)	Art in Public Places =1% of Total Construction Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	Relocation Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Misc. Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Total Project Costs						
F. Project Contingency						
(1)	5% for New	\$ -	\$ -	\$ -	\$ -	\$ -
(2)	10% for Renovation	\$ 93,804	\$ 73,254	\$ 20,550	\$ -	\$ -
(3)	Total Contingency Requested	\$ 93,804	\$ 73,254	\$ 20,550	\$ -	\$ -
Total Budget Request [A(1)+B(8)+C(4)+D(4)+E(4)+F(3)]						
G.		\$ 1,031,842	\$ 805,792	\$ 226,050	\$ -	\$ -
H. Source of Funds						
	CCFE	\$ -	\$ -	\$ -	\$ -	\$ -
	CF	\$ -	\$ -	\$ -	\$ -	\$ -
	CFE	\$ 1,031,842	\$ 805,792	\$ 226,050	\$ -	\$ -
	FF	\$ -	\$ -	\$ -	\$ -	\$ -