

Chapter 2

Key Events and Accomplishments Since 1994

Since the 1994 NCA accreditation evaluation visit, CSU has experienced significant enrollment growth, attained advances in research programs, experienced modest revenue growth through FY02 and significant revenue reductions in FY03 and FY04, addressed external policy and legislative changes, improved and constructed new facilities, recovered from unprecedented fire and flood disasters, implemented a new undergraduate general education curriculum, and received national and international recognition for accomplishments that advance the quality of learning. This chapter highlights key events that have shaped CSU during the past decade and some unique characteristics of the institution.

CSU has become the “university of choice” within Colorado, enrolling 19,633 Colorado residents in Fall 2003 (total enrollment 25,042), which are more residents than any other university in the state. The student body at CSU is becoming increasingly diverse and continues to portray increasingly higher academic quality indicators.

Administration

The President, appointed by the Board, is the University’s chief executive officer and represents the institution (and frequently higher education in general) before the State and the legislature. The President also serves as the Chancellor of the Colorado State University System (CSUS). Albert C. Yates served as the 12th President from July 1990 through June 2003. The Board appointed Larry Edward Penley to serve as CSU’s 13th President and Chancellor of the CSUS in August 2003.

A University-wide strategic planning process was established in 1990 to match the University’s mission and vision with prioritized resource allocations. Methodologies were developed within the strategic planning and budgeting process for organizing broadly based inputs to identify institutional priorities and guide the evolution of programs. The University Strategic Plan (USP) <www.research.colostate.edu/usp/> brought these efforts together and set the framework for individual unit planning activities as well as central decision-making. The USP documented steady progress that had been made on the Key Strategies and also summarized resource allocations made to the Implementation Plans (KS/IPs).

Disaster Recovery

During the past decade, CSU has experienced two major natural disasters. Recovery efforts have met the overall goal of having the institution be better and stronger than prior to the disasters.

Pingree Park Fire

On July 1, 1994, a wildfire in the Arapaho-Roosevelt National Forest swept through the Pingree Park Campus destroying three faculty cabins, the North Dormitory, a newly built staff housing facility, six conference center residence buildings, and a staff duplex cabin. The conference center lodge was partially burned, as was the maintenance shop/water treatment plant. Fortunately, no one was injured and most of the older/historic parts of the campus, as well as 60 other buildings, were untouched.

The fire burned an estimated 1,275 acres, and the facility loss to CSU and subsequent insurance settlement was \$3.2M. Conference losses for 1994 and 1995 were \$600,000. In 1994 and 1995, academic programs continued at Pingree Park as well as the environmental education program for the Poudre School District, thus avoiding any loss of these programs. Cleanup occurred in August 1994, and construction that began in June of 1995 was completed in May 1996. Conferences were held beginning in June 1996 along with the academic programs. By 1998 courses and programs had returned to pre-fire status. Finally, a management plan was developed in consultation with the CSFS to address future wildfire hazards, forest health, and other issues in the ecosystems of the area.

Main Campus Water Damage

On the evening of July 28, 1997, the cumulative impacts of sustained heavy rainfall led to devastating damage on the CSU campus and in the surrounding community. This event was localized to a relatively small area within the Fort Collins community, including the entire Main Campus and parts of the South and Foothills Campuses. It is estimated that over 1,000 facilities in the Fort Collins community (not counting CSU) suffered significant damage from this natural disaster, and five individuals lost their lives. Fortunately, there were no major injuries or loss of life on the CSU campus. Within a few days after the disaster, the Governor visited the campus and community, and the area was given a Presidential declaration as a natural disaster and therefore eligible for FEMA/Federal relief aid. Because of the efforts of many dedicated faculty and staff members, the disruption to programs at CSU was minimized with the loss of only two days of summer school classes, and Fall semester opened on time with the full set of courses and programs.

The final CSU damage figures for the July 1997 event approached \$140M, with roughly one-half that total for restoration of the library collection, one-fourth for building and utility system repairs, and one-fourth for contents, equipment and furnishings, lost revenue and rental income, etc. The damage to the library collection was unprecedented in magnitude and complexity (~462,000 volumes, including all bound journals), and even though experts from around the nation (including the Library of Congress) focused their attention on assisting with this recovery, none had experience dealing with damage of this magnitude.

The July 1997 disaster caused significant damage to 36 buildings (~1.8 million gsf, or ~23% of the main campus), including 16 that sustained major damage. However, after close review and engineering analysis, no building was identified with damage to its structural integrity. Over 250 faculty, staff and students suffered personal and professional losses to their offices and/or rooms. During the recovery process, most of these faculty members and staff spent from 6 to 12 months in temporary spaces (CSU Police Department actually spent two full years in temporary space).

There were many challenges and issues to deal with in addressing the campus recovery from the July 1997 event. One specific issue worth mentioning is the legal resolution of the State Risk Management insurance policy relative to “flood” coverage. CSU, as a state entity, has insurance coverage under a policy held by the State of Colorado. The policy in effect during July 1997 had a statewide maximum of \$250M per event, but a maximum of \$25M for “flood” losses. A final resolution on this issue was reached with the insurance carriers for the State of Colorado in October 1997 after months of discussion and involvement of legal experts. The final resolution concluded that the event that struck the CSU campus on July 28, 1997 was not technically a “flood,” but rather a “sheet flow event” (i.e., inundation of storm water structures that results in surface ponding). This decision led to insurance coverage for most of CSU’s damage although FEMA also contributed to losses not covered by insurance.

A Better and Stronger Institution

The University defined a long-term goal following the July 1997 disaster – to assure that through the recovery process the University came out of the experience better and stronger than it was prior to it. This was in addition to the immediate goals of addressing individual losses of faculty, staff and students, re-starting classes for the Summer term and avoiding delay of the Fall 1997 start time. This goal and the subsequent recovery process meant that each major loss item was individually evaluated for appropriate recovery action, as opposed to just moving forward with identical replacement of each loss to pre-disaster condition.

The University’s July 1997 loss had many similar attributes to a major personal loss, only much larger and therefore more complex. It was challenging to identify and then place a monetary value on all the individual items lost, particularly instructional resources and items such as original manuscripts stored in faculty offices. In the final analysis, the University did not receive full funding to cover all of the estimated losses (uncompensated losses were estimated at \$12.9M), however, the funding was sufficient to make the institution whole from the July 1997 disaster. In fully recovering from the disaster, choices were made that were different from simply replacing exact items lost in the disaster. While many of the disaster

recovery revenues were used to repair damaged items, revenues were also used to purchase up-to-date equipment and to enhance damaged structures beyond their original condition. For example, rather than repair the Lory Student Center exactly as it was prior to the disaster (a 1960's designed facility), the facility was rebuilt and remodeled into a modern facility to meet the current needs of students.

The University has completed all negotiations with insurance carriers and FEMA for the loss coverage for the 1997 disaster. While full compensation was not received for the losses incurred, the goal of assuring that the institution is better than it was prior to July 1997 in all programs and areas impacted by the disaster has been fully met. All investments of recovery funds have been made to address current and near future institutional priorities and needs, within the overall context of the USP.

State of Colorado

In 1985, the Colorado General Assembly significantly redesigned higher education's funding and oversight processes (introducing the issue of performance funding), clarified institutional role and mission, and reconstituted the CCHE <www.state.co.us/cche_dir/hecche.html>. CCHE is the state policy and coordinating board for Colorado's higher education system. The mission of the Commission is to provide access to high-quality, affordable education for all Colorado residents that is student-centered, quality driven and performance-based. CCHE's primary "customers" are Colorado students and citizens. CCHE is committed to providing the best quality education at the best price with the best possible service for its customers. The role of CCHE is to manage and distribute the general fund appropriation to higher education and to draft policy to implement legislative mandates.

Governance

The 1999 Colorado General Assembly passed HB99-1289 directing a two-year study of higher education structural issues such as institutional and system governance. Since then, several changes have been made in the CSUS. The governing board, formerly known as the State Board of Agriculture (SBA), had authority over three institutions (CSU, University of Southern Colorado, and Fort Lewis College, which became an independent college in September 2002). The 2002 Colorado General Assembly passed HB02-1260 changing the name of the SBA to the Board of Governors of the Colorado State University System (BOGCSUS). There seemed to be widespread recognition of the need for this bill, and the new name took effect August 8, 2002. One of the chief aims of this measure was to better differentiate CSU's higher-education governing board from the State Department of Agriculture. CSU's commitment to agriculture remains very strong, and agriculture will continue to have strong representation on the Board.

Under HB02-1324, the name of the University of Southern Colorado (USC) was changed to Colorado State University-Pueblo (CSU-P), effective July 2003. One of the most significant changes resulting from this bill is a shift in the role of the CSUS Chancellor, a position held by CSU's President. The President of CSU-P will now have greater accountability directly to the Chancellor and less directly to the Board. This change implies a closer affiliation between the two universities, both programmatically and financially. The SBA, now BOGCSUS, committed to support CSU-P with resources, including financial support to complement and supplement its resources, allowing it to achieve its quality goals.

State Economy

The record-long national economic expansion ended in March 2001 after an unprecedented 10 years of growth. The Colorado economy was negatively affected by the national recession and the events of 9/11. The current areas of weakness in the Colorado economy – manufacturing, transportation, and advanced technology – mirror the areas of weakness in the national economy. State revenue has been impacted as a result of losing many high wage positions in the advanced technology and telecommunications sectors. Moreover, many positions that previously received large bonuses and capital gains income through stock options did not continue to receive bonuses. These positions are predominantly in the advanced technology, financial, insurance and real estate sectors that are closely tied to the stock market. In addition, the lingering stagnation in the national economy, wildfires, drought, and the effects of 9/11 on travel have negatively impacted the tourism employment sector. In addition, the effects of drought and wildfires have increased state expenditures as well as reducing revenue.

As a result, the higher education appropriation in Colorado was reduced 26.1% from \$697,536,273 in FY03 to \$515,177,556 in FY04. Higher education's share of the General Fund has eroded from 20.9% in FY88 to 10.6% in the FY04 appropriations bill. There is still a risk that the national economy will not resume robust growth in the near term. The recovery of Colorado's economy will likely be delayed for several months after the national economic recovery so the future is still uncertain.

State Funding

CSU has a history of receiving steady, incremental increases in General Fund appropriations, as shown in Table 2-1, until the state economy faltered. In FY03, CSU operated on a level of funding equivalent to FY99. The FY04 appropriation is equivalent to FY96, a loss of eight years' progress (without adjustment for inflation).

The Colorado Taxpayer's Bill of Rights (TABOR), a constitutional amendment enacted by a citizen initiative in 1992, limits CSU's ability to generate revenue. The most

Table 2-1. Annual state General Fund support to CSU.

	Appropriation	Actual	% Change from previous year
FY93		\$85,000,256	3.2
FY94		86,622,671	1.9
FY95		88,708,908	2.4
FY96		94,250,244	6.2
FY97		99,542,864	5.6
FY98		105,581,698	6.1
FY99		110,689,636	4.8
FY00		113,657,283	2.7
FY01		118,695,965	4.4
FY02	\$123,643,842	119,175,674	0.4
FY03	129,115,847	110,312,260	- 7.4
FY04	94,930,319		- 13.9

Note: Differences between appropriation and actual are due to budget recisions.

Colorado and subsequent limited and reduced General Fund appropriations to CSU, as well as the limits placed on the institution’s ability to generate revenue, are discussed in more detail in Chapter 11.

Table 2-2. FY03 resident undergraduate state General Fund per resident FTE and tuition.

Institution	State GF	Tuition	Total
Michigan	\$19,212	\$7,960	27,172
Maryland	16,299	5,670	21,969
Wisconsin – Madison	17,141	4,426	21,567
Illinois – UC	11,757	6,704	18,461
Iowa	14,433	4,191	18,461
Washington	11,724	4,636	16,360
Pittsburgh	7,249	8,528	15,777
Virginia	9,748	4,780	14,528
Washington State	9,933	4,530	14,453
Iowa State	9,390	4,110	13,500
Ohio State	9,213	4,110	13,323
Penn State	4,509	8,585	13,094
Nebraska	8,781	4,125	12,906
Texas A&M	10,141	2,640	12,781
Oregon State	6,956	4,620	11,576
U of Texas	7,476	2,640	10,116
U of Mississippi	5,356	3,916	9,272
Louisiana State	4,738	3,494	8,232
Colorado State	\$4,200	\$2,655	\$6,855

significant impact of TABOR on CSU has been the limitation on raising tuition and the ceiling on other cash funds that are considered to be state revenue. CSU tuition increases have, in general, been less than one-half of those of peer institutions (and when compared with national data), and while this provides benefits for students and their parents, it has impacted the institution’s ability to raise revenue to address critical expenditure priorities. The impact of capped state revenue and recent reductions in General Fund support can best be illustrated by comparing the amount of state General Fund support per resident FTE plus tuition as the total amount of funds available within the Educational and General (E&G) Budget of CSU. As Table 2-2 shows, CSU receives the lowest total support among comparable institutions. For FY04, CSU funds are projected to be \$6,392. The current fiscal crisis in

Resource Accomplishments

Renewal of Facilities

Over the past 11 years CSU has been able to invest over \$405M in facilities and major equipment (does not include partnerships like the Natural Resources Research Center, etc.) to produce a significant renewal of the campus. These institutional resources were used to address facilities needs described in the USP, the Ten-Year Physical Development Plan, and the Colorado State Facilities Audit. The sources of these funds include record capital funding from the State, investments by auxiliary programs, funding through the Research Building Revolving Fund (created as a "TABOR Enterprise" post 1992), grants, and donor funds. While the outlook for the near future relative to state capital funding is not encouraging, the actual results of the past decade have allowed steady progress. The University’s ability to recover from the 1997 water disaster (previously described in this

chapter) also contributed to facilities improvements on campus.

Technology Advances

Yahoo magazine recently (2001) ranked CSU as the “most wired” university in the state of Colorado and 42nd in the nation. The survey examined how universities have incorporated network technologies into campus life. Rankings were based on infrastructure, student resources, Web portals, e-learning, technical support and wireless access. CSU received one of the highest scores in the survey, an “A+” for student resources, second only to Dartmouth College. To receive an “A” ranking in this category, students must have access to nearly all University administrative services via the Web; computer laboratories must be state-of-the-art; students must have network file space; and students must have one or more options for purchasing computers at a discount. CSU was noted as a pioneer for its efforts to make wireless networks available in many academic buildings and for its plans to expand coverage to the rest of the campus. Key examples of administrative services accessible to applicants and students via the web are admission applications for undergraduate and graduate students, current and past term student course schedules and grades, class registration, class schedule for current and future terms, financial aid and financial account information, and student job listings. CSU’s website has been independently ranked among the Top 100 University Web Sites in the country and averaged more than 700,000 user sessions per month in 2003, up more than 200,000 user sessions since the beginning of the year 2000.

Annually, students contribute nearly \$3M in charges to fund technology. This funding is used to construct, maintain and operate a very rich technological environment for students at the university, with over 2,500 computers in more than 70 open computing laboratories. The University has more than 16,000 students accessing more than 1,250 courses in WebCT (a web-based application of teaching and learning tools for constructing and presenting online coursework). These resources provide CSU students with more access to technology than in any other public university in the state.

The University has rewired 92 buildings for high-speed network access, more buildings than any other institution in the state. The wiring is the most advanced available, capable of speeds of 1 billion bits per second. The University connects to the Front Range GigaPoP (FRGP) for its wide area connectivity, which includes the traditional "commodity" Internet and Internet2. Internet2, led by over 200 universities working in partnership with industry and government, is developing and deploying advanced network applications and technologies, accelerating the creation of tomorrow's Internet. Internet2 traffic may burst up to the full OC-3 (approximately 135 Mbps with ATM), while the commodity Internet is rate limited since access is purchased on a per Mbps basis. Commodity Internet performance is

closely monitored, and capacity is increased as necessary. Technology resources are described in more detail in Chapter 6.

Advancement Highlights

The development program at CSU has made tremendous strides through the past 10 years. Evidence of this can be seen in two areas: total gift dollars and total alumni donors. CSU has experienced an increase in total gift dollars from \$10,964,336 in FY92 to \$61,964,239 in FY03. Through that same time period the number of alumni donors increased from 18,846 to 27,421 donors.

Throughout this 10-year time period, there were campaigns and initiatives that allowed many of the colleges and the university as a whole to engage donors in raising gift dollars while supporting programs campus-wide. The campaigns and initiatives, along with the private fundraising totals for each, included the Library (\$7.2M), Engineering and Physics Building Renovation (\$7M), University Center for the Arts (\$7M), Athletic Facilities (\$4.6M), Rockwell Hall (\$1.7M), Animal Cancer Center (\$10M), Students First scholarships (\$18.5M), Construction Management (\$1.3M), Human Performance Laboratory (\$350,000), and the Environmental Learning Center (\$1.2M). CSU has established 21 endowed chairs and professorships to add strength to academic programs.

Recent Major Donations

The **Monfort Family Foundation**, through a \$5M gift – the largest cash gift ever received by CSU through Spring 2002 – created a series of enhancements to the university's faculty, students and educational experience over the next decade. The centerpiece of the foundation's gift, the Monfort Professors, created 10, two-year-term positions over the next five years to support innovative research and teaching. Each professor position receives \$75,000 per year to support teaching and research activities in addition to the salary and support the professor already receives. The Monfort Scholars program offers annual full scholarships to Colorado's top students. Established in 1999, it provides annual full tuition and fees; a room and board stipend; and a book allowance for four years. The addition of \$2.25M in 2002 funded 30 new Monfort Scholars, bringing the total number of Monfort Scholars to 70 students over the next 10 years. Finally, the new Monfort Professor-in-Residence Program and Monfort Lecture Series are expected to bring accomplished academic, business and community leaders to campus over the next decade to lead four-week courses, provide leadership enrichment opportunities for high-achieving students, and provide distinguished guest speakers twice per year for a period of five years. In conjunction with the lectures, the university will create a series of seminars and other activities to engage faculty, students, alumni and community members with the speakers.

The **Bohemian Foundation** gave more than \$20M to CSU in the Spring of 2003 – the largest ever cash gift to the University. The gift includes a \$4.9M commitment to the University Center for the Arts and a \$15.2M commitment for the renovation of Hughes Stadium. The gift for the University Center for the Arts will allow the University to complete additional performance and instructional venues and to construct a common lobby and circulation area adjoining the new Edna Rizley Griffin Concert Hall. Each of these spaces is critical to support CSU's academic programs in music, theatre and dance, benefiting 8,000 students who participate in these programs. The \$15.2M gift designated for the renovation of Hughes Stadium will enhance the football program, which has achieved national prominence. It will provide artificial turf both at the practice field and the Sonny Lubick Field at Hughes Stadium; enhance and expand club-level seating and suites; create more concession stands and restrooms; add additional stadium seating; install a giant video scoreboard on the south end of the stadium; add an auxiliary scoreboard at the north end; and improve parking areas.

Program Accomplishments

Recognition Highlights

- CSU has twice been named among the nation's top Character Building Institutions by the Templeton Foundation (1997, 1999).
- CSU ranked 12th in the nation for the number of alumni serving as Peace Corps volunteers (2002).
- CSU has been repeatedly ranked in the top third (currently ranked 50th in the nation) of public universities in terms of affordability and educational quality, according to *Kiplinger's Personal Finance Magazine* (2002).
- CSU's programs in Occupational Therapy and Vocational/Technical Education were ranked among the top 10 graduate programs in the country by *US News & World Report* (2001).
- CSU's Veterinary Medicine program was ranked second in the nation by *US News & World Report* (2003).
- CSU's College of Engineering was ranked 57th in the top 100 undergraduate engineering programs in the nation by *US News & World Report* (2002).
- *Kiplinger's Magazine* named CSU's distance MBA program one of the best in the country in its May 2001 issue.
- CSU's College of Business was ranked twice in the top 100 business schools by *US News & World Report* (2001, 2002).
- CSU's Department of Animal Sciences was ranked among the top 10 meat and poultry industry universities by *Meat and Poultry Magazine* (2002).

- CSU was ranked among the top 60 public research universities by *US News & World Report* in its “Best Colleges” edition (2002).
- CSU was ranked among the nation’s top 5% of public and private higher education institutions receiving federal research and development financial support in engineering and the sciences by the National Science Foundation (2002).

The CCHE designates “Programs of Excellence” on a statewide basis and provides a 5-year award of enhancement funds. A Program of Excellence designation is Colorado higher education’s highest honor awarded to academic programs that have demonstrated a long-term commitment to excellence and have achieved outstanding performance records. These programs serve as models for other programs in the state and the nation. Designation of an academic program as a Program of Excellence is a lifetime honor. Listed below are the CSU programs that have been designated as a Program of Excellence by CCHE since the inception of the program in 1989 <www.research.colostate.edu/cche/cche1298.pdf>.

- Animal Reproduction and Biotechnology Laboratory
- Department of Chemistry
- Water Resources Education
- Colorado Space Grant Consortium
- Optoelectronic Computing Systems Center
- Center for Research on Writing and Communication Technologies
- Project PROMISE
- Center for Biomedical Research in Music
- Professional Veterinary Medicine
- Counseling Psychology Program and the Tri-Ethnic Center for Prevention Research
- Department of Occupational Therapy

Academic Highlights

In the early 1990s, CSU began to examine its curriculum to determine whether it possessed the rigor and coherence necessary to assure a common base of knowledge and experiences among all undergraduates. The University community agreed that a revamped curriculum should: (1) focus on learner outcomes in addition to course content; (2) emphasize life long learning to supplement knowledge in a discipline; and (3) integrate core themes throughout a student’s entire program of study. The new general education curriculum, known as the All-University Core Curriculum (AUCC), took effect for newly entering students in Fall 2000 and is described in detail in Chapter 7.

Academic programs are continuously reviewed at CSU to advance the quality of learning. Since July 1, 1996, 15 new programs (degrees and Interdisciplinary Studies Programs) have been added and 19 programs have been discontinued. During that same

period, 61 concentrations, minors, options and specializations have been added to replace and enhance 56 that were discontinued. Examples of these changes are highlighted in Chapters 7 and 8 as evidence of program improvements to accomplish our academic purposes.

Since the arrival of Provost Peter Nicholls, CSU has made a renewed commitment to assessment of student learning. Strong central leadership through creation of a full-time position for the Director of Assessment has brought campus-wide attention to this essential activity.

Research Highlights

Today, CSU is one of the leading public research universities in the United States, expending approximately \$157M from externally funded contracts, grants and governmental sources in FY03. As a comprehensive research institution, CSU has established many research programs that support undergraduate and graduate education. The University values all creative scholarship and artistry without regard to source and level of funding. In 1991, CSU designated Programs of Research and Scholarly Excellence (PRSE) at CSU <www.research.colostate.edu/prse/>. These programs were selected because they “have achieved great distinction and set a standard for excellence that may serve as a model for programs throughout the institution” (See Chapter 9 for additional description).

Outreach and Economic Impact

CSU has been improving the lives of Coloradans for more than 130 years, along the way directly contributing to the economic health of the state and its citizens. As a land-grant institution, it is charged to reach out to the people of Colorado and extend the benefits of its research and educational programs. Through the many dimensions of outreach described in Chapter 10, CSU makes a substantial contribution to the health and economic vitality of the state.

As one would expect at a land-grant university in the West, agriculture and natural resources continue to be a major focus of outreach. In Colorado, three service agencies of the state are included in the organization of CSU: CE, CSFS, and the Colorado Water Resources Research Institute (CWRI). Over the last decade, the University’s outreach programs have significantly broadened beyond its historic emphases on agriculture, natural resources, and the applied and natural sciences through translation of that mission into today’s rapidly changing economic, technological, demographic, and cultural context. While information transfer activities continue to be a core dimension, the reality of outreach today is more a process of engagement with constituencies in ways that expertise and energy can be partnered to provide responsive and valued services. The increasingly interdisciplinary and cross-college participation in outreach activities raises the possibility that outreach will strengthen

integration of programs on campus while building stronger and more diverse external relationships. Today, outreach activities are successfully integrating teaching and research responsibilities of many programs through service learning and community research activities.

The outreach and economic impact of CSU is best illustrated with a few examples:

- CE made more than 1.6 million educational contacts with Colorado citizens in the past year and distributes more than a half million publications to meet citizen information needs.
- The Division of Continuing Education (DCE) enrolled 34,400 students in FY02 and, together with academic colleges and departments, met important degree program needs around the state.
- Public service activities at CSU create more than \$93M of economic activity within the state. This value includes the work of the CSFS and CE.
- CSU generates \$1.2B of revenue in the State of Colorado above and beyond the state's initial \$127.4M appropriation in FY00. CSU was able to attract an additional \$449.5M of revenue above the initial state investment in FY00 (including both operating funds and capital construction funding). This means that for every \$1 allocated to it by the state, CSU generates \$3.52 of additional funding and \$9.59 of additional statewide economic activity. In comparison, the national average "return" on state investment was \$5 (111 state universities in 2000) and fewer than 8% of the institutions report a "return" in excess of \$9 <www.colostate.edu/Depts/OBIA/eis/>.

Mountain West Conference Affiliation

The status and national recognition of CSU athletics has advanced through a change in conference affiliation and program improvements. In 1998, CSU and seven other universities left the Western Athletic Conference and organized the new Mountain West Conference. The break from a 16-member mega-conference spread across four time zones resulted in an eight-member league reaching from the eastern edge of the Rocky Mountains to the Pacific coast. This association restored traditional rivalries and provided increased national recognition. In the four years since that split, CSU's athletic program has achieved national prominence well beyond what anyone expected and the athletic department budget grew to \$13.75M in FY03.

Conclusion

The last 10 years at CSU has been marked by significant accomplishments. Despite external challenges from natural disasters and the constraints associated with state funding and administrative policies, the University has optimized opportunities, turned adversity into advantage, and maintained a focus on the future while dealing effectively with current

challenges. Institutional advances have occurred within a well-defined framework of priorities, guided by the strategic planning process. A decade of stability in University leadership and continuity in planning has provided the context for building excellence and advancing the quality of learning; themes reflected throughout this Self-Study Report.

CSU's strengths cited in the 1994 NCA Evaluation Team report (summarized in Chapter 3) provided the foundation for progress made over the last decade. This Self-Study Report analyzes the present status of CSU, providing evidence of excellence in many programs and identifying the challenges to be addressed in our pursuit of *Advancing the Quality of Learning*.