

## **1.D - The institution's mission demonstrates commitment to the public good.**

### **Assurance Evidence**

#### **1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

The mission statement of CSU makes a clear declaration that it serves "for the benefit of the citizens of Colorado, the United States and the world" in the broad array of its activities. In the goals and objectives of the *Strategic Plan*, the major areas of activity to serve the public are identified and prioritized, and performance is annually evaluated as initiatives are sustained and improved. Strategic planning Area 3: Outreach and Engagement (Goals 19-28) and Goal 16 (enhancing quality of life and economic development) have been crafted to guide CSU as it applies intellectual and academic resources to social, economic, and community development needs. Outcomes of these actions and decisions are summarized in the Outreach and Engagement SPARC report and the Research and Discovery SPARC report (Goal 16). Selected examples are described in Component 1.D.3 and throughout other parts of the self-study.

#### **2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests (Identical component as 5.A.2).**

CSU is a state (public) institution (Colo. constitution Art. VIII, sec. 5). It is governed by the Board of Governors of the Colorado State University System and is a non-profit, state governmental entity. CSU does not generate financial returns for other entities (other than the CSU System office, to support the operations of the Board). Contributions or support (other than membership dues) to other organizations or operations that are not a part of the University's mission must be approved by the Board.

#### **3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

CSU engages with its external constituencies to learn about their problems and needs for expert assistance so the institution can serve the public good in addition to educating enrolled students. All academic units as well as the Office of Engagement have a role in fulfilling the engagement mission of the University. Two of the most comprehensive reports that summarize the value of some of these services are the *Annual Research Reports* and the economic impact report: *Created to Serve: Colorado State University's Impact on the State's Economy* which was published in January 2009; an abbreviated update of this report, "A 2012 Snapshot of Economic Impact," was completed by CSU economics faculty. CSU is one of the leading public research universities in the United States with research expenditures of \$375.9 million from externally funded contracts, grants and governmental sources in FY12 which illustrates engagement with external constituencies to serve their needs. In addition, the University contributes to the public good through substantial non-funded scholarship and artistry that enhances the quality of life for all people. The economic impact report describes the substantial economic contributions Colorado State University makes to the state economy.

Among the significant findings in the 2009 and 2012 economic impact reports are the following points:

- CSU and its 99,000 Colorado-based alumni account for more than \$5.2 billion in personal income taxes and state sales taxes, along with an additional \$202 million in local sales and property taxes.
- At the state level, these earnings generate more than \$365 million in income tax revenue and \$50.2 million in sales tax revenue.
- In Colorado, increasing the percentage of workers with a 4-year college degree by only one percentage point (about 5,372 new college workers) increases the average earnings of all college educated workers by \$481 per year. But workers without a 4-year degree also benefit from such an increase – the same 1 percentage point increase in college educated workers increases the average earnings for high-school-only graduates by \$250 per year.
- CSU generates more than \$300 million in annual research expenditures, which translate to

innovation that drives research and technology advances for Colorado business.

- CSU supports 13,140 jobs through direct employment and related spending in the state of Colorado.
- CSU research results in a two-tenths of 1 percent (0.2%) increase in overall productivity for firms in Colorado, which equates to \$79.7 million annually.
- Annual student spending in Fort Collins alone is estimated at \$168 million, supporting 628 non-University jobs in the city. The total CSU effect on local Fort Collins tax revenue is \$12.9 million. (Tax revenue consists of sales, property, use, and other taxes.)
- A four-year college degree significantly reduces the likelihood a Coloradan is unemployed.

Simply put, CSU is one of the state's most important economic growth engines and a cornerstone of Colorado's economic future.

Some examples of engagement through Extension and outreach include:

- CSU Extension has offices in 60 of 64 Colorado counties and delivers community development and university-based information and education, including 4-H and Master Gardener programs, in all counties.
- The 17 district offices of the Colorado State Forest Service provide forest landowners with information and technical assistance on forest management, wildfire protection, urban and community forestry, and conservation education.
- The Colorado Agricultural Experiment Station conducts site-specific research on agriculture and related issues through its eight research centers.
- Through online education and classrooms along the Front Range, CSU OnlinePlus from the Division of Continuing Education provides access to degrees and non-credit professional development that delivers the University's academic excellence in flexible formats for working professionals.
- The Colorado Water Institute focuses academic water expertise on the evolving water conditions faced by Colorado citizens.
- **The 2011 county commissioner survey data indicates that counties feel CSU Extension is increasingly responsive to their needs and interests.** A high response rate of 85% (50 of 59 counties surveyed) and extensive comments make these survey data a rich source for evaluation and planning (Median Responses scale 1-5):
  - Quality of CSU Extension programs and services you receive: 2010: 3.80, 2011: 3.96
  - Value of the services you receive: 2010: 3.64 2011: 3.72
  - Responsiveness and services level of your county office 2010: 3.62, 2011: 3.93
  - Overall satisfaction with the services your citizens receive 2010: 3.81, 2011: 3.94
- CSU Extension made excellent progress in actively seeking partnerships between Colorado State and counties, municipalities, schools, small business, and other organizations. These efforts have included reaching out to diverse and previously underserved populations. CSU Extension has new collaborations with Colorado agencies including OEDIT and the Governor's Office. Promotion of *Extension en Espanol* on the front page of the Extension website provides resources for increasing Spanish-language audiences. *Extension en Espanol* is a set of resources developing by member Extension state programs. Materials are translated into other languages as needed.
- CSU Extension has established agreements with Colleges and counties that enable Extension staff to address area, regional, and state expertise. Within the colleges, CSU Extension developed working team relationships, including an agricultural cluster team and a micro-finance team. County offices have been co-branded to increase partnership recognition.
- CSU Extension Impact Reports and Success Stories show measurable economic, social, and environmental outcomes of Extension programs.

Each year, CSU engages with K-14 schools and their students as illustrated by the following examples:

- Enhanced teacher-training programs on and off campus with a focus in the areas of science, math and technology and global perspectives.
- The Alliance Partnership Program was introduced in selected Colorado high schools in 2007 and enrolled students were offered the Alliance Partnership Award for the first time that fall semester. Enrollment of students from these 10 high schools has increased from 49 (2007) to 77 for Fall 2011. **This represents a 57.14% increase.**
- The CSU STEM Center worked with the NOYCE project (a 5-year, \$1.2 million NSF project)

to implement and assess a summer STEM camp for students from the Alliance Project Schools. During Summer 2011, the Center assisted in the addition of a new program called "Culture of Care," a program that helped prepare future STEM teachers for work in high needs schools. The Center also designed and implemented assessment tools for evaluating this summer program.

- In its first year, the CSU STEM Center was included in more than \$2.3 million in submitted proposals. To date, one project supported by the Center has been funded for \$286,950.
- A partnership between the CSU STEM Center and a community STEM group in Summit County resulted in the submission of a joint proposal for \$150,000. CSU visits to Summit County have further developed that partnership, and plans are now in place for a 2012 faculty professional development project to be jointly sponsored by the CSU STEM Center and CSU Extension.
- CSU STEM Center staff has been actively creating professional development outreach programs. During fall 2011, two sessions were held for interested faculty. Additionally, a session on innovation in physics education was held for the Physics department. During the upcoming January Professional Development Institute, the Center will present two sessions on STEM curriculum evaluation and innovation.

The **Division of Continuing Education (DCE)** offers noncredit courses as well as courses for academic credit. The noncredit courses are offered for personal and professional development. A few examples of popular noncredit courses that also offer a certificate of completion and Continuing Education Units (CEUs) are Project Management (142 registrations in FY2012) and Regulatory Affairs (117 registrations in FY2012) certificates for professional development and many Osher grant-supported courses for personal development (1,296 registrations in FY2012). Because these courses are primarily face-to-face, they serve primarily northern Colorado residents. DCE had 703 registrations during FY2012 in online professional development noncredit courses. Of these 1,570 registrations, 302 (19%) were from Colorado, 986 (63%) were from out of state, and 266 (17%) were from out of country. The other 16 did not declare a residence.

Through DCE, the Osher Lifelong Learning Institute is a unique learning community for adults aged 50 and better. Osher offers the very best in continuing education with no prerequisites, no tests, no stress, and no degree requirements. In partnership with the Bernard Osher Foundation, Osher at CSU was established in 2006, as one of 119 such institutes nationwide. Designed to challenge and inform, courses are small, engaging, interactive and very affordable. Total course enrollments in 2012 were 690.

The **Colorado Agricultural Experiment Station (CAES)** continues to have significant impact through transfer of new technologies and methods developed through its research programs to the agricultural industries of Colorado. For example:

- 63% of Colorado wheat is grown from CSU cultivars with an annual value greater than \$44 million.
- 59% of Colorado potatoes are grown from CSU cultivars with an annual value greater than \$15 million.
- Pest management techniques adopted from CAES have resulted in Colorado onion crop yield improvement by 10% with an annual value of \$5 million.

Through the **Warner College of Natural Resources** utilizing 11 outreach centers and the **Colorado State Forest Service**, CSU engages in regional, national, and international natural resource stewardship in many ways such as the following examples:

- The **Environmental Learning Center** encourages sustainable use of natural resources and the environment in K-12 and other community events through participation by 2,621 K-12 students, 212 scout groups, and 471 other community events during FY10.
- Colorado State Forest Service facilitates stewardship of Colorado's forest resources by treating (e.g., thinning, wildfire risk reduction) 22,000 acres assisting 8,500 landowners in the creation of fire-wise communities in FY10. The **Colorado Forest Restoration Institute** serves as a bridging organization among researchers, land managers, and communities dedicated to advancing knowledge and practice of forest restoration and wildfire hazard reduction in the central Rocky Mountain region.
- The **Center for Collaborative Conservation** manages research-for-action projects in

Colorado, the western states, and around the world, e.g., Mongolia and East Africa.

- The **Center for Environmental Management of Military Lands** is a leading provider of research and sustainable management of natural and cultural resources across the US at more than 40 military installations, Department of Defense headquarters and field agencies. In 2013, CEMML secured a cooperative agreement to provide project-based environmental restoration, natural and cultural resource management, and geospatial data collection and management for the U.S. Air Force. This agreement will generate more than \$10 million in new business for CEMML, expanding its operations by 33 percent.

All academic units, ranging from departments to colleges, are engaged with external constituencies through application of specialized knowledge and often through organizational structures collectively known as Centers, Institutes, and Other Special Units (CIOSUs). Many of the CIOSUs have strong research programs that inform outreach efforts. The following examples are presented as illustrations of the varied nature of outreach programs in addition to applied research, such as those that stimulate learning excitement to those that provide clinical services:

- The **Little Shop of Physics**, a unique, traveling, hands-on science outreach program, was developed as a program in which K-12 students are the scientists rather than watching someone "do" science. The Little Shop of Physics has grown to a rotating collection of more than 75 science experiments, presented by a large and enthusiastic crew of undergraduate students who have traveled the region, the nation, and the world, bringing a remarkable hands-on science experience to nearly 200,000 children.
- The College of Veterinary Medicine and Biomedical Sciences operates the **Veterinary Diagnostic Laboratories** on campus with branch laboratories in Grand Junction on the Western Slope and in Rocky Ford in the southeastern part of the state. Each year the laboratories conduct more than 300,000 tests on samples submitted from Colorado and 10 regional states, and serve as part of the National Animal Health Laboratory Network. The campus diagnostic laboratory has a national reputation for excellence in a number of areas, notably as the leader in testing for Chronic Wasting Disease (first discovered in Colorado). The **James L. Voss Veterinary Teaching Hospital (VTH)** is a full-service referral veterinary medical center that provides an outstanding example of the synergy of teaching, research, and outreach. Clients come from across the nation to benefit from the high quality of animal health care and special services. Each year, more than 32,000 animal patients are attended in the VTH, which contributes to the education of approximately 135 graduates from the DVM program each year.
- The **annual Math-Science-Tech Day** has been bringing diverse students to CSU for the past 21 years.

The mission of the Alumni Association is to engage alumni in the life of the University through lifelong relationships, communications, and involvement. With more than 45 Ram Networks around the nation, alumni can engage with one another and the University in their local communities. The Alumni Association has successfully engaged many more alumni in recent years, reaching record levels of membership: 6,698 members in FY11 with a goal of achieving 7,600 members in FY13. Membership in the Alumni Association is a gift to the University and helps the Alumni Association with outreach, communications, and engagement opportunities.

In summary, the University is successfully engaged with its external constituents through dynamic, future-oriented outreach programs and service activities that take advantage of available technology and cutting-edge knowledge. The areas of institutionalized outreach traditionally found at major land-grant universities in the West are actively engaged, both in fulfilling their historic missions and translating those missions into today's rapidly changing economic, technological, demographic, and cultural context. In addition, there has been a significant expansion in outreach activities beyond those historic areas of emphasis. Increasingly, outreach activities include interdisciplinary efforts and involve partnerships that provide increased access, services, and opportunities to diverse and disadvantaged populations throughout the University's sphere of influence. Outreach is successfully integrated with student learning (described in Component 3.E) and research activities (described in Component 3.B.5), demonstrating a pervasive synergy among the University's research, educational, and outreach missions.

## Sources

-  Annual Research Report FY 2011
-  Annual Research Report FY 2102
-  Created to Serve (Economic Impact Report 2009)
-  CSU Extension website
-  Economic Impact Snapshot 2012
-  Extension en Espanol
-  Math-Science -Tech Day
-  Outreach and Engagement SPARC 2012
-  Research and Discovery SPARC 2012 (Page 8)
-  Strategic Plan 2012 (Page 19)
-  Strategic Plan 2012 (Page 21)