

University of Southern Colorado

Strategic Plan 2002 – 2007



September 17, 2001

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



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UNIVERSITY OF SOUTHERN COLORADO
STRATEGIC PLAN 2002 - 2007

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

INTRODUCTION

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

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

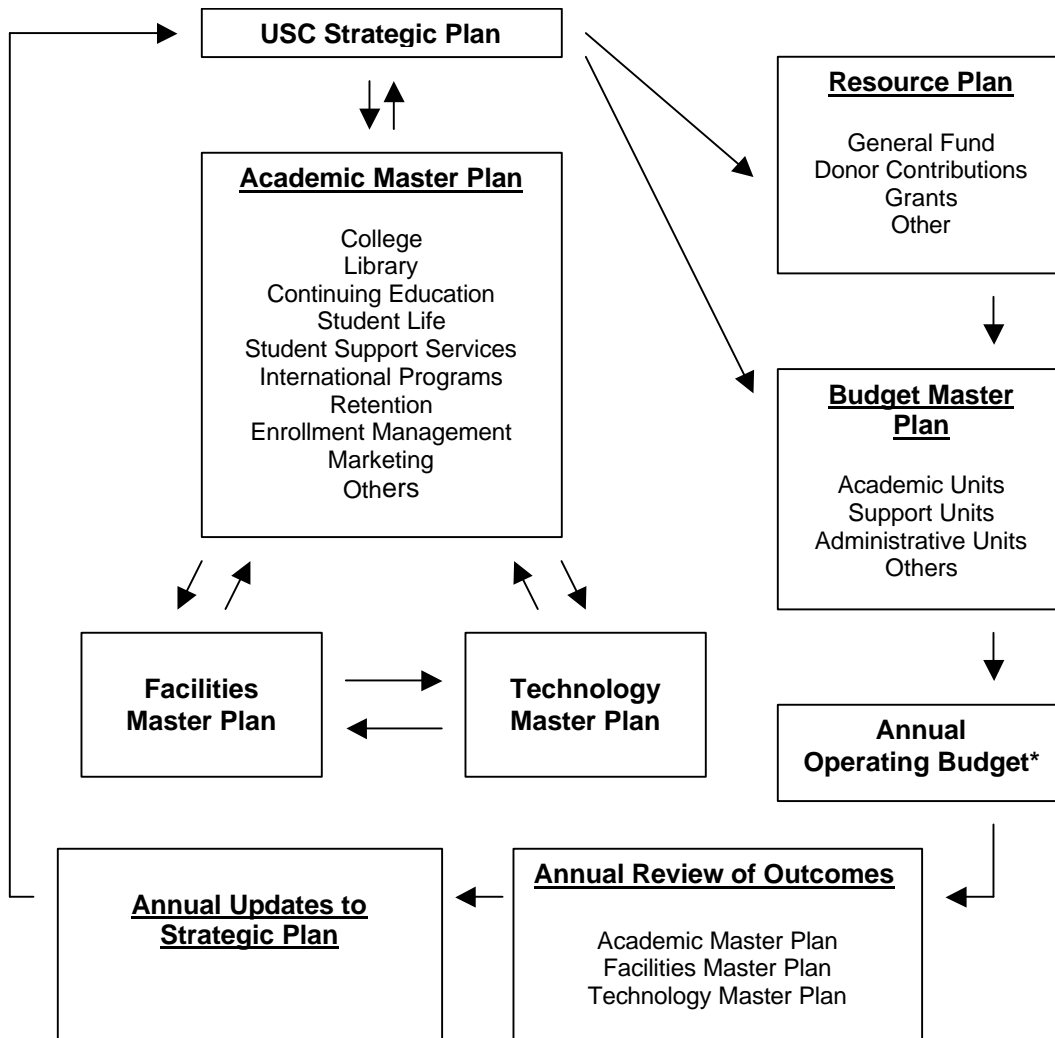
The planning process for the development of the Strategic Plan for 2002 – 2007 began with the President's appointment of a Strategic Planning Committee (SPC) with representatives from faculty, staff, students, and administration. Over the course of the academic year of 2000 – 2001, the SPC coordinated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

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

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

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

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



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

Section 1: GUIDELINES FOR INSTITUTIONAL PLANNING

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

Background

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

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

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

Strategic Plan Development Process

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

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

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

In addition, the SPC adopted the following basic tenets:

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

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

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

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

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

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

Section 2: MISSION AND VISION FOR THE FUTURE

Formal Mission Statement

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

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

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

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

Vision for Fulfilling USC's Mission

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

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

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

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

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

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

Distinctive Characteristics

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

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

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

Section 3: CRITERIA FOR DECISION MAKING AND PRIORITIZATION

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

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

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

Section 4: STRATEGIC PLANNING GOALS AND OBJECTIVES

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

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

Goal 1: Excellence

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

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

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

1.B. Promote academic program excellence.

1.B.1. Develop, maintain and recognize academic programs that deliver a modern and responsive curriculum relevant to the forefront of the discipline(s) and the needs of potential employers and graduate programs.

1.B.2. Develop, maintain and recognize academic programs that deliver curriculum in alternative formats that meet the needs of a diverse student body.

1.B.3. Develop, maintain and recognize academic programs that attract and retain a diverse and academically successful student population.

1.B.4. Develop, maintain and recognize academic programs that generate success for all students following graduation.

1.B.5. Develop, maintain and recognize academic programs that seek external funds to support their commitment to excellence.

1.B.6. Develop, maintain and recognize academic programs that promote applied student learning through research, internship and other faculty mentored activities.

1.C. Promote faculty excellence.

1.C.1. Recruit, retain and recognize faculty who engage in high quality teaching focused on student learning.

1.C.2. Recruit, retain and recognize faculty who engage in scholarship and creative activity as a means to enhance teaching and to maintain currency within their discipline.

1.C.3. Recruit, retain and recognize faculty who apply their disciplinary expertise to service activities.

1.C.4. Recruit, retain and recognize faculty who engage in activities that support the University as a diverse community of engaged learners.

1.D. Promote student excellence.

1.D.1. Recruit, retain and recognize students who actively and successfully pursue learning through curricular and co-curricular activities.

1.D.2. Encourage student involvement in undergraduate research, internships, clubs, field experiences, and service learning.

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

Goal 2: Comprehensive

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

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

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

Goal 3: Learning-Centered
Commitment to a learning-centered focus that fosters student success through a blend of active learning approaches, promoting high levels of intellectual and civic engagement and demonstrated learning outcomes

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

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

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

Goal 4: Scholarship and Creative Activities

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

- 4.A. Enhance support for faculty/staff development.
 - 4.A.1. Assess policies, procedures and programs, including the Office of Research and Sponsored Programs, for faculty scholarly and creative activities grants and support to ensure that they adequately support activities consistent with the University's commitment to scholarship and creative activities.
 - 4.A.2. Encourage and support faculty and staff participation in conferences, professional meetings, and workshops.
 - 4.A.3. Establish college-level discretionary funds to support scholarship and creative activities.

- 4.B. Evaluate and balance faculty workloads in teaching, scholarship and creative activities, and service to promote scholarship and creative activities and to ensure equity.
 - 4.B.1. Establish and/or clarify workload expectations (including scholarship and creative activities) within academic units.
 - 4.B.2. Evaluate teaching, scholarship and creative activities and service in terms of their contribution toward achieving the University mission.

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

Goal 5: Information and Technology

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

- 5.A. Improve student access to on-line services.
 - 5.A.1. Develop web-based student services including registration, admission and transcripts, student billing and financial aid, degree planning and audit.
 - 5.A.2. Enhance the student portal to improve services and access for students.

- 5.A.3. Develop a “help-desk” system for students with questions about hardware, software and on-line services.
- 5.B. Support faculty development and integration of technology into the curriculum.
 - 5.B.1. Develop a plan to continue to phase the appropriate faculty development activities of the Instructional Technology Center from the Title III support to university support.
 - 5.B.2. Formulate a plan for the routine life-cycle replacement of technology.
- 5.C. Increase utilization of digitized information and further develop electronic information
 - 5.C.1. Improve electronic access to library services.
 - 5.C.2. Improve electronic access to (and distribution of) key University reports.
- 5.D. Expand library learning materials and research resources in support of the University’s mission.
- 5.E. Improve the university network infrastructure and Internet connectivity.
- 5.F. Explore opportunities for joint software licensing agreements, databases, sharing of technical expertise or help desk environments, coordination and consolidation of distance learning activities with other state educational institutions.

Goal 6: Student Development
Encouragement of superior individual and collective performance by all students through campus-wide efforts to create a climate that fosters academic and intellectual development and reinforces learning in all aspects of campus life

- 6.A. Establish a centralized location for a student support center that provides integrated services including advising, counseling, career placement, tutorial/academic support, records and financial aid.
- 6.B. Build a stronger community among students, faculty, staff, and alumni.
 - 6.B.1. Establish a Multicultural/Diversity Center.
 - 6.B.2. Expand recreational opportunities for students.

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

Goal 7: Outreach

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

- 7.A. Investigate additional alternative delivery systems for selected off-site undergraduate and graduate programs (e.g., evening-weekend college, accelerated degree programs, inter-session courses, early morning classes) and non-degree programs (e.g., certificate, life-long learning, professional development, other non-degree classes).
- 7.B. Determine needs, design, produce, and deliver relevant degree and non-degree Continuing Education programs.
- 7.B.1. Conduct marketing research to successfully promote appropriate programs.
 - 7.B.2. Develop programs that meet the needs of the region through strategic partnerships with public educational institutions, CSU extension and other organizations.
 - 7.B.3. Support economic development within the region through expanded offerings of continuing education programs.
 - 7.B.4. Strengthen the coordination of Continuing Education policies, procedures, programs, and staffing with academic units and student services in the design and delivery of programs.
- 7.C. Encourage faculty, student and staff involvement in appropriate community activities.

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

Goal 8: Planning

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

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

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

8.A.2. Achieve diversity goals.

8.A.3. Achieve annual enrollment targets.

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

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

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

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

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

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

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

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

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

Section 5: PLANNING AND BUDGETING PROCESSES

Guiding Principles for the Allocation of Resources

The allocation of University resources should:

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

Budget Development Guidelines

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

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

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

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

Integration with the Strategic Plan

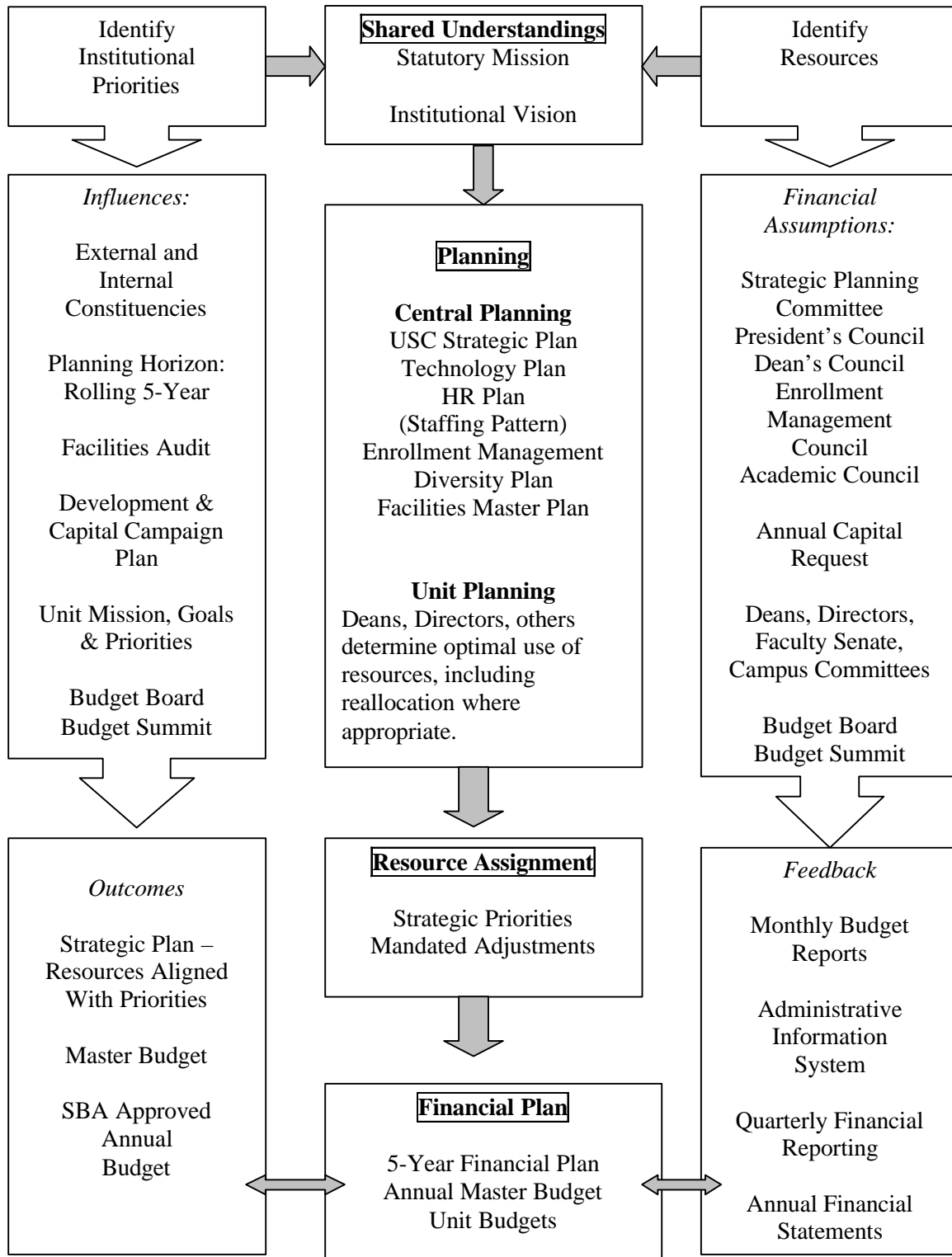
Planning and budget proposal development will be focused upon the eight strategic goals. Proposals may be developed that focus on reallocation of resources toward priorities identified during the strategic planning process and/or mandatory or critical expenditures.

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

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

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

Appendix A



GENERAL FUNDS BUDGET DEVELOPMENT SCHEDULE

