1.A - The institution's mission is broadly understood within the institution and guides its operations.

Assurance Evidence

1. The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.

The statutory mission of CSU serves as the guiding foundation for further discussion and interpretation of the institution's mission. Through these discussions and crafting of the *Strategic Plan* (discussed in Criterion 5), precision and vision have been added to the institution's understanding of its mission:

- CSU's mission maintains the original values of the Morrill Act;
- All qualified students have equal access to excellence in undergraduate education;
- Research and scholarship, in concert with educational activities, support economic development and cultural improvements available to all people;
- As a land-grant university of the 21st century, we are evolving to operate in a global context and serve as stewards for the well-being of the world's population; and
- Above all, the University stands for progress in the democratic tradition by adapting the land-grant philosophy to present and future challenges and needs.

The process of crafting a shorter strategic mission statement typically occurs through collaboration between the Board and a newly appointed President, in consultation with faculty and student leadership. The mission statement was last revised when Dr. Penley was appointed; Dr. Frank and the Board chose not to revise the strategic mission statement when he was appointed. The mission interpretation is also modified through negotiations with the Colorado Department of Higher Education as the institution's role and mission are further defined in its performance contract with the State.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

CSU offers a broad array of contemporary academic degree programs composed of Bachelor's degrees in 72 fields, Master's and Professional degrees in 77 fields, Doctoral degrees in 44 fields, and the professional Doctor of Veterinary Medicine degree (see *Official List of Colleges, Departments, Majors, Minors, and Degrees*). The academic programs of CSU are offered by 53 academic departments, the Office of the Provost, the Graduate School, and interdepartmental programs within the following eight colleges:

- Agricultural Sciences
- Business
- Engineering
- Health and Human Sciences (formerly Applied Human Sciences)
- Liberal Arts
- Natural Resources
- Natural Sciences
- Veterinary Medicine and Biomedical Sciences

There is ongoing consideration of the addition, discontinuation, or modification of programs (and possible reorganization of the responsible academic unit) to assure alignment with our institutional mission (see Component 3.A) and continuous improvement (see Component 4.A). As a result of the continuous efforts to improve academic programs consistent with the evolving application of the mission and efforts to remain relevant to a rapidly changing world, hundreds of curricular course changes (range of 500-1100 requests for change/year) and an average of four new academic degree programs are approved each year.

The Division of Student Affairs fosters a campus community that supports students in the development of their unique potential, inspiring them to be active learners, successful graduates, and engaged global citizens. The Division provides a variety of programs and services designed to foster student success (both academically and personally) as reviewed in Component 3.D. The scope, effectiveness and improvement of these programs and services are detailed under the following strategic goals related to "Teaching and Learning" in the *Annual*

Reports of the Division of Student Affairs:

- Assure excellence in academic programs:
  - <u>Access and Success:</u> Improve the access, retention, and graduation rates for all students, especially those from groups underserved by higher education.
  - <u>Learning Outcomes:</u> Evaluate and assess student learning as a critical measure of teaching quality.
- Create distinctive undergraduate experiences:
  - <u>Active and Experiential Learning:</u> Incorporate opportunities for active and experiential learning in all programs.
- Expose students to diverse cultures:
  - <u>Campus Diversity:</u> Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study, and learn; foster learning across differences and a focus on equity for all students.
- Integrate academic and co-curricular experiences:
  - <u>Learning Communities:</u> Develop residentially based learning communities that capitalize on our strength as a destination campus.
  - <u>Student Engagement:</u> Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
  - <u>Student Well-Being:</u> Nurture student health, safety and well-being.
  - <u>Assessment Systems:</u> Provide the Board, campus, and public with transparent measures of accountability.
- Provide quality venues and related services that support learning.

The enrollment profile of CSU students is consistent with our mission and within the range of peer institutions as evidenced in the detailed data compiled in the *Fact Book* (p. 9-112). In Colorado, admissions standards for public institutions of higher education are defined in a tiered system ranging from open to highly selective standards. CSU has been assigned selective admissions standards, which establish that most students admitted should have a 101 index or above (a figure calculated by a sliding-scale combination of GPA or class rank with the highest ACT or SAT score). The 101 index is not absolute, in that CSU can still deny admission to an applicant at or above 101 if the student does not show sufficient readiness. Alternately, CSU can admit students below 101 who show the needed potential for success provided that (a) the number of such students does not exceed 20% as part of a state-wide aggregation of all baccalaureate institutions, and (b) that CSU's offers of admission to students below 91 do not account for more than 1% of all offers of admission for the cohort. The history of index scores for new freshman is illustrated in the *Fact Book* (p. 27).

For the Fall 2012 term (unless otherwise noted), some of the major characteristics of the student profile were as follows:

- Total university headcount enrollment (includes non-resident instruction students): 30,647
- Total resident instruction headcount enrollment: 26,769
- Number of new freshmen: 4,544
- The average entering freshman ranks in the 74th percentile, brings a 3.59 GPA, and has an ACT composite score of 24.7 or an SAT combined score of 1,142
- Percent of student population who are ethnic minorities: 16
- Percent of undergraduate students who are Pell Grant recipients: 23
- Percent of undergraduate students who are first-generation students: 26
- Percent of undergraduate student population who are women: 51
- Percent of undergraduate students who are Colorado residents: 81
- Total student credit hour production for the academic year 2011-12: 680,952.5
- Total student full-time equivalent (FTE) for the academic year 2011-12: 22,698.4
- Number of degrees awarded in 2011-12: 6,615

The *Strategic Plan* (Strategy 3.6) includes evaluation of the CSU 2020 proposal to increase student enrollment by 8,000 students for a total campus enrollment of approximately 35,000 students. The increase is proposed to include an additional 3,000 Colorado residents, 3,000 domestic non-residents, and 2,000 international students, including increases in graduate student enrollment (discussed in Component 5.C.4).

3. The institution's planning and budgeting priorities align with and support the

mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Planning priorities.

Our *Strategic Plan* demonstrates that CSU has clearly stated purposes, in alignment with the mission, that provide Colorado residents and students access to an excellent, comprehensive graduate research university that is student-centered and committed to excellence in undergraduate and graduate education. The key objectives of the *Strategic Plan* are as follows (the planning process is described in Component 5.C):

- Teaching and Learning
  - This objective encompasses goals targeted at assuring excellence in academic programs, creating distinctive undergraduate experiences, enhancing the quality and role of graduate education, exposing students to diverse cultures, and integrating academic and co-curricular experiences.
- Research and Discovery
  - The focus of this objective is to foster excellence in research, scholarship, and creative artistry; improve discovery capabilities; and focus research in key areas of institutional strength and societal and global needs.
- Outreach and Engagement
  - This objective reflects the University's commitment to engage citizens though community involvement, prepare and empower learners outside the campus environment, and foster excellence in intercollegiate athletics.
- Sustainability, Accountability, Infrastructure
  - This objective includes a broad set of goals focused on bolstering the University's resource base, financial stability, and public support—including fundraising and marketing, building necessary infrastructures, nurturing human capital, and promoting fiscal stability.
- Diversity
  - While the institution's commitment to diversity is embodied within all of its key objectives, this final objective focuses on specific goals related to promoting an **environment that encourages excellence, access, and inclusion.**

In 2006, CSU embarked on a major quality enhancement initiative in response to its vision and mission to "set the standard for higher education." A retention working group was tasked with evaluating the current status of student retention and graduation rates and developing strategic recommendations for improvement. The resulting report, *A Plan for Excellence: Enhancing Undergraduate Education and Student Success*, and its recommendations have subsequently become known as the **Student Success Initiatives** (SSI). The report concluded that undergraduate student retention and graduation rates are critical measures of the quality of a university's educational experience. As such, they require the University's focus, creativity, and human and material resources. Significant increases in retention and graduation rates are viewed as the product of a network of coordinated, systematic strategies aligned in support of a high quality educational experience. No single program or collection of unconnected strategies will produce meaningful change.

The proposed SSI plan had three interrelated parts; three "pillars" supporting institutional excellence:

1. Create opportunities for exceptional educational experiences across the breadth of the University.
   An exceptional academic experience is one characterized by a wealth of opportunities to combine intellectual challenge and growth with personal enrichment and development.
2. Create a community-wide culture of high expectations for student involvement and success. If the first pillar is the availability of exceptional educational experiences across the University, the second pillar is a culture of high expectations for intellectual and personal engagement. This element of the plan requires a significant change in campus culture. It calls for the creation of a community – including students, faculty, and staff – committed to the achievement of student potential; an environment in which each student we admit takes advantage of the rich opportunities the University community provides; and one in which students expect, and are expected, to graduate as soon as possible after the completion of their fourth year.
3. Require data-driven planning and administration.

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An organizational system designed to produce excellence in educational opportunity and foster high expectations for student engagement and success requires that we be able to identify what works and what doesn't. A powerful and nimble data analytic capacity is one of the most important forces for renewal and innovation. Data systems provide the **informational currency for measuring progress, focusing discussion, and propelling change.**

Setting the standard requires that all three parts of the plan are achieved. A connected set of strategies compose the infrastructural support for each of the pillars. Together, these strategies form the comprehensive action plan for increased retention to graduation.

The report recommended that planning and implementation processes for retention improvement be set in motion before the end of the Spring 2006 semester, so that actions to improve student retention and educational quality proceed without delay. Despite experiencing budget reductions in subsequent years, CSU has steadfastly maintained its commitment to the SSI as the central quality initiative and has made significant, although slower than desired, progress in implementing the recommendations.

Readers of this self-study will discover repeated references to SSI as evidence of focused, **continuous improvement in institutional planning and performance. This central theme illustrates that our planning and budgeting priorities are true to our mission. In Fall** 2011, **President Tony Frank pushed the challenge further in his** Fall Address for even better retention and graduation success rates. He set the goals of achieving 60% 4-year graduation and 80% 6-year graduation success. In Fall 2012**, a second working group was** charged to review progress and define the next installment of SSI, thus continuing the culture of the institution being singularly focused on a major quality enhancement initiative in support of its mission. One of the anticipated tactical changes is an increased emphasis on departmental initiatives to supplement the all-university initiatives that have been implemented.
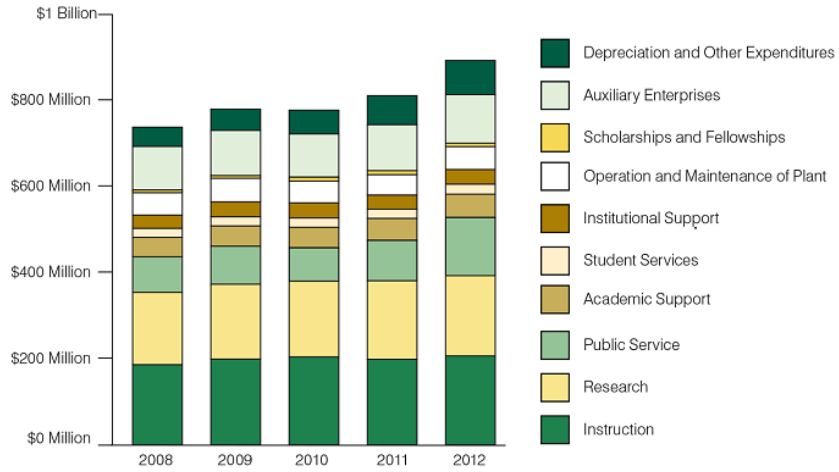
Budgeting priorities.
CSU utilizes the revenues it receives to support the education, research, and public service missions of the institution (see annual *Financial Accountability Report* for additional detail). These expenditures are tracked by functional categories, which designate the primary purpose for which the expenditure occurred. As the University has grown over the past five years, there have been increases in all functional expense categories. Over this period, the University's total operating expenses have increased from $618.5 million to $765.1 million, an overall increase of **24% from FY06 to FY10. Consistent with our mission, the majority of expenses are allocated to** instruction, research, and public service. Academic colleges receive the largest share of university funding at CSU each year, even though the money often is first allocated through an administrative office. For example, all of the funding for start-ups that goes to the Vice President for Research is spent within the colleges. The following examples from operating budgets are VP division line items that clearly and directly benefit students and the academic mission of the University:
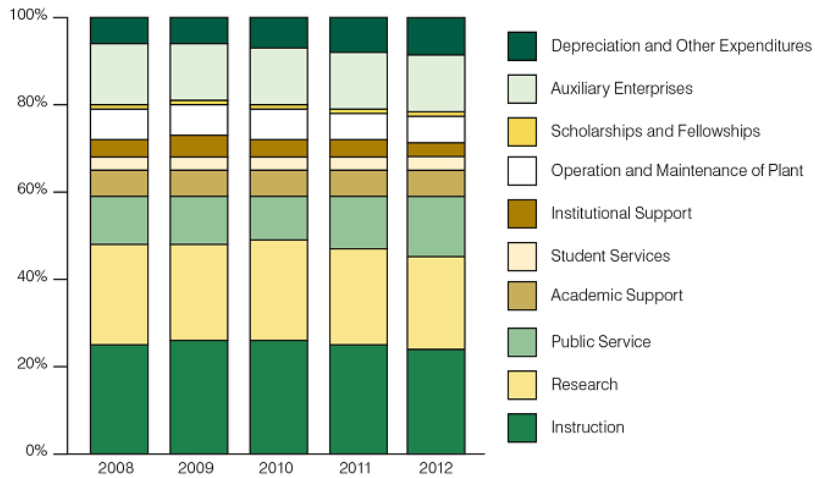
- Financial aid.
- New faculty positions and new faculty startup costs.
- Efforts to enhance diversity.
- The new School for Global Environmental Sustainability and other cross-disciplinary programs that do not fall into one specific college budget.
- Information technology that benefits students.
- Enrollment, access, and success programs targeted specifically at students.
- Graduate Assistant tuition and stipends.
- Background checks, environmental health and safety, risk management, and insurance.
- **Funding resources for students with disabilities.**

Although the expenditure base is growing as demonstrated in the chart "Expenditures by Amount" below, the distribution among expenditure categories has remained relatively constant between 2008 and 2012, as shown in the chart "Expenditures by Percentage."

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EXPENDITURES BY AMOUNT

Legend:
- Depreciation and Other Expenditures
- Auxiliary Enterprises
- Scholarships and Fellowships
- Operation and Maintenance of Plant
- Institutional Support
- Student Services
- Academic Support
- Public Service
- Research
- Instruction

EXPENDITURES BY PERCENTAGE

Legend:
- Depreciation and Other Expenditures
- Auxiliary Enterprises
- Scholarships and Fellowships
- Operation and Maintenance of Plant
- Institutional Support
- Student Services
- Academic Support
- Public Service
- Research
- Instruction

Source: *Financial Accountability FY2012*, p. 15

The planning and budgeting processes and priorities are discussed in greater detail throughout Criterion Five, particularly in Component 5.C.

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4. Employees of the institution understand the mission and contribute to its fulfillment.

An Employee Climate Survey conducted in FY12 reported that the vast majority of employees feel that their jobs are important to the mission of the University and their work is valuable. More than 2,300 employees, representing all categories, provided a response to these items with a mean score of 4.5 (1-5 Likert scale) indicating substantial agreement. Less than 3% of the respondents indicated that they did not recognize how their jobs contributed to the mission. New employees are officially welcomed to the CSU campus community and enjoy a half day of presentations and information to help them be successful at CSU. This orientation features a description of the mission of the University and a clear assurance that the employee's position is critical to the University's success.

Sources

CSU 2020 BOG Retreat Presentation May 2013 (Page 21)
CSU Performance Contract with CDHE
Employee Climate Survey 2012 (Page 3)
Fact Book 2012-13 (Page 10)
Fact Book 2012-13 (Page 27)
Financial Accountability Report FY2011
Financial Accountability Report FY2012
Financial Accountability Report FY2012 (Page 9)
Official List of Colleges, Departments, Majors, Minors, and Degrees - Fall 2012
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