

# Profiles and Strategic Plans of Colleges and Universities in Colorado

## PUBLIC

### 1. Adams State University (Alamosa)

*Great Stories Begin Here*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | Total Enrollment: 3,164 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 1,707</li> <li>● Undergraduate transfer in: 195</li> <li>● Graduate: 1,262</li> </ul>  |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 1%</li> <li>● Black or African American: 7%</li> <li>● Hispanic or Latino: 36%</li> <li>● Native Hawaiian or other Pacific Islander: 1%</li> <li>● White: 43%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 7%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | Total Instructional Faculty: 221 (Fall 2018) <ul style="list-style-type: none"> <li>● Full-time: 98</li> <li>● Part-time: 123</li> </ul> Total number of faculty who are members of minority groups: 37 (Fall 2018) <ul style="list-style-type: none"> <li>● Full-time: 20</li> <li>● Part-time: 17</li> </ul>   |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 325 <ol style="list-style-type: none"> <li>1. Business/Commerce, General: 93</li> <li>2. Liberal Arts and Sciences/Liberal Studies: 54</li> <li>3. Exercise Science and Kinesiology: 49</li> <li>4. Sociology, General: 21</li> <li>5. Psychology, General: 19</li> </ol>   |

## ASU 2025 STRATEGIC FRAMEWORK

### [ASU Strategic Framework](#)

- **Pillar 1: Foster Student Achievement**
  - Priority 1.1: Ensure academic excellence in every program.
  - Priority 1.2: Provide an integrative educational experience using high-impact practices that supports students and responds to their needs.
  - Priority 1.3: Encourage student engagement and provide growth opportunities relevant to student aspirations.
  - Priority 1.4: Promote social mobility for all students.
  - Priority 1.5: Foster accountability and responsibility in our students.
  - Priority 1.6: Promote professional excellence in and out of the classroom.
  
- **Pillar 2: Champion Practices for Lifelong Learning and Development**
  - Priority 2.1: Prepare our learners for career success.
  - Priority 2.2: Apply the outcomes and skills learned in academic programs.
  - Priority 2.3: Nurture lifelong learning in our students, alumni, and community.
  - Priority 2.4: Provide ongoing career development opportunities.
  - Priority 2.5: Encourage civic engagement by our graduates.
  - Priority 2.6: Develop ambassadors for investment in ASU.
  
- **Pillar 3: Advocate for Equity and Inclusion**
  - Priority 3.1: Promote community building: trust, respect, civility, and caring
  - Priority 3.2: Employ a social justice lens in our decision-making and operations.
  - Priority 3.3: Embrace and celebrate the diverse backgrounds of our students.
  - Priority 3.4: Emphasize place-based learning and service to the San Luis Valley.
  - Priority 3.5: Honor the rich cultural traditions of the SLV.
  - Priority 3.6: Engage in personal and professional development that advances diversity and inclusion.
  - Priority 3.7: Foster community relations between the university, city, and region.
  
- **Pillar 4: Engage in Innovation and Creativity**
  - Priority 4.1: Develop and revise programs to meet changing local, regional, national, and international needs.
  - Priority 4.2: Advance entrepreneurial approaches to program development and partnerships with the community and industry.
  - Priority 4.3: Communicate innovative practices to faculty and staff and provide cutting-edge training.

- Priority 4.4: Provide students with the skills to be responsive to diverse situations and environments.

- **Pillar 5: Exemplify Operational Excellence**

- Priority 5.1: Become a competitive employer.
- Priority 5.2: Ensure transparency in policy and decision-making.
- Priority 5.3: Provide access to a variety of degree programs and ensure affordability for students from all backgrounds.
- Priority 5.4: Practice accountability and stewardship in our use of resources.
- Priority 5.5: Demonstrate financial responsibility and stability to ensure the long-term viability of campus units and the institution.
- Priority 5.6: Boost recruitment efforts and increase retention.
- Priority 5.7: Support sustainable practices and use of natural resources.

## 2. Colorado Mesa University (Grand Junction and Montrose)

### *Achieving a Higher Degree*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 9,110 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 8,495</li> <li>● Undergraduate transfer in: 450</li> <li>● Graduate: 165</li> </ul>  |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 1%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 21%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 66%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Instructional Faculty: 574 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 313</li> <li>● Part-time: 261</li> </ul> <p>Total number of faculty who are members of minority groups: 0 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 0</li> <li>● Part-time: 0</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 1,153</p> <ol style="list-style-type: none"> <li>1. Registered Nursing/Registered Nurse: 175</li> <li>2. Business Administration and Management, General: 172</li> <li>3. Exercise Science and Kinesiology: 105</li> <li>4. Biology/Biological Sciences, General: 85</li> <li>5. Criminal Justice/Safety Studies: 66</li> </ol>   |

## CMU STRATEGIC PLANNING GOALS AND OBJECTIVES 2020 (2016-21)

### [CMU Strategic Plan](#) & [CMU Montrose Strategic Plan](#)

- **Goal 1: Become the university of choice for students, faculty, and staff with a focus on academic excellence.**
  - Objective 1A. Become the university of choice for students.
    - Strategy 1. Attract and retain students with increasing levels of academic preparation.
    - Strategy 2. Offer a rigorous student-centered educational environment that promotes academic success.
  - Objective 1B. Attract and retain faculty who balance a passion for teaching with a commitment to scholarship.
  - Objective 1C. Attract and retain staff who embrace the institution's student-centered focus and are committed to student success.
  - Objective 1D. Advance learning opportunities that are innovative, integrated, experiential, and interdisciplinary.
  - Objective 1E. Increase recruitment and retention of faculty, staff, and students who reflect geographic, racial, ethnic, and age diversity.
  
- **Goal 2: Increase the level of educational attainment in the region through quality academic programming.**
  - Objective 2A. Boost new student enrollment by an average of 2% per year.
  - Objective 2B. Increase the rates of first-year retention and six-year graduation for all students while reducing the attainment gap.
  - Objective 2C. Selectively add programs that enhance student opportunities after graduation.
  - Objective 2D. Increase community awareness of and participation in the life of our campuses.
  - Objective 2E. Ensure that all graduates are prepared with the knowledge and skills required for success in the 21st-century workplace.
  
- **Goal 3: Continue the maturation of the university at all of its campuses.**
  - Objective 3A. Continue commitment to small class sizes that promote high levels of faculty-student interaction.
  - Objective 3B. Nurture faculty members who embrace CMU's teacher-scholar model.
  - Objective 3C. Continue to strengthen financial and organizational structures that support the University's strategic goals.
    - Strategy 1. Ensure student-centric business process and data-driven institutional decision making.
    - Strategy 2. Set budget priorities in alignment with strategic planning goals.
  - Objective 3D. Enhance awareness among present and potential students of the educational opportunities available through CMU's WCCC division and the Montrose campus.

## 2b. Western Colorado Community College (Grand Junction)

Division of Colorado Mesa University - not part of the CCCS

## 3. Colorado School of Mines (Golden)

*The world needs Mines*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | Total Enrollment: 6,744 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 5,037</li> <li>● Undergraduate transfer in: 163</li> <li>● Graduate: 1,544</li> </ul>  |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 5%</li> <li>● Black or African American: 1%</li> <li>● Hispanic or Latino: 10%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 68%</li> <li>● Two or more races: 5%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 9%</li> </ul> |
| <b>Faculty</b>                  | Total Instructional Faculty: 456 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 314</li> <li>● Part-time: 142</li> </ul> Total number of faculty who are members of minority groups: 78 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 63</li> <li>● Part-time: 15</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19 - 6/30/20): 1,058 <ol style="list-style-type: none"> <li>1. Mechanical Engineering: 313</li> <li>2. Computer Science: 125</li> <li>3. Chemical Engineering: 104</li> <li>4. Petroleum Engineering: 84</li> <li>5. Electrical and Electronics Engineering: 77</li> </ol>   |

## CSOM STRATEGIC PLAN 2014-2024

### [CSOM Strategic Plan](#)

- **Goal 1: Enhance the distinctive identity and reputation of Mines.**
  - **Strategies:**
    - Develop and implement an integrated marketing plan that expands our brand recognition and reputation throughout the world.
    - Increase collaborations with other top-quality institutions worldwide.
    - Expand active-learning instruction (such as studio and project-based, rather than traditional lecture format) utilizing best-in-class pedagogical and technological practices.
    - Improve and expand opportunities for participation in professional practice and research throughout the entire undergraduate experience.
    - Expand and enhance graduate student development of professional attributes through formalized activities and curricular excellence.
    - Create new and enhance existing large research initiatives focused on the global challenges related to the earth, energy, and the environment.
    - Increase faculty membership in national academies and professional society fellows and student participation in prestigious national awards and fellowships.
  
- **Goal 2: Build upon a student-centered campus culture of excellence, inclusion, diversity, and community.**
  - **Strategies:**
    - Expand residential campus to integrate efforts from academic affairs and student life - for undergraduate and graduate students - to promote student community and to foster collaboration, learning, leadership, and citizenship.
    - Advance academic culture and structure that fosters creativity, intellectual curiosity, and student success.
    - Enhance opportunities for students to develop effective communication skills as a complement to strong content expertise.
    - Build a campus that values employees and students of the institution through a positive, supportive and inclusive environment.
    - Increase the diversity and quality of Mines' faculty, students, and staff.
    - Improve mentoring and other support of faculty with the goal to enhance the overall quality of the student experience.

- **Goal 3: Build and diversify revenue streams and auxiliary enterprises.**
  - **Strategies:**
    - Build upon advancements in board authorities that define Mines' relationship with the state.
    - Expand institutional support and infrastructure development through alumni outreach and foundation initiatives.
    - Establish new or expand continuing education and executive education enterprises that enhance the reputation, global reach, and financial security of Mines.
    - Continuously investigate new technologies and market trends that threaten core revenues and respond to best leading practices that maintain our preeminence in instructional delivery.
    - Diversify federal research funding across multiple agencies while increasing corporate and private research support.
    - Support research innovation through an enhanced technology transfer program.
  
- **Goal 4: Develop and support campus infrastructure and processes to match Mines' aspiration to become a top-tier engineering and science institution.**
  - **Strategies:**
    - Incorporate within the overall financial plan a strategy to sustain and improve capital infrastructure.
    - Produce and continuously monitor the effectiveness of faculty teaching and research guidelines that promote excellence and satisfaction.
    - Align performance expectations, outcomes, rewards, and recognitions with campus needs and the strategic plan.
    - Assess and reconfigure administrative processes to promote institutional efficiency, communication, transparency, and ease of access to information.
    - Upgrade and enhance instructional infrastructure and support services.
    - Enhance and expand research infrastructure to support growth in research while ensuring effectiveness and efficiency.



#### 4. Colorado State University-Ft. Collins (Ft. Collins)

*Courageous Strategic Transformation (Phase 5 of 6 - leading to Plan revisions and Implementation of Strategic Plan 2022-2026)*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | Total Enrollment: 32,428 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 23,568</li> <li>● Undergraduate transfer in: 1,224</li> <li>● Graduate: 7,636</li> </ul>  |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 3%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 14%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 70%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 1%</li> <li>● Non-resident alien: 5%</li> </ul> |
| <b>Faculty</b>                  | Total Instructional Faculty: 1,943 (Fall 2021) <ul style="list-style-type: none"> <li>● Full-time: 1,398</li> <li>● Part-time: 545</li> </ul> Total number of faculty who are members of minority groups: 265 (Fall 2021) <ul style="list-style-type: none"> <li>● Full-time: 214</li> <li>● Part-time: 51</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19 - 6/30/20): 5,250 <sup>1</sup> <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 692</li> <li>2. Human Development and Family Studies, General: 289<sup>d</sup></li> <li>3. Psychology, General: 249<sup>d</sup></li> <li>4. Exercise Science and Kinesiology: 226</li> <li>5. Biology/Biomedical Sciences, General: 203</li> </ol>    |

<sup>1 d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## CSU COURAGEOUS STRATEGIC TRANSFORMATION UNIVERSITY PLANNING FRAMEWORK

### [CSU Ft Collins Strategic Plan Framework](#)

- **Prerequisites/Transformation Building Blocks**
  - **Strategic Academic Innovation**
    - 1. Create a campus-wide academic master plan.
    - 2. Close the student equity gaps.
    - 3. Collaboratively develop strategic and interdisciplinary curricular innovations.
    - 4. Foster faculty development in pursuit of excellence in teaching.
  - **Strategic Enrollment**
    - 1. Strategies and targets for program-level enrollment growth.
    - 2. Targeted student enrollment growth in strategic categories.
    - 3. A unified enrollment process.
    - 4. Comprehensive and intentional curricular innovation to meet student needs.
  - **Strategic Workforce Development, Support, and Wellness**
    - 1. Implementation of strategic, forward-thinking approach to positions, organizations, and shape of work.
    - 2. Facilities investments that support the recruitment and retention of excellent faculty and staff.
    - 3. Expansion of employee learning and professional development opportunities and positive performance incentives for employees in all areas of the university.
    - 4. Support employee mental and physical health and wellness through supportive programs, HR policies, and culture.
  - **Individual and Institutional Accountability**
    - 1. Establishing unit plans as a significant factor in evaluations.
    - 2. Articulating unit-level planning to university plans.
    - 3. Creating cycles of learning and improvement toward university success.
  - **Diversity, Equity, Inclusion, and Justice**
    - 1. Review and reform university and unit policies, practices, and systems.
    - 2. Intentional work toward inclusive culture and climate and coordinated approaches to diversity efforts across campus.
    - 3. Continued inclusive investments in the physical and virtual environment.

- **Budget and Operational Reform**
  - 1. Reform of core budget to align with strategic priorities.
  - 2. Diversification of revenue sources.
  - 3. Establishing a strategic financial aid and scholarship model.
  - 4. Reform and/or reorganization of HR systems, including hiring and promotion processes.
  - 5. Reform and/or expansion of existing OEO systems to address the changing needs of the workforce.
  
- **Principled Philanthropy**
  - 1. Cultivating a philanthropic culture focused on the impact of giving.
  - 2. Achieving annual goals of \$225M in philanthropic support for university priorities by 2025.
  - 3. Designing, planning, and implementation of CSU's next comprehensive campaign effort.
  - 4. Aligning philanthropy goals with university priorities.
  
- **Strategic Branding and Marketing**
  - 1. Conceiving and implementing a new brand structure and visual identity guidelines.
  - 2. Establishing a coordinated communications structure to ensure campus-wide adoption of new brand element.
  - 3. Leveraging brand to increase Top of Mind awareness among target constituencies.
  
- **Athletics**
  - 1. Reflecting and enhancing the Institution's efforts, particularly in the areas of diversity, equity and inclusion, strategic enrollment, strategic branding and marketing, and fundraising and development.
  - 2. Achieving academic and competitive excellence with the utmost integrity.

## 5. Colorado State University-Global Campus (Aurora)

*Advancing Opportunities - One Student at a Time*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 12,578 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 6,408</li> <li>● Undergraduate transfer in: 1,562</li> <li>● Graduate: 4,608</li> </ul>   |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 4%</li> <li>● Black or African American: 7%</li> <li>● Hispanic or Latino: 16%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 63%</li> <li>● Two or more races: 5%</li> <li>● Race/ethnicity unknown: 4%</li> <li>● Non-resident alien: 1%</li> </ul>                     |
| <b>Faculty</b>                  | <p>Total Instructional Faculty: 531 (Fall 2021)</p> <ul style="list-style-type: none"> <li>● Full-time: 36</li> <li>● Part-time: 495</li> </ul> <p>Total number of faculty who are members of minority groups: 145 (Fall 2021)</p> <ul style="list-style-type: none"> <li>● Full-time: 10</li> <li>● Part-time: 135</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 1,917<sup>2</sup></p> <ol style="list-style-type: none"> <li>1. Information Technology: 383<sup>d</sup></li> <li>2. Business Administration and Management, General: 356<sup>d</sup></li> <li>3. Accounting: 230<sup>d</sup></li> <li>4. Health/Health Care Administration/Management: 166<sup>d</sup></li> <li>5. Human Resources Management and Services, Other: 150<sup>d</sup></li> </ol> |

<sup>2d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## CSU GLOBAL CAMPUS STRATEGIC PLAN 2021-2024

### [CSU Global Campus Strategic Plan](#)

- **Strategic Pillars:**

- Innovative Experience: Provide an innovative educational experience that differentiates CSU Global in the marketplace.
  - 1.1 Strategy: Establishing the CSU Global brand to elicit confidence, community, and accomplishment.
  - 1.2 Strategy: Empowering students to seamlessly navigate their student journey.
  - 1.3 Strategy: Ensuring current, industry-relevant programs and curriculum designed for the modern student.
- Strategic Engagement: Develop stronger connections with stakeholders to improve engagement and increase visibility of CSU Global.
  - 2.1 Strategy: Fostering reciprocal relationships with business and industry partners' educational needs for degrees, professional development, and upskilling for their employees.
  - 2.2 Strategy: Engaging community and non-profit organizations as strategic partners where there is an alignment of missions.
  - 2.3 Strategy: Supporting Colorado educational initiatives that improve students' post-secondary opportunities and success.
  - 2.4 Strategy: Engaging alumni and cultivating an advancement program.
- Student Success: Drive achievement, credentialing, and return on investment for our students.
  - 3.1 Strategy: Improving student retention and persistence rates.
  - 3.2 Strategy: Closing the equity gap in retention and degree attainment.
  - 3.3 Strategy: Ensuring a return on investment for CSU Global students.
- Entrepreneurial Culture: Promote a mindset of accountability and leading change through critical questioning, promoting innovation, and supporting continuous improvement.
  - 4.1 Strategy: Ensuring the financial sustainability of CSU Global through continued growth and operational efficiencies.
  - 4.2 Strategy: Improving employee engagement and performance.
  - 4.3 Strategy: Innovating the CSU Global educational experience of the future.

## 6. Colorado State University-Pueblo (Pueblo)

*Investing in CSU-Pueblo Works Vision 2028*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | Total Enrollment: 5,925 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 3,813</li> <li>● Undergraduate transfer in: 300</li> <li>● Graduate: 1,812</li> </ul>  |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 2%</li> <li>● Black or African American: 6%</li> <li>● Hispanic or Latino: 36%</li> <li>● Native Hawaiian or other Pacific Islander: 1%</li> <li>● White: 45%</li> <li>● Two or more races: 5%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 2%</li> </ul> |
| <b>Faculty</b>                  | Total Instructional Faculty: 341 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 171</li> <li>● Part-time: 170</li> </ul><br>Total number of faculty who are members of minority groups: 68 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 36</li> <li>● Part-time: 32</li> </ul>   |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 680 <ol style="list-style-type: none"> <li>1. Registered Nursing/Registered Nurse: 111</li> <li>2. Business/Commerce, General: 81</li> <li>3. Sociology, General: 61</li> <li>4. Psychology, General: 42</li> <li>5. Exercise Science and Kinesiology: 40</li> </ol>  |

## CSU PUEBLO STRATEGIC PLAN

### [CSU-Pueblo Strategic Plan Implementation](#) & [CSU-Pueblo Strategic Plan Recommendations](#)

- **System Goals:**
  - **Ensure student satisfaction and success.** We will ensure access and affordability and make sure students receive the support they need to succeed, graduate and obtain the benefits of their post-graduate careers.
  - **Expand statewide presence.** Our outreach efforts include initiatives aimed at increasing the percentage of students enrolling in higher education and increasing the proportion of students who choose to enroll in one or more of the CSU System campuses.
  - **Create financial sustainability.** We will reinforce our contributions to Colorado in teaching, research and service, and the positive economic impact of the state’s investment in public higher education.
  - **Transform Colorado’s future.** We will provide an educated workforce to keep Colorado competitive in the global marketplace through teaching, research, and outreach.
  
- **Initiatives Map to System Goals:**
  - **Initiative 1: New Financial Aid Model.** Creates new avenues for access and affordability for the most high-need student populations in the state of Colorado. This initiative is twofold: 1) provide new opportunities for on-campus work in exchange for reduced tuition, and 2) create a new program that embeds “Prior Learning Assessment” as an access, affordability, and acceleration approach to adult learning. The multi-faceted approach allows students the opportunity to earn additional work-study monies as a way to increase access and affordability. Our goal is to establish work-based learning credits across academic units while leveraging professional opportunities that will allow students to develop a more robust work ethic, explore possible career pathways, and engage with business owners, industry partners, and local/regional employers.
  - **Initiative 2: Athletics.** Acknowledges the importance of our student-athletes and the growing need we have to successfully serve this student population that, in 2018-2019, makes up almost 15% of our current enrollment. Over the last 10 years (2007-2018), student-athletes have grown from 297 to 582. Athletics has been a critical component for attaining CSU-Pueblo’s enrollment, retention, and graduation goals. Student-athletes continually bolster these metrics through higher academic achievement than the general student body and ultimately higher graduation rates. CSU-Pueblo has strategically utilized athletics to drive enrollment through maintaining a robust offering of NCAA Division II sports and managing each of these sports at a high-performance level.
  - **Initiative 3: University Tracks Center.** In 2018, Colorado State University-Pueblo established *University Tracks Center (UTCs)* in Pueblo (one in District 60, one in District 70) in a concerted effort to establish a “college-going culture” in the community of Pueblo while offering opportunities and encouragement for high school students to enroll in a 4-year institution upon graduation. Currently, these UTCs provide guidance regarding how to navigate the process to matriculate to a 4-year institution

- specifically through assistance in general college planning, applying to 4-year universities, scholarship applications, FAFSA submission, and understanding college terminology.
  - **Recommendation 1: Open Additional University Tracks Centers and Expand Programming.** Establish additional University Tracks Centers to expand offerings to more across our region and capitalize on the momentum created by the two existing Tracks Centers. Areas proposed include additional high schools in Pueblo, Canon City, Denver and/or Colorado Springs area, and the Otero County region.
  - **Recommendation 2: Diversity & Inclusion in the University Tracks Center.** Language equity and family engagement are vital aspects in the Tracks Centers as they provide a pathway for a foundational progression of minority communities; this is specifically true for the Latinx Community. As a Hispanic Serving Institution, we need to recognize the needs of our Hispanic students. In order to increase language equity and parental involvement for Latinx students in the University Tracks Centers, we need to focus our efforts in two areas: 1) A UTC staff member who is fluent in the Spanish language should be hired. This person will not only be able to meet with families who are primarily Spanish speaking, he/she will also teach US 101 courses to Spanish-speaking families. 2) Our Tracks Center literature should be translated to Spanish, and the Tracks Center services should be advertised on local Spanish media outlets.
  - **Recommendation 3: Peer Mentorship in the University Tracks Centers.** Peer mentoring has been used in a wide variety of settings to affect development, behavior, and levels of support. Many research studies have indicated common mentoring characteristics, including effective partnerships between more experienced and less experienced learners, increased emotional and instrumental functions such as acceptance, support, coaching, advocacy, and sponsorship, nurturing social and psychological development, role modeling, and planning/goal setting. By including peer mentorship in the University Tracks Centers, we expect increased college readiness for the high school students while providing valuable educational and leadership opportunities for CSU-Pueblo students.
  - **Recommendation 4: CSU-Pueblo Scholarships for University Tracks Centers Participants.** In order to encourage engagement within the University Tracks Centers and promote matriculation to CSU-Pueblo, a UTC scholarship program will be established. While this will ultimately lead to higher enrollment at CSU-Pueblo, it will also provide opportunities to have conversations regarding financial readiness for college. A “micro-scholarship” program that rewards frequent and regular involvement with UTC programming throughout the students’ high school careers will be developed.
- **Initiative 4: New Advising Model.** CSU-Pueblo is in need of a more robust centralized advising process that can serve continuing students beyond the first year. There are numerous benefits to such a model. The student body can readily identify where advisement occurs and by whom, and a centralized office can be available from 8-5, Monday through Friday, as well as summer and holidays when faculty are not typically available. Supervision of advisor activity and assessment of student engagement in the advisement process is more easily facilitated through this approach as well. This centralized advising model will provide



students with someone that becomes "their person" throughout their academic career - someone whom they know they can go to with concerns or issues at any time, thus eliminating confusion for students and increasing customer service opportunities.

- **Recommendation 1: Engaging Faculty.** Our proposed model proposes that advisement is a shared activity and that collaboration among the faculty member and professional advisors will be augmented to ensure that the student obtains the services needed to succeed from matriculation to graduation. This new advising model does not propose to disengage faculty from the advising process but to capitalize on the student-faculty mentorship opportunities within the advising process. Faculty will be able to focus on the high-value activities regarding course elective paths, internship seeking, and ultimately career placement, rather than focusing time and effort on course registration, social issues (e.g., financial aid, housing needs, etc.), and the monitoring of completion of tasks in the student's life cycle. In order to develop a system that increases faculty availability for advising, it is proposed that on average one faculty per department be provided release time of 1 course to expand availability and accountability of advisement at the academic department level.
- **Recommendation 2: Co-Location of Student Services to Foster Success.** Centralizing the services that impact the student experience and subsequent enrollment is essential to moving CSU-Pueblo into a position to actualize Vision 2028. The goal of centralizing these offices is to ensure that students have one location to obtain enrollment-related services and know precisely where to go to obtain these services, thereby reducing confusion, increasing student satisfaction with the CSU-Pueblo experience, and increasing enrollment indices. Departments that are proposed to be co-located include Admissions, Registrar, Student Financial Services, the Center for Academic Enrichment (advising), Testing and Placement Services, Peer Mentoring, Veterans Affairs, Tutoring Coordination, and the Career Center. C
- **Recommendation 3: Testing Center.** Currently, CSU-Pueblo does not have a Testing Center and has limited availability for students to participate in CLEP, GRE, and SAT. A testing center is needed to increase the availability of these services to students. As a necessary student service, a Testing Center should be implemented as an important component to a fully functioning student services center.
- **Recommendation 4: Tutoring, Peer Mentoring, and Supplemental Academic Instruction.** Tutoring services are in disparate locations on CSU-Pueblo's campus. A result of this decentralized approach is that data collection methods and subsequent comparative analyses of the services provided in the various tutoring centers on campus have not been streamlined and have very little common protocol, marketing, and oversight. It is proposed that a Tutoring Coordination Office be developed with a single person to coordinate the various tutoring centers on campus as well as develop a robust SAI and Peer Mentoring programs.
- **Recommendation 5: Technology and Software Support.** CSU-Pueblo has implemented the utilization of Starfish software to facilitate the achievement of enrollment, retention, and graduation goals. The interactive nature of the Starfish program enables professional advisors, counselors, faculty, and student affairs personnel to intervene on behalf

of students. The adoption of this software has been successful; however, there are additional software modules and maintenance fees that must be considered to implement a long-term, fully functional student intervention protocol.

- **Initiative 5: CSU Pueblo @ Colorado Springs.** CSU-Pueblo at Colorado Springs (CSUP@COS) is an extension of CSU-Pueblo in a market that offers unique opportunities for adult learners, degree completion programs, industry, and military certificates, and other services for regional students. The focus of CSUP@COS is to deliver innovative and emerging industry-directed degrees, certificates, and micro-credentials targeting the adult learning population and fostering a pipeline of students who would better fit at the CSU-Pueblo campus.
  - **Recommendation 1: Underserved Market of Degree and Certificate Seekers in COS.** An adult learner at CSU-Pueblo has been defined in the Initiative 6 report proposal and focuses on students with prior college experience, professional skills, and military backgrounds. The location in Colorado Springs is ideal for meeting learners' needs and is positioned to develop the socioeconomic status of the area. Universities need to adapt and meet the needs of students looking to prepare for work and help those students who are working as they learn to enhance skills. The labor market is bursting with jobs that don't require a bachelor's degree, and the students are looking for smaller portions to augment their skills and ability in the workplace. Prior learning assessment (PLA) is an important tool to assess knowledge acquired and how that knowledge translates into specific college-level courses and/or micro-credentials. Adult students earning credit through PLA have higher rates of degree completion than non-PLA students. PLA helps adult learners save time and makes earning a degree more affordable and would require dedicated CSUP@COS expertise to effectively and efficiently work with students to bring the maximum amount of credit forward.
  - **Recommendation 2: Not a Typical Destination Campus, a Coworking Campus.** The current location in Colorado Springs presents opportunities for enhancements and expansion to meet the needs of adult learners in the region. Branding and exterior signage have been added; however, to increase visibility, additional efforts and resources need to be dedicated to create stronger street and highway signage to direct people to the CSU-Pueblo campus in Colorado Springs. The Tower Building has open leasable space on the main level adjacent to current administrative office, 9th floor, and lower level. The advantage of gaining the main level space would be to expand on-site services that are only currently available at the Pueblo campus or that have limited availability in Colorado Springs. Main floor space would be able to accommodate admission and enrollment services, student financial services for billing and payment, advising/case management, and student support services in a one-stop-shop approach (Herget, 2018). Generalists trained in these key service positions can expand opportunities for access and increase student satisfaction by reducing delays in resolving issues, which is especially critical with our military.
  - **Recommendation 3: Processes, Shared Governance, and University Systems.** At present, there are university core processes and procedures that need to be readjusted to support growth and access in Colorado Springs. Pueblo

leadership must set a new expectation for faculty and the role they shall play in the success of CSUP@COS. Faculty with the need to strategically build semester schedules in advance with COS to maximum enrollment numbers per section, which can be accomplished through synchronous video conferencing. This will also need to include a formalized training process for faculty teaching in virtual spaces. A shared governance structure will be needed for the development and assessment of micro-degree/credential programs.

- **Recommendation 4: Collaboration Opportunities.** A necessary and critical step for CSUP@COS to succeed is in the development of innovative partnerships between education and industry to build an integrated educational and experiential pathway to “new-collar” careers. Many of these careers demand high levels of technical training, along with an efficient transfer to a bachelor’s program for the development of generalized soft organizational skills while building experience through partnering with the industry. To make this a priority, there will need to be a dedicated Industry Research Analyst/Outreach Specialist to consistently work with industry partners to identify emerging needs, as well as a dedicated Curriculum Developer to craft new programs. This will also open pathways to develop and deliver on-site programs with growing corporations in the El Paso County and south Denver markets.
- **Initiative 6: Adult Learning.** CSU-Pueblo must develop academic programming with the adult learner at the forefront of their model. It is our responsibility as a regional comprehensive that we provide an avenue for economic prosperity, and it is the adult students we are needing to reach, and while it is important and necessary to develop our current degree programs at alternative times and through different modalities, to reach the adult market. It is also important that we adapt the academic offerings into smaller, more quickly attainable pieces so that the adult learner has a return on their investment, specifically related to employment and economic stability. We are defining adult learners as individuals over 25 with either work or college experience, particularly focusing our efforts on the military population (active duty, spouses, and dependents), women, and underrepresented populations, with some college or work experience.
  - **Recommendation 1: Adult Learner Market is Growing.** CSU-Pueblo needs to grow the adult learning academic opportunities to attract adult learners. The Education Commission of the States’ (2017) recommendations for accommodating this growing, career-motivated demographic in higher education include providing options to award credit toward certification for prior learning assessment and to enhance the credentialing of competency-based education. Students do not automatically have to take what they see as “unnecessary courses” or wait several years to complete a degree before obtaining the enhancement to their employment potential they seek. “Alternative certificates” are otherwise known as “micro-credentials” and include such options as certificates, certifications, nanodegrees, and micro master’s programs.
  - **Recommendation 2: Digital Badging Customizing Adult Learner Profiles.** Students can earn badges in numerous ways. Completion of a course, either online or co-present, is one way, but so is successfully passing a test or confirming

experiential learning. In short, badges allow for the validation of mastery of skills rather than how or where the student obtained those skills. As such, they have a particular and immediate value for adult learners seeking employment-enhancing credentials. This is also known in academia as “Prior Learning Assessment.” CSU-Pueblo needs to develop a method for validating an adult learner’s prior experience, in cases of work or education to expedite time to degree or micro-credential.

- **Recommendation 3: Certificates on Transcripts.** Micro credentialing, as a concept and a reality, is in process at CSU-Pueblo because we introduced a new policy effective in fall 2019 that required the Registrar to transcribe certificates on the transcript. These exist at the undergraduate and graduate level. The development of this process is underway and will provide the already approved 10 academic certificates to be formally transcribed. Since the process for was already in place, departments were able to create new certificates that will be available beginning in fall 2019. The first and most important step to this process is in its infancy: Colorado State University-Pueblo’s Financial Aid is in the process of working to become a “Gainful Employment” university, which will allow students access to federal aid for micro-credentials, which could lead to more gainful employment.
- **Recommendation 4: Community and Regional Industry Partnerships.** CSU-Pueblo Extended Studies has begun to work on creating new “learning spaces” in order to fill a knowledge gap. The adult learning initiative in Extended Studies found much of its grounding from meetings with the CSUP Advisory Board that Extended Studies (ES) has created. This board contains individuals from throughout CSUP, the Pueblo Police Department, Sheriff’s Office, multiple subsets of the Department of Corrections, Parkview Hospital, Pueblo Fire Department, CoreCivic, Pueblo Department of Public Health and the Environment, and Health Solutions. ES has offered three Spanish classes for campus and the community.
- **Recommendation 5: Prior Learning Assessment (PLA) and Credential Design.** One key aspect of PLA is validating a student’s knowledge or work experience through a variety of options that lead to documented evidence towards an academic goal. Currently, CSU-Pueblo has a robust and validated transfer policy through our statewide articulation agreements and defined testing out procedures in the catalog, which includes CLEP, International Baccalaureate, and Accelerated Placement tests. The scores of these tests directly correlate to transcribed credits that allow for swifter degree completion. Another avenue to explore further is to validate community trainings and have departments validate that curriculum. Expanding Adult Learning at CSU-Pueblo will take additional resources to embed sustainable academic growth that will have a positive economic impact on our region. First and foremost, we need to dedicate an office on our campus to directing efforts to adult learning, specifically by hiring individuals with a vested interest in the success of the adult learner. Specifically, we need someone working with departments to build a robust PLA platform that clearly articulates the importance of validating work experience and translating that to academic credit. This may include a fully operational Testing Center where students can also “test out” of courses by proving they know the needed content and do not need to take the course.

- **Recommendation 6: Coworking Spaces for Adult Learners.** Developing spaces on campus for adult learners will be crucial. Developing these spaces for students to learn, experiment, and socialize meet the specific needs researched in adult learning theories and reflect the growing trend of coworking in higher education. Simulations, alignment to workplace realities, and hands-on activities contribute to deep and meaningful learning outcomes. The spaces alone will not be enough to attract and retain students; therefore, CSU-Pueblo must develop courses, services, and ties to other organizations while acknowledging the synergy and interdisciplinary potential through the mix of offerings. Coworking space for adult learners would require a Coworking Site Manager to oversee the space events, activities, and layouts. Additionally, spaces can be leased and/or utilized by external organizations for finite amounts of time, which not only brings returns on the space but creates unique learning potential for students who have the opportunity to interact with those partners. More specifically, organizational partnerships can be fostered to use the space for training and certification of current employees in the spaces.
  - **Recommendation 7: Badging Platform and Coworking Space Justification.** Human resources are critical to enhancing the adult learning initiative at CSU-Pueblo and must be complemented by investments into a digital badging platform and physical spaces on the CSU-Pueblo campus. The current Learning Management System (LMS) on campus is Blackboard, and the annual licensing, infrastructure, and human resources equate to about \$65k annually. While this expense is relatively low, we anticipate scaling to a SaaS option and eventually investigating how to align with a system-wide LMS choice. We anticipate future investments of over \$100k/annually in LMS in the coming years. Scaling the capabilities of the LMS must be addressed alongside contracting with a credible badging provider. Badges would need deep integration into the LMS, learning objectives and integrated into the pedagogy strategy at CSU-Pueblo. Badges are becoming the digital currency in which job seekers can provide tangible and relevant data about their current skills and specialization. It is a customization of the modern learner. We aim to best align skills by building direct paths that correlate to work.
  - **Recommendation 8: Extended Hours for Student Services.** One of the key pieces of growing the adult learning market is providing services and space that are available to them on their unique schedules. This will require flex / alternate scheduling of offices and services, including Financial Aid, Admissions, and Academics itself. They will need access to the Counseling Center, tutoring services, and child care services after 5 pm. This may require a few more staff members, or maybe it requires CSU-Pueblo to adjust existing staff to meet students after hours. We cannot operate only from 8-5 because the adult learner needs evenings, weekends, hybrid and online offerings in micro-credentialing or degrees.
- **Initiative 7: General Education and Capstone Redesign.** Undergraduate students at Colorado State University-Pueblo deserve an engaged general education program that prepares our students to understand and manage complexity, diversity, and change. An engaged general education touches on nearly every component of the Vision statements, beginning with Our Value of

dedication to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations<sup>14</sup> and Our Mission that CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

- **Recommendation 1:** The development of a new curriculum based on our belief in Transforming Learning, where CSU Pueblo creates new opportunities by reimagining academic experiences.
- **Recommendation 2:** A new governance structure that involves coordinated programs aligned to Our Vision, a dedicated staff, and clear processes, assessments, and expectations to create consistency, visibility, transparency, and equity.
- **Recommendation 3:** Create a capstone experience and integrate undergraduate research into our curriculum for all students to develop and empower our students, engage place, cultivate entrepreneurship, build knowledge, and impact society.
- **Recommendation 4:** Provide Open Educational Resources (OER) for our students in GenEd to improve student outcomes and reduce costs.

## 7. Fort Lewis College (Durango)

### *Students at the Center*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | Total Enrollment: 3,469 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 3,044</li> <li>● Undergraduate transfer in: 315</li> <li>● Graduate: 110</li> </ul>  |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 33%</li> <li>● Asian: 0%</li> <li>● Black or African American: 1%</li> <li>● Hispanic or Latino: 13%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 40%</li> <li>● Two or more races: 10%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | Total Instructional Faculty: 263 (Fall 2021) <ul style="list-style-type: none"> <li>● Full-time: 200</li> <li>● Part-time: 63</li> </ul><br>Total number of faculty who are members of minority groups: 34 Fall 2021) <ul style="list-style-type: none"> <li>● Full-time: 28</li> <li>● Part-time: 6</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 594 <ol style="list-style-type: none"> <li>1. Business/Commerce, General: 65</li> <li>2. Psychology, General: 49</li> <li>3. Exercise Science and Kinesiology: 46</li> <li>4. Biology/Biological Sciences, General: 37</li> <li>5. Environmental Studies: 33</li> <li>6. Fine/Studio Arts, General: 33</li> </ol>   |

## FORT LEWIS COLLEGE STRATEGIC PLAN

### [Fort Lewis Strategic Plan](#)

- **Strategic areas of emphasis**
  - **1. Students at the Center**
    - Objective 1: Use high-impact curricular and co-curricular practices to improve student success and retention.
    - Objective 2: Serve our students through innovative and best recruitment, communication, and admission practices.
  - **2. Knowledge as Action**
    - Objective 1: Support students' abilities to deeply engage with the most critical scientific and social issues of the future by investing in and leveraging FLC's academic strengths. Do so in concert with holistic practice to develop the whole student and foster effective communication skills that flow from FLC's roots in the liberal arts.
    - Objective 2: Improve the quality and relevance of FLC academic offerings by deepening connections to post-graduate and professional programs and labor market needs.
  - **3. Community and Regional Partnerships**
    - Objective 1: Expand and leverage resources that enhance the College's impact in the community through economic and workforce development.
    - Objective 2: Create new pathways and partnerships for educational enrichment and/or employment that meet market needs in the Four Corners region.
    - Objective 3: Better connect faculty and staff expertise to community needs to foster regional economic and community development.
  - **4. Systems to Facilitate Success**
    - Objective 1: Evaluate, assess, and improve upon current practices and new initiatives as outlined in this strategic plan.
    - Objective 2: Facilitate and improve communication across campus and throughout the community.
    - Objective 3: Develop, support, and reward faculty and staff through improving our Human Resources function.



## 8. Metropolitan State University in Denver (Denver)

*Reimagine possible*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 19,086 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 15,852</li> <li>● Undergraduate transfer in: 2,136</li> <li>● Graduate: 1,098</li> </ul>  |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 4%</li> <li>● Black or African American: 7%</li> <li>● Hispanic or Latino: 32%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 49%</li> <li>● Two or more races: 5%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Instructional Faculty: 1,169 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 558</li> <li>● Part-time: 611</li> </ul> <p>Total number of faculty who are members of minority groups: 245 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 133</li> <li>● Part-time: 112</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 3,091<sup>3</sup></p> <ol style="list-style-type: none"> <li>1. Biology/Biological Sciences, General: 188</li> <li>2. Research and Experimental Psychology, Other: 177</li> <li>3. Multi-/Interdisciplinary Studies, Other: 162</li> <li>4. Business Administration and Management, General: 155</li> <li>5. Accounting: 143<sup>d</sup></li> </ol>                       |

<sup>3d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## MSU DENVER 2030 STRATEGIC PLAN

### [MSU Denver Strategic Plan](#)

- **Pillar I: Student Access, Service and Achievement**
  - Goal 1: Attract, prepare, and graduate students equipped to succeed in the 21st century.
  - Goal 2: Be Colorado's solution to closing the educational attainment gap.
  - Goal 3: Provide an ideal transfer experience for students.
  
- **Pillar II: Student-centered academic excellence**
  - Goal 1: Produce rigorous and enriching learning experiences tailored to meet students where they are.
  - Goal 2: Build upon our distinct academic experience while providing the Roadrunner Difference.
  
- **Pillar III: Civic and Economic Catalyst**
  - Goal 1: Be the indispensable and agile provider of talent and skill that drives Colorado's economy.
  - Goal 2: Be the convener for problem-solving and forecasting community needs through civic discourse.
  - Goal 3: Enrich the greater Denver community through lifelong learning and engagement.
  
- **Pillar IV: Diversity, Equity, and Inclusion**
  - Goal 1: Cultivate and sustain a culture of inclusive and intersectional teaching, learning, and practice.
  - Goal 2: Be an agent of healing by helping to convene and celebrate Denver's diverse communities.
  - Goal 3: Be a model Hispanic-Serving Institution (HSI) for higher education.
  
- **Pillar V: Organizational Agility and Sustainability**
  - Goal 1: Be Colorado's most desired place of employment.
  - Goal 2: Diversify and grow the University's revenue streams for long-term sustainability.
  - Goal 3: Champion the reinvestment and development of the Auraria Campus.

## 9. University of Colorado Boulder (Boulder)

*Serving Colorado Engaged in the World*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 37,437 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 28,872</li> <li>● Undergraduate transfer in: 1,435</li> <li>● Graduate: 7,130</li> </ul>  |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 6%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 13%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 68%</li> <li>● Two or more races: 6%</li> <li>● Race/ethnicity unknown: 1%</li> <li>● Non-resident alien: 4%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Faculty: 2,333 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 1,713</li> <li>● Part-time: 620</li> </ul> <p>Total number of faculty who are members of minority groups: 404 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 317</li> <li>● Part-time: 87</li> </ul>   |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor’s Degrees Conferred (7/1/19-6/30/20): 6,860</p> <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 1,080</li> <li>2. Psychology, General: 445</li> <li>3. Computer Science: 420</li> <li>4. Communication: 368</li> <li>5. Physiology, General: 343</li> </ol>  |

## FLAGSHIP 2030 STRATEGIC PLAN

### [CU Boulder Strategic Plan](#)

#### A. The Core Initiatives

1. **Enhancing Education and Scholarship.** We plan to grow our faculty and rethink our undergraduate education model.
2. **Fostering Research Excellence.** We will increase investments in research and creative work by 5 percent each year. We also will provide targeted investments in high-performance computing facilities, facilities that promote interdisciplinary discovery across the university, and facilities for cutting-edge research enterprises, such as nanotechnology and biomedical advances.
3. **Enhancing Graduate Education.** We will increase the number of graduate students to 20 percent of the total student population.
4. **Ensuring Access.** We will enhance student financial support by doubling both merit and need-based financial aid within the next five years; we will initiate a statewide dialogue on how Colorado can expand access to higher education.
5. **Supporting The Mission.** We will increase the number of talented and creative staff members to provide the necessary support for achieving the university's educational and research missions.
6. **Investing In The Tools For Success.** We will increase investments in new technologies, campus facilities, and library collections to support outstanding education and scholarship.
7. **Learning For A Diverse World.** We will develop, implement, and assess university strategies to improve the diversity of faculty, students, and staff, as well as to foster a supportive, more inclusive community for all.
8. **Serving Colorado, The Community, And Our Graduates.** We will create a coordinated, targeted, and expanded outreach program that strengthens connections between the university and Colorado communities. Also, we will expand lifelong learning opportunities as an extension of a CU-Boulder degree.

#### B. The Flagship Initiatives

1. **Residential Colleges.** We will offer a multi-year residential academic experience for every entering student.
2. **Customized Learning.** We will establish the Colorado Undergraduate Academy as a new education model featuring mentored, self-directed, and customized learning tracks.
3. **Experiential Learning.** We will incorporate experiential learning opportunities more broadly into every student's education.
4. **Colorado's Research Diamond.** We will initiate a "research diamond" enterprise in collaboration with other Regional universities, businesses, government, and federal laboratories, helping to advance the university's research mission as well as the state's economic future.
5. **Transcending Traditional Academic Boundaries.** We will build high-level advocacy and incentives for

promoting interdisciplinary teaching, learning, research, creative work, and scholarship.

6. **Building A Global Crossroads.** We will bring the world to CU and CU to the world - through a new center for global studies and an expansion of student and faculty exchanges around the world.
7. **Creating University Villages.** We will develop a new concept for the build-out of university properties, emphasizing an education-related, mixed-use approach.
8. **Alternative Degree Tracks.** We will provide a range of options for earning CU-Boulder degrees, with greater emphasis on the master's degree as the primary degree track within 10 years.
9. **Year-Round Learning.** We will examine the creation of a year-round campus with an academic calendar of three semesters.
10. **Making Enterprise Work.** We will seek greater operating flexibility and expanded resources for meeting CU-Boulder's role and mission.

## 10. University of Colorado Colorado Springs (Colorado Springs)

*Success 2030 Fueling the Future*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 12,380 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 8,920</li> <li>● Undergraduate transfer in: 1,368</li> <li>● Graduate: 2,092</li> </ul>   |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 4%</li> <li>● Black or African American: 4%</li> <li>● Hispanic or Latino: 20%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 62%</li> <li>● Two or more races: 8%</li> <li>● Race/ethnicity unknown: 1%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Faculty: 804 (Fall 2021)</p> <ul style="list-style-type: none"> <li>● Full-time: 469</li> <li>● Part-time: 335</li> </ul> <p>Total number of faculty who are members of minority groups: 148 (Fall 2021)</p> <ul style="list-style-type: none"> <li>● Full-time: 92</li> <li>● Part-time: 56</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor’s Degrees Conferred (7/1/19-6/30/20): 2,007<sup>4</sup></p> <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 362<sup>d</sup></li> <li>2. Registered Nursing/Registered Nurse: 196<sup>d</sup></li> <li>3. Communication, General: 167<sup>d</sup></li> <li>4. Psychology, General: 152</li> <li>5. Biology/Biological Sciences, General: 139</li> </ol>               |

<sup>4d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## UCCS STRATEGIC PLAN 2030

### [UCCS Strategic Plan](#)

- **Strategy 1. Foster a Community of Learning, Engagement, and Inclusive Belonging**
  - 1. Advance a culture of innovative, inclusive, and relevant pedagogy.
  - 2. Cultivate a culture of inclusive excellence.
  - 3. Cultivate global perspective, engagement, and professional preparation.
  - 4. Strengthen a culture of wellbeing for students, staff, and faculty
- **Strategy 2. Enhance Enrollment, Retention and Graduation Efforts to Drive Long-Term Stability**
  - 1. Integrate our student service systems.
  - 2. Strengthen online program offerings.
  - 3. Recruit non-resident and international students.
- **Strategy 3. Promote Research and Creative Excellence**
  - 1. Increase the number of research-active faculty.
  - 2. Support student research and creative work.
  - 3. Invest in research staff support and research infrastructure.
- **Strategy 4. Strengthen our Financial Position**
  - 1. Implement an incentive-based budget model.
  - 2. Cultivate diversified streams of revenue.
  - 3. Improve student affordability and access.
- **Strategy 5. Invest Deliberately in our People, Processes, and Infrastructure**
  - 1. Implement a comprehensive HR operational plan.
  - 2. Put a facility's operational plan into practice.
  - 3. Put an information technology operational plan into practice.
  - 4. Implement a continuous process improvement initiative of university processes.
  - 5. Integrated plans and processes for cross-functional alignment.
- **Strategy 6. Support Distinctive Program, Both Existing and New**
  - 1. Develop framework to identify and grow nationally competitive programs.
  - 2. Provide education for an evolving economy.
  - 3. Increase visibility for programs of distinction.
- **Strategy 7. Pursue Mutually Beneficial Partnerships and Outreach**
  - 1. Increase donor base.
  - 2. Invest in innovative partnerships.
  - 3. Become the first choice for partnerships in our region.
  - 4. Create a culture of service.

## 11. University of Colorado Denver (Denver)

*Make education work for all*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 24,723 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 13,395</li> <li>● Undergraduate transfer in: 1,599</li> <li>● Graduate: 9,729</li> </ul>  |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 9%</li> <li>● Black or African American: 5%</li> <li>● Hispanic or Latino: 24%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 47%</li> <li>● Two or more races: 6%</li> <li>● Race/ethnicity unknown: 1%</li> <li>● Non-resident alien: 7%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Faculty: 5,432 (Fall 2019)</p> <ul style="list-style-type: none"> <li>● Full-time: 4,495</li> <li>● Part-time: 937</li> </ul> <p>Total number of faculty who are members of minority groups: 754 (Fall 2019)</p> <ul style="list-style-type: none"> <li>● Full-time: 637</li> <li>● Part-time: 117</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor's Degrees Conferred (71/19-6/30/20): 2,709<sup>5</sup></p> <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 459</li> <li>2. Registered Nursing/Registered Nurse: 300<sup>d</sup></li> <li>3. Biology/Biological Sciences, General: 215</li> <li>4. Psychology, General: 152</li> <li>5. Econometrics and Quantitative Economics: 138</li> </ol>                       |

<sup>5</sup> d identifies programs and award levels that are offered as a distance education program. For program category totals, d is shown if one or more programs in the category are offered as a distance education program.



## CU DENVER 2030 STRATEGIC PLAN

### [CU Denver Strategic Plan](#)

- **Goal One: Equity-Serving Institution - Become the nation's first equity-serving institution**
  - Intentionally and courageously build a culture of shared responsibility for advancing equity, diversity, and inclusion so that students, faculty, and staff thrive.
  - Acknowledge the history of our location and honor the positive contributions of the people who came before us.
  - Leverage our role as a Hispanic-and Asian American Native American and Pacific Islander-serving Institution to secure resources that build institutional capacity for learner success, research, and scholarship.
  - Develop and continuously improve our systems, placing a focus on building authentic relationships, community, and compassionate support.
  
- **Goal Two: University for Life - Become known as a university for life**
  - Guarantee all CU Denver learners real-life experiential learning opportunities, including internships, research and service projects, and study abroad.
  - Provide relevant courses and a culturally responsive core curriculum that meets the needs of the learner, employers, and society.
  - Deliver education flexibility and equitably, bringing together innovative approaches to stackability, technology, inclusive pedagogy, and modality as hallmarks of a CU Denver education.
  - Welcome learners with prior learning credits and experiences and make transfer seamless from the perspective of the student, providing more relevant and affordable pathways to degrees and careers.
  
- **Goal Three: Research Grant Challenges - Become internationally known for our research and creative work**
  - Launch a campus-and community-wide process to identify challenges we plan to address, taking into account societal needs, our strengths, and our expertise.
  - Build the ecosystem-human, physical, digital, and financial-needed to facilitate and grow a contemporary interdisciplinary research and creative work enterprise that focuses and amplifies our impact.
  - Create new, agile organizational structures that facilitate high-performance, interdisciplinary teams and uniquely integrate arts, humanities, and creative activities as part of our research approach.
  - Elevate and incentivize research, align support of graduate students with our research agenda, and create conditions for all our scholars to do their best work and reach their full potential.
  - Partner with CU Anschutz to advance data analytics and science across our research and education.

- **Goal Four: Open Innovation District - Serve as the anchor institution for an open innovation district in downtown Denver**
  - Distinguish CU Denver and strengthen our identity in downtown Denver, in part through sustainable urban design and placemaking.
  - Employ new, effective partnership strategies and creatively leverage our location to build sustainable physical spaces that foster open innovation.
  - Strengthen our ties in the community by inviting a range of contributors to advance collective goals.
  - Transform the standard public-private partnerships (PPP, or P3) model for collaboration by introducing a fourth P, people, to include our neighbors and diversify innovation communities.
  - Embody a culture of open innovation across the university, encouraging collaboration, invention, creativity, and growth in all that we do.
  
- **Goal Five: Best Place to Work - Be known as a people-centered best place to work**
  - Create an organization-wide culture change program to ensure we honor the humanity, talent, and hard work of our people - making work meaningful, impactful, and fun.
  - Develop an inclusive excellence framework where employees at all levels experience a sense of belonging and reflect the diversity in all its forms of our community of learners.
  - Empower personal and professional growth by building opportunities for leadership development, setting clear pathways for advancement, and encouraging employees to fully embrace the rich learning, cultural, and natural environment of our campus and city.
  - Set and reinforce expectations that our leaders provide transparency and context, recognizing that each of us shares responsibility for CU Denver's future and we are on the same team.
  - Simplify processes, clarify structures, and create spaces that enable risk-taking and spark creative thinking so that we can work smarter, enabling greater collaboration across units.

## 12. University of Northern Colorado (Greeley)

*Rowing, Not Drifting 2030*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 11,460 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 7,893</li> <li>● Undergraduate transfer in: 601</li> <li>● Graduate: 2,966</li> </ul>   |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 2%</li> <li>● Black or African American: 4%</li> <li>● Hispanic or Latino: 23%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 64%</li> <li>● Two or more races: 5%</li> <li>● Race/ethnicity unknown: 1%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Faculty: 686 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 441</li> <li>● Part-time: 245</li> </ul> <p>Total number of faculty who are members of minority groups: 87 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 52</li> <li>● Part-time: 35</li> </ul>   |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor’s Degrees Conferred (7/1/19-6/30/20): 2,071<sup>6</sup></p> <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 198</li> <li>2. Registered Nursing/Registered Nurse: 193<sup>d</sup></li> <li>3. Psychology, General: 186<sup>d</sup></li> <li>4. Elementary Education and Teaching: 154</li> <li>5. Exercise Science and Kinesiology: 115</li> </ol>                    |

<sup>6</sup> d identifies programs and award levels that are offered as a distance education program. For program category totals, d is shown if one or more programs in the category are offered as a distance education program.

## UNC STRATEGIC PLAN PHASE 1 (COMPRISED OF FIVE TWO-YEAR PHASES)

### [UNC Strategic Plan](#)

- **Key Action 1. Develop and implement a plan to ensure UNC is a student-ready university at all academic levels.**
  - Tactics:
    - Establish baseline data sources and needs related to the success and engagement of undergraduate and graduate students at UNC.
    - Analyze data to determine specific student engagement and academic success outcomes.
    - Share data with the university community in order to develop **Students First** actions plans at the academic department level.
    - Develop strategies for soliciting input from undergraduate and graduate students - including but not limited to surveys, student focus groups, regular engagement with student organizations - concerning policies and practices that support a **Students First** university.
  
- **Key Action 2. Complete the discovery phase of the Hispanic-Serving Institution (HSI) 2025 plan.**
  - Tactics:
    - Facilitate exploratory conversations with UNC’s diverse stakeholders to gain insight and perspective to inform the HSI 2025 plan.
    - Develop goals and create implementation and assessment strategies that integrate the HSI 2025 plan across the university’s operations.
    - Raise awareness through internal and external engagement efforts by showcasing how the HSI designation will enhance the learning outcomes and experiences for everyone at the institution - these efforts will place UNC on the path to becoming the first research university in Colorado to obtain HSI status.
  
- **Key Action 3. Create systems of accountability, effectiveness, and collaboration to prioritize diversity, equity, and inclusion across the university.**
  - Tactics:
    - Require that all search committees complete training on equitable hiring practices, including ways to improve the diversity of hiring pools.
    - Establish practices that regularly show the demographics of new and current employees and document the hiring and retention efforts followed by the university.
    - Publish a formal statement on respectful behavior to lay the foundation to establish a culture of trust, support, respect, and inclusivity.

- Develop metrics, measures, processes, and standards of conduct embedded in personnel evaluation for all faculty, staff, and administrators.
  - Implement the diversity, equity, and inclusion measurements and processes that were developed as a result of the new systems of accountability.
- **Key Action 4. Establish an infrastructure and set a foundation for a supportive culture of career-long professional development for faculty and staff.**
    - Tactics:
      - Develop a catalog of professional development opportunities for classified and exempt staff that will be maintained by the Office of Human Resources
      - Work with established faculty and staff governance groups to develop strategies that support faculty and staff in their careers.
      - Establish a faculty advisory board to create a clearinghouse of all professional development currently offered on topics of instructional best practices, equitable teaching practices, engaged learning best practices, and online instruction best practices.
- **Key Action 5. Enhance and refine career readiness in the curriculum for all disciplines.**
    - Tactics:
      - Highlight how a liberal arts curriculum helps students develop leadership and career skills that employers have identified as the keys to success - the university will communicate these attributes to students during the recruitment process and throughout their academic journey at the university.
      - Map existing career-readiness initiatives and explore processes and best practices to ensure students can demonstrate their curricular and co-curricular learning outcomes.
      - Engage in conversations about career readiness and curriculum across all academic units.
      - Identify employment and career trends by engaging alumni and business representatives through a newly formed Academic Affairs Advisory Board.

### 13. Western Colorado University (Gunnison)

*Dedicated to education, enriched by our community*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | Total Enrollment: 3,203 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 2,644</li> <li>● Undergraduate transfer in: 105</li> <li>● Graduate: 454</li> </ul>   |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 2%</li> <li>● Black or African American: 5%</li> <li>● Hispanic or Latino: 19%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 56%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 12%</li> <li>● Non-resident alien: 0%</li> </ul> |
| <b>Faculty</b>                  | Total Faculty: 178 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 131</li> <li>● Part-time: 47</li> </ul> Total number of faculty who are members of minority groups: 9 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 6</li> <li>● Part-time: 3</li> </ul>   |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 413 <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 69</li> <li>2. Biology/Biological Sciences, General: 50</li> <li>3. Psychology, General: 42</li> <li>4. Exercise Science and Kinesiology = 38</li> <li>5. Environmental Studies: 31</li> </ol>  |

## WESTERN COLORADO UNIVERSITY STRATEGIC PLAN 2018-2023

### [WCU Strategic Plan](#)

- **Goal 1: Strategic Marketing and Enrollment Plan**
  - **Initiative 1.1. Commitment to increasing Enrollment:** Continued development of integrated institutional capacity and capabilities in admissions, recruitment, financial aid, marketing communications, career services, and alumni relations.
  - **Initiative 1.2. Emphasis on Building Integrated Enrollment Strategies:** Partner with graduate studies, athletics, and concurrent enrollment programs to broaden marketing and enrollment capabilities, create synergies, and leverage opportunities further to grow enrollment.
  - **Initiative 1.3. Cultivating a Culture of Community:** Improve engagement for campus and the Gunnison Valley community to help build a stronger brand that can attract a wider range of prospective students and engage a broader set of career success and development partners.
  
- **Goal 2: Student Academic Success**
  - **Initiative 2.1. A Distinctive and Innovative Curriculum for Western Students:** Western will pursue innovation in its liberal arts and professional curriculum, adding technical skills and civic education to be responsive to changing market demands, to grow the campus, to take advantage of location and community resources to provide personalized learning, and further to develop experiential learning opportunities for students.
  - **Initiative 2.2. Maximizing Student Academic Success, Higher Learning Commission (HLC) Quality Initiative:** Western will implement new or enhance existing, high-impact educational practices to assist students in meeting their potential and to ensure timely graduation from Western.
  - **Initiative 2.3. Graduate Education:** Western will continue to develop graduate programs while integrating graduate programming into the institution's culture of teaching and learning and will develop a robust assessment system to measure outcomes.
  - **Initiative 2.4. An Outstanding Faculty and Staff:** An excellent education is only possible with an outstanding faculty and staff. To enhance the quality of the faculty and staff, Western will increase resources to make progress on faculty and staff compensation goals, for professional development, and to adopt best practices toward achieving a diverse and inclusive faculty and staff. Each academic discipline will work with the Vice President of Academic Affairs to define and co-create a roadmap demonstrating how it pursues excellence in a Western education and articulates its goals and vision for distinction, growth, and participation in the campus capital campaign.
  - **Initiative 2.5. Become a Campus of Inclusive Excellence by 2020:** The American Association of Colleges and Universities (AAC&U) posits that Inclusive Excellence consists of student intellectual and social development; purposeful development and utilization of resources to enhance student learning; attention to cultural differences of learners; and a welcoming community that engages all of its diversity in the service of student and learning.

- **Goal 3: Student Experience**

- **Initiative 3.1. Student Health and Wellness:** Western will implement national best practices in student health and wellness by providing resources and programming supporting this initiative. Sub-initiatives within this area will be developed with clearly defined goals and learning outcomes that will be assessed and evaluated in support of the student experience.
- **Initiative 3.2. Campus Safety and Emergency Management:** Western will implement and enhance high impact safety and Emergency Management (EM) practices that will reflect its ongoing commitment to providing a safe, secure and responsive campus environment utilizing national and state recognized systems and protocols, which will be developed with clearly defined goals and learning outcomes that will be assessed and evaluated in support of the student experience.
- **Initiative 3.3. Student Engagement:** Student engagement improves the quality of the academic, personal and social experience for students, helps increase student retention, and contributes to strengthening the relationship between Western and our students. Western will pursue innovative experiential learning opportunities in our local, regional, national, and international communities.
- **Initiative 3.4. Diversity, Equity, Inclusiveness, and Internationalization (DEII):** Develop a data-based comprehensive baseline understanding of current DEII-relevant aspects of university operations. Western will gather data to assess the most critical areas of DEII opportunity at Western. This evidence-based approach aims to streamline Western's DEII efforts as a university across operations.

- **Goal 4: Fiscal Sustainability**

- **Initiative 4.1. Fundraising:** Western will develop and implement a capital campaign that supports its Mission and Board Values and incorporates campus-wide priorities, including seeking funding to reduce the debt burden and thereby reduce student fees.
- **Initiative 4.2. Fiscal Responsibility/Quality/Operational Contraction:** Western will implement an education campaign for the campus and community about the value of services being provided and implement a framework for budget reductions if necessary.
- **Initiative 4.3. Growth and Program Development:** Western will empower campus and valley residents by providing the tools needed to recruit and retain students to Western through developing key relationships, including the Gunnison Promise Program, incentives for recruitment, and a Facilities Master Plan.
- **Initiative 4.4. Embrace of Sustainability to Ensure and Effective ROI for Western's Resources:** Through the triple bottom line lens, Western will engage in on-site renewable energy generation, continued energy efficiency projects, and increased aversion and diversion of waste through environmentally preferable purchasing and zero waste principles.



- **Goal 5: Community Relations**

- **Initiative 5.1. Becoming a University Town:** Develop a positive perception of Gunnison for potential students and meaningfully connect the campus and community to help recruit and retain students, faculty, and staff.
- **Initiative 5.2. Commitment to Mutually Beneficial Economic Development:** Develop the relationship between the University and the Gunnison community to work together for the mutual economic goal of attracting, enhancing, and creating five (5) \$10 million (+) a year companies in the Gunnison Valley through the ICELab, increased through internship and other experiential learning opportunities, and supporting partnerships between academic programs and local businesses and institutions.
- **Initiative 5.3. Investment in Community:** Coordinate, collaborate, and share resources, as appropriate, on mutually beneficial capital and special projects between the campus and community, including emergency services, sustainability initiatives, and affordable housing.
- **Initiative 5.4. Partnering for Community-wide Sustainability:** The Sustainability Action Committee, in collaboration with the City, County, and other key stakeholders, will create a 15-year Sustainability Strategic Plan, which will serve to guide the Gunnison's Valley and the University's sustainability efforts and can be referenced in the next strategic planning process.

## Colorado Community College System

---

### Colorado Community College System (CCCS)

#### **BOLD SOLUTIONS THE 2015-2025 GOALS**

*Colleges of Right Choice*

[CCCS Strategic Plan](#)

- **Transform The Student Experience:** Community colleges focus on students and their success. Excellent teaching, learning, thinking, experiencing, and succeeding are keys to the future. CCCS students learn the most up-to-date professional skills and know-how from outstanding faculty who are accomplished professionals with real-world experience in their fields. Community colleges focus on the whole student experience, inside and beyond the classroom.
  - **Key Strategies:**
    - Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity and innovation.
    - Implement and scale-up proven student-support mechanisms that partner with students to confront and overcome educational barriers.
    - Create an innovation fund to foster student success through the utilization of best practices, such as technology-enhanced, immersive simulation and predictive analytics.
  
- **Transform Our Own Workforce Experience:** When students succeed, community college faculty and staff succeed. Community colleges must have talented, dedicated individuals who are well-prepared in their fields, come from diverse backgrounds and understand their students' diverse backgrounds and needs, and are continually keeping up with the latest technology, techniques, and innovations.

Community college students learn from the role models they meet every day in their colleges. One of our top priorities is to create the right work environment that attracts, energizes, engages, and excites the finest faculty and staff.

- **Key Strategies:**
  - Develop a workforce that reflects student diversity.
  - Reward teamwork, innovation, and measurable outcomes through employee recognition programs and compensation.
  - Develop technology-based, best practice repositories as employee resources.
  - Support learning through professional development.
  - Develop future leaders for our institutions.

- **Create Education Without Barriers Through Transformational Partnerships:** Our colleges work to remove barriers that may impede student success by thinking creatively and disrupting old models. Advancing our future is a community affair, fueled by innovative collaboration, key partnerships, and collective resources.
  - **Key Strategies:**
    - Develop additional partnerships with businesses, K-12, community organizations, policy-makers, and other higher educational institutions.
    - Devise technology-supported and hybrid educational delivery solutions that transcend time and place barriers, maintain high quality, and foster student success.
    - Develop competency-based criteria to grant credit for prior experiences in order to widen educational pathways while reducing time to credential completion
    - Design experiential learning opportunities in all programs.
  
- **Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence:** Excellent organizations are great investments. Community colleges fulfill their mission, vision, and goals by assuring the highest standards of operational excellence and accountability, by demonstrating value across all operations, by attracting critical resources, and by ensuring accessibility to students throughout the community.
  - **Key Strategies:**
    - Develop system-wide capacity in institutional research and data analytics to support a culture of inquiry, evidentiary decision-making, and student success.
    - Increase external resource development capacity to allow investment in student scholarships, and in appropriate physical and technological resources that support high quality learning experiences.
    - Promote the value of community colleges and of our successful student outcomes to prospective students, policy-makers, and taxpayers.

## 1. Arapahoe Community College (Littleton)

*Moving Mountains for you*

|                                  |   |
|----------------------------------|---|
| <b># of Students Enrolled</b>    | Total Enrollment: 12,001 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 947</li> </ul>   |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 4%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 15%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 63%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 10%</li> <li>● Non-resident alien: 1%</li> </ul>         |
| <b>Faculty</b>                   | Total Faculty: 488 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 109</li> <li>● Part-time: 379</li> </ul> Total number of faculty who are members of minority groups: 0 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 0</li> <li>● Part-time: 0</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 716 <sup>7</sup> <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 199<sup>d</sup></li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 85</li> <li>3. General Studies: 79<sup>d</sup></li> <li>4. Registered Nursing/Registered Nurse: 60</li> <li>5. Funeral Service and Mortuary Science, General: 36</li> </ol> |

<sup>7 d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## ACC 2020-2025 STRATEGIC PLAN

### [ACC Strategic Plan](#)

- **Strategic Directions**
  - **Strategic Direction: Student Success. Student success is core to the mission of ACC, and each employee at ACC contributes to the success of our students.**
    - Student Success Goal 1: Create a student-ready college to enable all populations of students to be successful at ACC.
    - Student Success Goal 2: Increase student enrollment, retention, transfer, and completion rates.
    - Student Success Goal 3: ACC students are afforded a full range of holistic resources to support their academic and career goals.
    - Student Success Goal 4: Continue to create innovative ways to provide college and skill-building affordability and convey the transparency of costs to our students.
  
- **Strategic Direction: Excellence in Teaching and Learning. Provide quality teaching and learning through high impact practices, technology integration, and ongoing faculty professional development to foster a caring and welcoming environment for each student.**
  - Excellence in Teaching and Learning Goal 1: Course content will reflect the multiple social identities of students, including but not limited to race, ethnicity, gender, sexual orientation, religion, military status, ability status, socio-economic status, gender identity, age, and their intersections.
  - Excellence in Teaching and Learning Goal 2: Expand high impact learning practices, including but not limited to service learning, study abroad, work-based learning, undergraduate research programs, learning communities, writing-intensive courses, collaborative assignments and projects, diversity/global learning experiences, ePortfolios, community-based learning, internships, capstone courses, projects, and first-year experiences.
  - Excellence in Teaching and Learning Goal 3: Ensure all students, faculty, and instructors have access to the leading technology necessary to be successful in learning, teaching, and the workforce.
  - Excellence in Teaching and Learning Goal 4: Engage ACC instructors in shared governance and provide opportunities for them to participate in a variety of campus activities.
  
- **Strategic Direction: Equity and Inclusion. A climate of equity and inclusion is fostered through a welcoming and supportive environment for each student, employee, and guest. College initiatives support the closing of equity gaps through differentiated learning practices and individual student support structures.**
  - Equity and Inclusion Goal 1: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.

- Equity and Inclusion Goal 2: Demonstrate commitment to Culturally Responsive Pedagogy and college policies that are accessible for all students (prospective, current, and alumni).
- Equity and Inclusion Goal 3: Recognize and reward employee professional development and training in equity-mindedness that results in institutional knowledge and action.
  
- **Strategic Direction: Climate of Innovation. Encourage the pursuit of novel and innovative approaches to teaching and learning, student support, college direction, and partnerships.**
  - Climate of Innovation Goal 1: Develop accessible, innovative academic programs that match student and workforce needs to prepare students for successful transfer or entry into the workforce.
  - Climate of Innovation Goal 2: Identify and expand reciprocal external and internal collaborative partnerships.
  - Climate of Innovation Goal 3: Pursue external funding through public and private sources to support innovative college projects, including new academic programs, new/enhanced technologies, development of pre-apprenticeship and apprenticeship programs, service learning, work-based learning alternatives, financial resources for students, student support systems, and among other projects that align with ACC's mission and strategic direction.
  - Climate of Innovation Goal 4: Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing and controlling energy and water usage.
  
- **Strategic Direction: Quality Workforce. Maintain a workplace environment that focuses on employee strengths and provides opportunity for ongoing professional development and enrichment.**
  - Quality Workplace Goal 1: Ensure a quality workplace by offering robust and meaningful professional development.
  - Quality Workplace Goal 2: Provide all ACC employees with options to promote a positive work-life balance.
  - Quality Workplace Goal 3: Provide clear and transparent communication through multiple modalities to all members of the ACC Community.
  - Quality Workplace Goal 4: Ensure alignment between college budget and the ACC Strategic Plan.

## 2. Colorado Northwestern Community College (Rangely)

*Where education meets outdoor adventure*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 993 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 142</li> </ul>   |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 1%</li> <li>● Black or African American: 3%</li> <li>● Hispanic or Latino: 17%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 69%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 5%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 64 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 36</li> <li>● Part-time: 28</li> </ul><br>Total number of faculty who are members of minority groups: 2 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 0</li> <li>● Part-time: 2</li> </ul>   |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 128 <sup>8</sup> <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 42<sup>d</sup></li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 23<sup>d</sup></li> <li>3. Dental Hygiene/Hygienist: 22</li> <li>4. Registered Nursing/Registered Nurse: 20</li> <li>5. General Studies: 7<sup>d</sup></li> </ol>   |

<sup>8d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## CNCC STRATEGIC PLAN

### [CNCC Strategic Plan](#)

- **Focus on the Student: Support students' needs and expectations to align recruitment, retention, instruction, and student life accordingly.**
  - **Objectives and KPI's:**
    - **A. Focus on the student as the primary stakeholder**
      - Increase the number of certificates and degrees awarded by 1% each academic year beginning spring 2019.
      - Exceed the national fall-to-fall retention rate for first-time, full time and first-time, part-time students.
      - Increase the transfer rate by 2% each year for the next 5 years.
    - **B. Teach students how to learn**
      - Increase the percentage of students who successfully complete credit courses in English and Math after completing a remedial course by 5% each academic year.
      - Increase the number of students who successfully complete remedial classes and transition into college-level courses earn a C or better by 5% each academic year.
      - 80% of student responses based on course satisfaction survey will report satisfaction with courses each semester. 2018/2019 will be a baseline year to create the survey and train faculty on how to administer the survey.
    - **C. Improve the student environment to increase enrollment and retention**
      - Reach the national community college average (64%) of student satisfaction on the SSI administered each spring.
      - Maintain a course retention rate of 95% (the number of students who are retained from census day to final exam).
      - Align program offerings with community and workforce needs by adding 5 new programs credit or non-credit/degreed or non-degreed) and evaluating existing programs for continued need over the next 5 years.
    - **D. Develop connections and nurture relationships with students**
      - Increase the number of student engagement activities offered by 8% each semester.
      - Increase the diversity of the student population by 5% by 2023.
      - Close the success gap between underrepresented students and other students.
    - **E. Engage students in a diverse and vibrant college experience to encourage holistic growth**
      - Increase student attendance at social and academic programs or events. A baseline will be established 2018/2019 academic year, and the % increase will be set for 2019/2020 academic year.



- **Communication: Develop a fluid framework to promote transparent communication to all internal and external stakeholders.**
  - **Objectives and KPI's:**
    - **A. Make communication a priority**
      - Distribute by email monthly college reports sent to the state each month to CNCC entire.
      - Provide more opportunities for feedback and communication for the students through forums, emails, and person to person.
    - **B. Develop deliberate protocols for collaborative and transparent communication**
      - Communicate to external constituents monthly (through boards, newspaper, meetings).
      - Distribute divisional updates on a continual basis internally.
      - Increase social media impressions, reach, and click-through rates by 8% every year. In year 2018/2019 establish a committee to provide a recommendation to move the college forward with social media to include management of content in compliance with SP3-125f (system president's procedure).
    - **C. Develop tools and training to collect, use, and disseminate information for enhanced communication.**
      - Train 90% of employees on teambuilding in the academic year 2020-2021.
    - **D. Solicit and utilize feedback from stakeholders**
      - Utilize the CNCC and CTE advisory boards each year to help develop strategies to solicit and utilize feedback from stakeholders.
  
- **Partnerships: Purposely develop and nurture partnerships with alumni, communities, businesses, industry, and institutions for mutual benefit.**
  - **Objectives and KPI's:**
    - **A. Participate in economic, community, industrial, and infrastructure development**
      - Increase faculty and staff involvement in community or government organizations by 6% each year. 2021 establish a baseline for community organizations.
      - Increase industry partnerships by 10% each year. 2019/2020 establish a baseline for industry partnerships.
      - Identify one major community service project to accomplish at each campus each year, completing three projects by 2021.
      - Increase the participation in local economic development committees on each campus by 1.
    - **B. Consistently maintain and assess partnerships for mutual benefit**
      - Increase community programs and events by 5% each year. 2018/2019 establish a baseline for community programs and events.
    - **C. Foster and enhance relationships with alumni**

- Increase post-graduate communication with alumni by 35% by the end of 2020/2021 fiscal year.
      - **D. Strengthen our relationships and communication with other institutions**
        - Create 5 new K-12 or postsecondary educational partners by 2023.
      - **E. Prioritize customer service**
        - Develop customer service training based on the results of the SSI by fall 2019. Determine if additional training is needed based on the employee climate survey completed in 2019-2020.
      - **F. Promote positive change**
        - Increase employee satisfaction as indicated on a climate survey administered bi-annually. 2019/2020 will be the baseline year. Climate survey will be administered in fall 2019.
- **Sustainability: Colorado Northwestern Community College will prioritize organizational stability through innovative and intentional growth.**
  - **Objectives and KPI's:**
    - **A. Consistently make financial decisions based on the most efficient use of resources.**
      - Increase institutional reserves by an average of 4% per fiscal year until reserves are sustainably at 35% of college operating expenses (currently at 16.6%).
    - **B. Provide students with an affordable education and meaningful experience.**
      - Calibrate fee levels to other Colorado institutions of higher education, maintaining greater affordability.
      - Increase the amount of external scholarships by 20% by 2023, with 2019/2020 being a baseline year.
    - **C. Strategically budget to maintain and enhance facilities, equipment, and infrastructure**
      - New KPI: Develop and implement a robust controlled maintenance plan by December 2021.
      - Meet or remain under budget by all of cost centers at fiscal year-end each year.
      - Increase the current unrestricted deferred maintenance budget by 15% each year.
    - **D. Fostering employee growth**
      - 100% of CNCC employees will participate in professional development activities by the end of each year.
      - Increase the faculty and staff usage of professional development funds by 10% each year. In May 2020, Cabinet agreed to put this KPI on hold due to financial circumstances.
    - **E. Recruit and retain quality employees**
      - Decrease employee turnover by 10% each fiscal year.
      - Decrease the recruiting process time by 25%.

### 3. Community College of Aurora (Aurora)

*Realize Your Potential*

|                                  |   |
|----------------------------------|---|
| <b># of Students Enrolled</b>    | Total Enrollment: 7,835 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 465</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 6%</li> <li>● Black or African American: 18%</li> <li>● Hispanic or Latino: 32%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 30%</li> <li>● Two or more races: 5%</li> <li>● Race/ethnicity unknown: 4%</li> <li>● Non-resident alien: 4%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 245 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 58</li> <li>● Part-time: 187</li> </ul> Total number of faculty who are members of minority groups: 57 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 10</li> <li>● Part-time: 47</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 579 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 207</li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 121</li> <li>3. General Studies: 70</li> <li>4. Cinematography and Film/Video Production: 66</li> <li>5. Diesel Mechanics Technology/Technician: 23</li> </ol>                               |

## STRATEGIC PLAN 2019-2024

### [CCA Strategic Plan](#)

- **Commitment 1: Academic Excellence**
  - Develop, support, and assess rigorous and academic and career preparation programs.
  - Provide faculty and instructors with professional development, learning opportunities, and instructional support.
  - Attract, support, and retain a diverse instructional workforce that reflects our student population.
  - Increase the number of full-time faculty.
  - Implement innovative and culturally relevant instructional methodologies.
  
- **Commitment 2: Student Learning and Success**
  - Erase equity gaps for students of color while increasing rates of retention, completion, transfer, and employment for all students.
  - Implement and operationalize the college-wide four-year assessment action plan.
  - Increase student understanding and attainment of CCA's institutional and program outcomes.
  - Further develop, implement, and assess the Guided Pathways initiative and advising model.
  - Continue to be the primary, high-quality, and intentional provider of Concurrent Enrollment in our service area.
  
- **Commitment 3: An Inclusive College Culture**
  - Create and sustain an institutional culture that is active, respectful, and mindful of equity, diversity, and inclusive at all levels of engagement.
  - Implement the Inclusive Excellence strategic plan.
  - Attract, support, and retain a diverse college workforce that reflects our student population.
  - Provide ongoing inclusive excellence training to all college employees.
  - Increase financial support for students of all demographics.
  - Strengthen communications among students, faculty, instructors, staff, and alumni.
  
- **Commitment 4: Community Leadership and Service**
  - Provide leadership and programs to meet regional workforce development needs.
  - Establish and sustain community service and leadership opportunities for students, staff, faculty, and instructors.
  - Expand partnerships with employers, community organizations, and city, county, and state governments.
  - Strengthen relationships within the P-20 (preschool through college) pipeline.
  - Develop and promote community-focused training, events, and activities.

- **Commitment 5: Institutional Growth and Excellence**

- Strategically grow student enrollment.
- Increase grant, donation, and other external revenue.
- Collaborate with the CCA Foundation on capital campaigns.
- Increase technological resources for all students and employees.
- Expand and invest in college facilities that create inclusive spaces for students and personnel to engage in academic and non-academic activities.
- Seek to improve compensation, benefits, and professional development for all college employees.
- Identify, clarify, and streamline institutional processes.

#### 4. Community College of Denver (Denver)

*Start Here. Go Anywhere!*

|                                  |   |
|----------------------------------|---|
| <b># of Students Enrolled</b>    | Total Enrollment: 7,273 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 961</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 5%</li> <li>● Black or African American: 11%</li> <li>● Hispanic or Latino: 36%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 35%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 5%</li> </ul>   |
| <b>Faculty</b>                   | Total Faculty: 371 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 110</li> <li>● Part-time: 261</li> </ul> Total number of faculty who are members of minority groups: 66 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 20</li> <li>● Part-time: 46</li> </ul>   |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (71/19-6/30/20): 682 <sup>9</sup> <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 281<sup>d</sup></li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 155<sup>d</sup></li> <li>3. General Studies: 44<sup>d</sup></li> <li>4. Management Information Systems, General: 26</li> <li>5. Veterinary/Animal Health Technology/Technician and Veterinary Assistant: 24</li> </ol> |

<sup>9</sup>d identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## CCD STRATEGIC PLAN 2025

### [CCD Strategic Plan](#)

- **Goal 1: Student Access**

- Objective One: Diversify Methods of Service Delivery is focused on:
  - Offering many of our existing traditionally offered certificate and degree programs in alternate formats to meet the growing needs of different student demographics.
  - Redesigning the Boulder Creek building to be a true gateway to CCD that will also house the Health Sciences programs currently located at Lowry.
- Objective Two: Expand Workforce Development & Community engagement is centered on:
  - An increase of college annual FTE enrollment over the five years of the plan.
  - Make CCD a true access point for high school students enrolled in concurrent courses in Denver Public Schools (DPS).

- **Goal 2: Student Success**

- Objective One: Increase Retention is focused on:
  - Exceeding the national full-time and part-time community college students' average of persistence.
- Objective Two: Increase Completion is focused on:
  - Increasing credentials awarded annually over the next five years.
- Objective Three: Innovate Teaching & Learning is focused on:
  - Exploring the academic value to students when reducing the standard five-course teaching load model, allowing an expanded faculty focus on opportunities for student success, community partnerships, and workforce agreements.
- Objective Four: Increase Transfer & Career Placement is focused on:
  - Increasing the successful transfer rate of community college students to four-year institutions, specifically underrepresented students.

- **Goal 3: Equity**

- Objective One: Close the Achievement is focused on:
  - Elimination of the class success and withdrawal gaps in the intersection of race and ethnicity by gender by 2025.
- Objective Two: Improve Campus Climate will be realized through:
  - A charter plan based on an "Inclusive Excellence Framework" equity model in a manner that creates a sense of belonging for students, faculty, and staff and where all actions and projects are created, developed and implemented within timelines for implementation through 2025.

## 5. Front Range Community College (Westminster)

*Vision 2020: Successful Students, Successful Communities*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 18,703 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 1,961</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 4%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 24%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 61%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 1,054 (Fall 2019) <ul style="list-style-type: none"> <li>● Full-time: 246</li> <li>● Part-time: 808</li> </ul> Total number of faculty who are members of minority groups: 108 (Fall 2019) <ul style="list-style-type: none"> <li>● Full-time: 33</li> <li>● Part-time: 75</li> </ul>   |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 1,713 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 749</li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 254</li> <li>3. Registered Nursing/Registered Nurse: 148</li> <li>4. General Studies: 133</li> <li>5. Computer and Information Sciences, General: 58</li> </ol>                           |



## FRCC STRATEGIC PLAN

### [FRCC Strategic Plan](#)

- **Goal 1: Create a Superior Student Experience**
  - Objective 1.1. Design coherent and intentional pathways to completion that provide flexibility in scheduling and delivery options.
  - Objective 1.2. Implement and measure instructional best practices that enhance student learning and foster an inclusive learning environment.
  - Objective 1.3. Ensure all students experience a strong start by implementing a smooth and integrated process from onboarding through the end of the first semester.
  - Objective 1.4. Establish robust, inclusive support systems and reduce barriers to completion to ensure students are steadily progressing towards their educational goals and successfully transitioning to the workforce or further education.
  
- **Goal 2: Embrace Organizational Excellence**
  - Objective 2.1. Foster a climate of inclusivity so that all students and employees, both full-time and part-time, are welcomed, supported, and valued for their contributions.
  - Objective 2.2. Promote an environment that supports and recognizes employee engagement, innovation, and collaboration, for both full-time and part-time employees.
  - Objective 2.3. Achieve greater agility and efficiency by streamlining processes and establishing clear organizational roles, responsibilities, and accountabilities.
  - Objective 2.4. Secure supplemental revenue streams that support key strategic initiatives.
  - Objective 2.5. Ensure that all employees and students can work and learn in safe, accessible, and appealing facilities.
  
- **Goal 3: Provide Dynamic Programming through Community Partnerships**
  - Objective 3.1. Strengthen relationships with local school districts and 4-year colleges and universities to create seamless pathways for students.
  - Objective 3.2. Engage community partners in developing effective and efficient credit and non-credit programs that support students' attainment of relevant skills.
  - Objective 3.3. Broaden our outreach and community connections to create greater awareness of the college's mission, values, programs, and contributions to the community.

## 6. Lamar Community College (Lamar)

### *Building Our Future*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 723 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 52</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 2%</li> <li>● Asian: 0%</li> <li>● Black or African American: 3%</li> <li>● Hispanic or Latino: 34%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 54%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 2%</li> </ul>   |
| <b>Faculty</b>                   | Total Faculty: 54 (Fall 2019) <ul style="list-style-type: none"> <li>● Full-time: 21</li> <li>● Part-time: 33</li> </ul> Total number of faculty who are members of minority groups: 5 (Fall 2019) <ul style="list-style-type: none"> <li>● Full-time: 2</li> <li>● Part-time: 3</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 115 <sup>10</sup> <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 42<sup>d</sup></li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 16<sup>d</sup></li> <li>3. General Studies: 16<sup>d</sup></li> <li>4. Animal Training: 16</li> <li>5. Registered Nursing/Registered Nurse: 14</li> <li>6. Agricultural Business and Management, General: 4</li> </ol> |

<sup>10</sup> <sup>d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## LCC 2020-2025 STRATEGIC PLAN

### [LCC Strategic Plan](#)

- **Year 1: 2020-21 Improving and Enhancing Aesthetics & Amenities**
  - **Student Success**
    - Action Priority: Remodel dorm room with construction trades students (paint/lighting).
    - Action Priority: Improve the dining experience and food options for students.
    - Action Priority: Implement an Outdoor Club.
    - Action Priority: Implementation team for Student Union space.
    - Action Priority: Implementation team for CTE Building.
  - **Employee Success**
    - Action Priority: Updated furniture in offices and classrooms.
    - Action Priority: Buildings pick a beautification project in their area.
  - **Resource Success**
    - Action Priority: Updated, attractive, and accurate external signage across campus.
    - Action Priority: Website content review & design edits from all campuses.
    - Action Priority: Updated, attractive, and accurate internal signage & bulletin boards.
  - **Community Success**
    - Action Priority: Implementation team for additional Location sites (Granada, Cheyenne Wells, Springfield, Eads).
    - Action Priority: Improve and market rental and meeting space.
    - Action Priority: Evaluate the offerings and enrollment process for non-credit and continuing education options for community members to enroll in LCC courses at a cost-effective rate.
    - Action Priority: Buildings pick a beautification project in their area.
    - Action Priority: Evaluate the offerings and enrollment process for non-credit and continuing education options for community members to enroll in LCC courses at a cost-effective rate.
- **Year 2: 2021-22 Communication**
  - **Student Success**
    - Action Priority: More use of streaming events.
    - Action Priority: Create a plan to use LCC phone app.
    - Action Priority: Utilization of digital content for students.
    - Action Priority: Evaluate the communication flow prospective students receive.
    - Action Priority: Evaluate the communication flow current students receive.

- **Employee Success**
  - Action Priority: Assessment team on employee satisfaction.
  - Action Priority: Evaluate the onboarding process for a new employee.
- **Resource Success**
  - Action Priority: Strive for at least three recognized awards.
- **Community Success**
  - Action Priority: Listen to community needs related to hours of operations, academic offerings, rental spaces.
  - Action Priority: Offer additional open houses on campus.
  - Action Priority: Taskforce to determine community needs for Spanish-speaking citizens. Host a minimum of two events.
  - Action Priority: Maximizing community partnerships for community training. Create a progressive training environment.
- **Year 3: 2022-23 Expanding Access**
- **Year 4: 2023-24 Cultivating Growth and Sustainability**
- **Year 5: 2024-25 Service: Being the College that Serves Recommended Action Priority Options**

## 7. Morgan Community College (Ft. Morgan)

*Build a path to your future*

|                                  |   |
|----------------------------------|---|
| <b># of Students Enrolled</b>    | Total Enrollment: 1,376 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 103</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 0%</li> <li>● Black or African American: 6%</li> <li>● Hispanic or Latino: 32%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 55%</li> <li>● Two or more races: 2%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 1%</li> </ul>      |
| <b>Faculty</b>                   | Total Faculty: 88 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 43</li> <li>● Part-time: 45</li> </ul> Total Faculty and Instructors: 121 (Fall 2020)* <sup>11</sup> <ul style="list-style-type: none"> <li>● Faculty: 41</li> <li>● Faculty of Color: 6</li> <li>● Instructors: 80</li> <li>● Instructors of Color: 5</li> </ul>   |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 121 <sup>12</sup> <ol style="list-style-type: none"> <li>1. Registered Nursing/Registered Nurse: 26</li> <li>2. Liberal Arts and Sciences/Liberal Studies: 25<sup>d</sup></li> <li>3. General Studies: 24<sup>d</sup></li> <li>4. Liberal Arts and Sciences, General Studies and Humanities, Other: 10</li> <li>5. Radiologic Technology/Science Radiographer: 9</li> </ol> |

<sup>11</sup> As reported by CCCS Chief Human Resources Officer

<sup>12</sup> d identifies programs and award levels that are offered as a distance education program. For program category totals, d is shown if one or more programs in the category are offered as a distance education program.

## MCC 2018-23 STRATEGIC PLAN

### [MCC Strategic Plan](#)

- Objectives

- **Student Access - Student Access “refers to the ways in which educational institutions and policies [strive to ensure] that students have equal and equitable opportunities to take full advantage of their education.”**
  - **Strategy 1: Develop Relevant Programs:** MCC will review community and local industry needs and develop quality programs that support these needs.
  - **Strategy 2: Outreach to Underserved Populations:** Ensuring MCC is meeting the diverse needs of service area residents is critical to achieving the overall objective of student access.
  - **Strategy 3: Financial Support for Students:** MCC must commit to continuing to provide financial assistance whenever possible to help remove financial barriers to higher education.
  - **Strategy 4: Concurrent Enrollment Redesign:** MCC has been a leader in Concurrent Enrollment since the first classes were delivered to area high schools in 1988. Ongoing success in concurrent enrollment will require a review of current structures and development of new approaches to ensure the college is meeting the needs of high school students.
  - **Strategy 5: Align Facilities with Program Needs:** With the development of new programs and shifting populations, MCC will review existing facilities to identify future needs, a major component of the Master Plan.
- **Student Success - While “Access” relates to providing equitable opportunities for students to attend college, “Student Success” conveys MCC’s commitment to ensuring students attain the educational goals they are pursuing.**
  - **Strategy 1: Increase Retention & Persistence:** Retention and Persistence are indicators of student satisfaction of their academic progress as well as the likelihood of continuing to completion.
  - **Strategy 2: Increase Graduation & Transfer Rates:** These rates serve as indicators of students’ achievement of academic goals.
  - **Strategy 3: Grow Community & Continuing Education Opportunities:** MCC aims to provide learning opportunities that meet community and continuing education needs.
- **Teaching Excellence - The Schreyer Institute for Teaching Excellence defines an excellent teacher as “one who contributes positively to the learning environment by providing exceptional energy, keen interest in students, and extraordinary strengths in: Subject Matter Expert, Pedagogical Expert, Excellent Communicator, Student-Centered Mentor, Systematic and Continual Assessor.**
  - **Strategy 1: Foster an Inclusive and Supportive Environment:** The Instructional Division will continuously review opportunities to enhance the teaching environment.

- **Strategy 2: Increase Utilization of Professional Development:** As a key to teaching excellence, faculty should regularly develop original thoughts on their subject specialty, pedagogical approach, and assessment practices.
- **Strategy 3: Promote Innovative Strategies to Reach Students:** In light of MCC's expansive service area and growing demand by students, faculty will develop modern distance education opportunities, including online and interactive video courses.
- **Community Success - A major component of Colorado Community College is to "conduct community service programs." MCC is committed to addressing broad economic and cultural needs of communities across the service area.**
  - **Strategy 1: Build a Skilled Workforce:** "Higher levels of educational attainment lead to a more skilled and productive workforce, producing more efficiently a higher standard of goods and services, which in turn forms the basis for faster economic growth and rising living standards."
  - **Strategy 2: Support Economic Development:** MCC serves as a leader for economic diversification by building a skilled workforce, supporting community initiatives, and partnering with local economic development organizations.
  - **Strategy 3: Enhance Arts & Culture:** The MCC Center for Arts and Community Enrichment (CACE) enhances the quality of life in our community through artistic, cultural, social, and intellectual activities.
  - **Strategy 4: Promote Equity:** The College seeks to understand where community members are coming from and providing support and resources for them to be successful.
- **Operational Effectiveness - Operational Effectiveness includes any activity that promotes effective leadership, positive employee development, operational improvements, effective use of available resources, or improvement of the strategic positioning of the college.**
  - **Strategy 1: Increase opportunities for staff professional development:** Professional development is a critical element to ensuring staff continue to be competent educational leaders.
  - **Strategy 2: Develop external resources to meet ongoing needs of MCC:** Engaging community partners to develop external resources are critical to the college's sustainability.
  - **Strategy 3: Promote a diverse college workforce:** Promoting a diverse workforce engages the diverse community, improves overall college performance, promotes innovation, and fosters a positive work environment.
  - **Strategy 4: Promote a healthy work-life balance:** A good work/life balance enables employees to feel more in control of their working life and lead to increased productivity, reduced stress, and increase retention.

## 8. Northeastern Junior College (Sterling)

*We strive to enrich the quality of lives through affordable and accessible learning opportunities.*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 1,293 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 68</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 1%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 17%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 72%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 2%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 78 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 50</li> <li>● Part-time: 28</li> </ul><br>Total number of faculty who are members of minority groups: 0 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 0</li> <li>● Part-time: 0</li> </ul>   |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 269 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 80</li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 60</li> <li>3. General Studies: 31</li> <li>4. Registered Nursing/Registered Nurse: 18</li> <li>5. Electromechanical Technologies/Technicians, Other: 14</li> </ol>                          |



## NJC STRATEGIC PLAN 2021-2026

### [NJC Strategic Plan](#)

- **Goals:**
  - **Transform the Student Experience.**
    - Guiding Principle 1: Providing excellence in learning and teaching for transfer, career and technical education, and personal enrichment.
    - Guiding Principle 2: Enhancing student success and retention by providing comprehensive support services and activities.
    - Guiding Principle 3: Creating an inclusive educational environment where students have the opportunity to become well-rounded individuals, embrace diversity, and develop leadership skills and resilience.
  - **Transform Our Own Workforce Experience.**
    - Guiding Principle 1: Attract and retain quality employees.
    - Guiding Principle 2: Provide for their professional growth.
    - Guiding Principle 3: Develop a workforce that is inclusive and diverse.
    - Guiding Principle 4: Acknowledge the value of its employees and their wellbeing.
    - Guiding Principle 5: Support and develop future leaders.
  - **Create education without barriers through transformational partnerships.**
    - Guiding Principle 1: Promote the college in a way that enhances enrollment and builds relationships with alumni and donors.
    - Guiding Principle 2: Develop relationships and partnerships that enrich the region and contribute cultural, educational, athletic, and social experiences for our students and citizens.
  - **Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.**
    - Guiding Principle 1: Assess institutional effectiveness, strive for continuous improvement, and operate with integrity and accountability.
    - Guiding Principle 2: Acquire, maintain, and improve college resources and facilities to provide an aesthetic and efficient collegiate environment.
    - Guiding Principle 3: Provide leading technology for instruction and operations.

## 9. Otero Junior College (La Junta)

*We're Focused on Your Future!*

|                                  |   |
|----------------------------------|---|
| <b># of Students Enrolled</b>    | Total Enrollment: 1,216 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 146</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 1%</li> <li>● Black or African American: 5%</li> <li>● Hispanic or Latino: 39%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 44%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 4%</li> <li>● Non-resident alien: 3%</li> </ul>                    |
| <b>Faculty</b>                   | Total Faculty: 69 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 31</li> <li>● Part-time: 38</li> </ul><br>Total Faculty and Instructors: 89 (Fall 2020)* <sup>13</sup> <ul style="list-style-type: none"> <li>● Faculty: 32</li> <li>● Faculty of Color: 3</li> <li>● Instructors: 57</li> <li>● Instructors of Color: 10</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 172 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 68</li> <li>2. Registered Nursing/Registered Nurse: 63</li> <li>3. Liberal Arts and Sciences, General Studies and Humanities, Other: 30</li> <li>4. Clinical/Medical Laboratory Technician: 6</li> <li>5. General Studies: 3</li> <li>6. Animal/Livestock Husbandry and Production: 2</li> </ol> |

<sup>13</sup> As reported by CCCS Chief human Resources Officer

## EQUITY, DIVERSITY AND INCLUSION STRATEGIC PLAN 2020-2025

### [OJC EDI Strategic Plan](#)

- **Goal One: Develop opportunities to recruit and retain diverse faculty, staff, and students.**
  - **Strategy One: Expand marketing segments to reach more diverse pools of people.**
    - **Tactics:**
      - 1.1: Expand outreach to diverse employment boards to increase diversity of candidates.
      - 1.2: Collect and evaluate data on various student populations.
      - 1.3: Continue efforts to provide funding for students from underrepresented populations.
- **Goal Two: Create and promote an inclusive environment for all.**
  - **Strategy One: Create opportunities and actions that create a more culturally responsive campus.**
    - **Tactics:**
      - 1.1: Create new, diverse programming to increase cultural competency.
      - 1.2: Implement culturally responsive advising training and practices.
- **Goal Three: Provide resources and support to faculty, staff, and students to provide recognition of achievement for underrepresented populations.**
  - **Strategy One: Support and recognize opportunities to increase overall success for all.**
    - **Tactics:**
      - 1.1: Collect and evaluate data for all students in academia.
      - 1.2: Prioritize workshops and additional initiatives to increase student academic success.
- **Goal Four: Encourage and motivate leadership to be champions of equity, inclusion, and diversity in all campus initiatives and plans.**
  - **Strategy One: Create and prioritize programs or grants that support students from underrepresented populations.**
    - **Tactics:**
      - 1.1: Booster programs and workshops to aid in completion of underrepresented students.
      - 1.2: Utilize the Foundations of the Institution to advance the initiatives of diversity, equity, and inclusion.
- **Goal Five: Increase importance of understanding barriers for all parties to create equitable experiences in academia and campus life.**
  - **Strategy One: Enhance orientation of faculty, staff, and students, as well as provide programs and resources to ensure all students have equitable chances to succeed.**
    - **Tactics:**
      - 1.1: Increase delivery and orientation opportunities.
      - 1.2: Leadership will focus on implementing various strategies to provide opportunities through different mediums to all students.
- **Goal Six: Leadership will focus on the creation of professional development plan that provides opportunities for staff and faculty to increase understanding and commitment to DEI.**
  - **Strategy One: Provide a variety of professional development opportunities to strengthen diversity, inclusion, equity, and cultural responsiveness on-campus.**

## 10. Pikes Peak Community College (Colorado Springs)

### *Creating Better Roadmaps*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 12,506 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 1,506</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 3%</li> <li>● Black or African American: 7%</li> <li>● Hispanic or Latino: 21%</li> <li>● Native Hawaiian or other Pacific Islander: 1%</li> <li>● White: 58%</li> <li>● Two or more races: 6%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 662 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 189</li> <li>● Part-time: 473</li> </ul><br>Total number of faculty who are members of minority groups: 109 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 27</li> <li>● Part-time: 82</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 1,703 <ol style="list-style-type: none"> <li>1. General Studies: 581</li> <li>2. Liberal Arts and Sciences/Liberal Studies: 464</li> <li>3. Liberal Arts and Sciences, General Studies and Humanities, Other: 108</li> <li>4. Registered Nursing/Registered Nurse: 89</li> <li>5. Cooking and Related Culinary Arts, General: 48</li> </ol>                            |

## PPCC STRATEGIC PLAN DESTINATION 2022 (2017-2022)

### [PPCC Strategic Plan](#)

- **Goal 1: Develop a Mission-Minded Culture**
  - **Tactics:**
    - 1. Develop future and existing leaders.
    - 2. Evaluate and incorporate best practices used by other institutions.
    - 3. Develop internal communication that keeps stakeholders informed, inspired and provides a vehicle for feedback.
    - 4. Establish an innovation incubator, where members of the college, the business community, and students will utilize data and metrics to generate ideas and solutions.
- **Goal 2: Assure that students set and achieve their academic and career goals.**
  - **Tactics:**
    - 1. Identify each student's goals and develop an academic plan.
    - 2. Improve student support to maximize retention, completion, and transfer.
    - 3. Ensure excellence in teaching and learning.
    - 4. Use assessment results to improve teaching, learning, and student support services.
- **Goal 3: Deliberately drive enrollment to ensure a strong future for PPCC.**
  - **Tactics:**
    - 1. Streamline admission and enrollment process to increase yield in new students from application to enrollment.
    - 2. Expand where and how classes are offered to meet students' needs.
    - 3. Communicate PPCC's academic excellence.
    - 4. Identify target-market segments and develop segmented marketing and recruitment strategies for each.
    - 5. Strategically plan and invest in campus physical and technology infrastructures to support high-quality learning environments.
- **Goal 4: Anticipate and respond to emerging workforce needs and demographic shifts.**
  - **Tactics:**
    - 1. Grow the capacity to develop high-demand programming.
    - 2. Monitor and use data about regional demographic trends (e.g., housing shifts, aging trends, etc.).
    - 3. Strengthen and build partnerships with business and industry.
    - 4. Explore credentialing, competency-based initiatives, or other strategies to align student needs with industry standards.
    - 5. Evaluate and improve our degree portfolio.
- **Goal 5: Better serve a diverse current and prospective student population.**
  - **Tactics:**
    - 1. Hire and retain a diverse workforce that represents our community.
    - 2. Increase the cultural competency of faculty, staff, and students.
    - 3. Identify ways to improve recruitment, enrollment, retention, and completion of underrepresented students.

## 11. Pueblo Community College (Pueblo)

### *Imperatives for Student Success*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 5,551 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 512</li> </ul>   |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 2%</li> <li>● Asian: 1%</li> <li>● Black or African American: 3%</li> <li>● Hispanic or Latino: 35%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 52%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 0%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 311 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 81</li> <li>● Part-time: 230</li> </ul> Total number of faculty who are members of minority groups: 49 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 11</li> <li>● Part-time: 38</li> </ul>   |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 741 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 156</li> <li>2. Registered Nursing/Registered Nurse: 132</li> <li>3. General Studies: 113</li> <li>4. Liberal Arts and Sciences, General Studies and Humanities, Other: 32</li> <li>5. Welding Technology/Welder: 31</li> </ol>   |

## PCC STRATEGIC PLAN DESTINATION 2022 (2015-2022)

### [PCC Strategic Plan](#)

- **Strategic Imperative One: Student Success: PCC will develop a learning environment that helps students acquire the knowledge, skills, and experience necessary for advanced education, successful careers, and personal growth.**
  - Strategy 1: Improve student access to and success in college-level classes.
  - Strategy 2: Deliver comprehensive and integrated academic support services that improve student persistence and completion.
  - Strategy 3: Deliver and assess rigorous, innovative instruction that meets institutional, program, and course learning outcomes.
  - Strategy 4: Align co-curricular activities with the curriculum.
  - Strategy 5: Ensure graduate knowledge, skills, and experiences are relevant to career and workforce needs.
  - Strategy 6: Promote transfer opportunities and increase transfers to four-year programs.
  - Strategy 7: Cultivate the quality and delivery of distance learning programs and course offerings.
  
- **Strategic Imperative Two: Meeting Stakeholder Needs: PCC will expand and enhance avenues to meet the educational and workforce needs of the individuals and communities it serves.**
  - Strategy 1: Develop and implement robust marketing and outreach campaigns.
  - Strategy 2: Provide an enrollment process that minimizes obstacles.
  - Strategy 3: Deliver, with fidelity, a process that ensures each degree/certificate-seeking student has an academic plan that provides a clear roadmap for completion.
  - Strategy 4: Design and implement a guided pathways system (GPS) to completion that is well articulated and understood by all stakeholders.
  - Strategy 5: Develop and deliver a holistic advising model designed to support the GPS.
  - Strategy 6: Increase student participation in campus life.
  - Strategy 7: Align opportunities for non-degree-seeking students with community and business needs.
  
- **Strategic Imperative Three: High-Performance Workforce: PCC will attract, develop, and retain a highly-qualified workforce committed to student success and institutional excellence.**
  - Strategy 1: Develop and utilize systematic processes for determining appropriate staffing needs and candidate qualifications necessary to meet them.
  - Strategy 2: Implement a recruiting strategy that seeks to increase the diversity of our employee groups.
  - Strategy 3: Evaluate the quality and success of selection process.

- Strategy 4: Implement comprehensive performance management training programs that identify how to measure, inspire, and recognize employee performance.
- Strategy 5: Support employee success and growth through professional development.
- **Strategic Imperative Four: Systemic and Sustainable Leadership: PCC will provide the leadership to meet the ever-changing needs of the institution and its stakeholders.**
  - Strategy 1: Ensure the alignment of college actions with the Strategic Plan and institutional values.
  - Strategy 2: Capitalize upon the talents and perspectives of PCC's multigenerational workforce.
  - Strategy 3: Respectfully engage stakeholders in open dialogue opportunities and intentional communication.
- **Strategic Imperative Five: Resource Stewardship and Operational Excellence: PCC will create and maintain an environment in which students, faculty, and staff have access to a state-of-the-art physical and technological infrastructure that is conducive to student success while continuing to provide affordable and educational opportunities.**
  - Strategy 1: Ensure college data are accurate and accessible.
  - Strategy 2: Align budgeting decisions to the strategic priorities identified by PCC business intelligence and predictive analytics.
  - Strategy 3: Create and maintain a responsive technology infrastructure.
  - Strategy 4: Sustain a physical environment that is conducive to student success.
  - Strategy 5: Continuously pursue full emergency preparedness status.
  - Strategy 6: Promote and support student use of personal technology.
- **Strategic Imperative Six: Empowering College Culture: PCC will integrate business intelligence and predictive analytics into daily operations, providing the framework for a roadmap for continuous improvement.**
  - Strategy 1: Ensure that performance-based funding measures, such as enrollment, retention, completion, transfer, and institutional financial viability, drive all Academic Quality Improvement Program (AQIP) action projects.
  - Strategy 2: Establish a cross-functional business intelligence/analytics leadership team to guide the institution.
  - Strategy 3: Ensure data/information/analytics are understood and available to those who them.
  - Strategy 4: Establish analytic competencies and expectations for all employees.
  - Strategy 5: Employ operational modeling throughout the college to reinforce the use of business intelligence and predictive analytics.



## 12. Red Rocks Community College (Lakewood)

*Shaping the Future*

|   |   |
|---|---|
| <b># of Students Enrolled</b>                 | Total Enrollment: 6,029 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 5,074</li> <li>● Undergraduate transfer in: 858</li> <li>● Graduate: 97</li> </ul>  |
| <b>Student Demographics</b>                   | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 3%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 20%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 66%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 1%</li> </ul>  |
| <b>Faculty</b>                                | Total Faculty: 532 (Fall 2012) <ul style="list-style-type: none"> <li>● Full-time: 88</li> <li>● Part-time: 444</li> </ul><br>Total Faculty and Instructors: 599 (Fall 2020)* <sup>14</sup> <ul style="list-style-type: none"> <li>● Faculty: 94</li> <li>● Faculty of Color: 12</li> <li>● Instructors: 505</li> <li>● Instructors of Color: 62</li> </ul>   |
| <b>Associate and Bachelor Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 704 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 229</li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 135</li> <li>3. General Studies: 79</li> <li>4. Fire Science/Fire-fighting: 27</li> <li>5. Computer Systems Networking and Telecommunications: 27</li> <li>6. Electrician: 21</li> </ol><br>Total Bachelor Degrees Conferred (7/1/19-6/30/20): 3 <ol style="list-style-type: none"> <li>1. Water Quality and Wastewater Treatment Management and Recycling Technology/Technician: 3</li> </ol> |

<sup>14</sup> As reported by CCCS Chief Human Resources Officer

## RRCC STRATEGIC PLAN 2019-2025

### [RRCC Strategic Plan](#)

- **Goal 1: Engage students through high quality, impactful educational programs**
  - **Strategies:**
    - Create an environment that focuses on inclusive excellence for students, faculty, and staff.
    - Develop effective organizational systems that support and promote excellence in teaching and learning college-wide.
    - Utilize academic assessment to inform decisions, resource allocation, and improvements in curriculum, teaching, learning, and educational environments.
    - Implement Guided Pathways to help students identify their goals and to ensure course offerings move students in a timely manner through their degree program.
    - Expand access to online education through increases in offerings and robust quality control.
    - Support the learning outcomes of responsible citizenship, global learning, and respect for diversity through curricular and co-curricular offerings.
    - Expand experiential and interdisciplinary course offerings so that more students are afforded these opportunities within their first two years of college.
    - Invest in continuous professional development to meet the needs of all full- and part-time faculty and staff that focuses on improvement of educational opportunities, disciplinary trends, programs and services, and supports culturally responsive and appropriate institutional change.
- **Goal 2: Commit to Equity across all levels of the institution**
  - **Strategies:**
    - Foster a culture that promotes openness, trust, collaboration, accountability, and mutual respect that is shared among students, faculty, and staff from a range of diverse backgrounds and perspectives.
    - Assure equity in outcomes for students of color, as compared to overall students' outcomes.
    - Infuse cultural competence across the institution to respond to the unique needs of diverse learners.
    - Ensure that faculty and staff demographics reflect the communities we serve.
    - Gather and use empirical evidence to analyze and improve access, advancement, climate, education training, recruitment, contracting, hiring and retention of historically under-served populations of students, faculty, and staff.
    - Examine and evolve the curriculum to create globally aware and culturally intelligent students.
    - Equitably provide opportunities and support services so that all students are successful.
    - Identify and maintain affordable options for students to complete their education through flexible financing options, affordable textbooks and open educational resources, transparent access to a well-funded array of scholarships, degree-related apprenticeships, internships, and practicums.
- **Goal 3: Develop and support partnerships within our community**
  - **Strategies:**
    - Foster engagement strategies to understand and address the needs of the communities we serve in a timely manner.

- Promote the college as a community resource so that external partners see ways RRCC can serve their needs.
- Develop programs that draw learners from beyond the immediate community and provide extended access to education and training.
- Nurture and strengthen partnerships with four-year transfer institutions to ensure a smooth transition from RRCC.
- Initiate, develop and support partnerships with business and industry across the College service area to address workforce needs.
- Establish partnerships with potential for development of new revenue streams in support of the institutional mission.
- Strengthen concurrent enrollment partnerships to ensure that faculty are supported in delivering a high-quality engaged education.
- Explore the feasibility for expanding, developing, and implementing a community education program.
- **Goal 4: Proactively address challenges and opportunities to ensure institutional effectiveness**
  - **Strategies:**
    - Ensure institutional effectiveness through processes grounded in transparency, collaboration, and communication.
    - Develop and communicate a process for decision-making to enable initiatives that align with strategic goals to move forward with institutional support.
    - Implement integrated processes that allocate resources based on the institution's strategic priorities.
    - Promote the good health and well-being of students, faculty, and staff.
    - Provide stewardship of our resources to ensure financial and environmental sustainability through proactive planning, data-informed decision making, application of best practices, and strategic investments.
    - Promote a culture of environmental literacy, which prepares our community to be advocates for environmental and sustainability issues both on- and off-campus.
    - Establish efficient procurement and training for use of current and new technology across all sectors of the college.
    - Create infrastructure which encourages truly collaborative practices between units, constituencies, and stakeholders within the institution.
    - Adhere to accreditation expectations through continuous improvement and the development of an annual monitoring process.
    - Promote and sustain a culture of continuous improvement.

### 13. Trinidad State Junior College (Trinidad)

*Students First*

|                                  |  |
|----------------------------------|--|
| <b># of Students Enrolled</b>    | Total Enrollment: 1,404 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 110</li> </ul>   |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 0%</li> <li>● Black or African American: 3%</li> <li>● Hispanic or Latino: 44%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 40%</li> <li>● Two or more races: 2%</li> <li>● Race/ethnicity unknown: 7%</li> <li>● Non-resident alien: 3%</li> </ul> |
| <b>Faculty</b>                   | Total Faculty: 158 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 47</li> <li>● Part-time: 111</li> </ul> Total Faculty and Instructors: 209 (Fall 2020)* <sup>15</sup> <ul style="list-style-type: none"> <li>● Faculty: 49</li> <li>● Faculty of Color: 6</li> <li>● Instructors: 160</li> <li>● Instructors of Color: 50</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 273 <ol style="list-style-type: none"> <li>1. General Studies: 97</li> <li>2. Liberal Arts and Sciences/Liberal Studies: 67</li> <li>3. Registered Nursing/Registered Nurse: 41</li> <li>4. Liberal Arts and Sciences, General Studies and Humanities, Other: 19</li> <li>5. Gunsmithing/Gunsmith: 15</li> </ol>   |

<sup>15</sup> As reported by CCCS Chief Human Resources Officer

## TRINIDAD STATE STRATEGIC PLAN 2018-2023

### [Trinidad State Strategic Plan](#)

- **Strategic Priority I. Transforming Student Experiences:** Trinidad State has always been a place that puts Students First, so it is fitting that the leading strategic priority for the College is student-centric. Our focus is on the continued enhancement of an environment and services that promote student success.
  - Goal A. Define Pathways
  - Goal B. Promote Success
- **Strategic Priority II. Engaging Faculty and Staff:** Trinidad State recognizes that motivated and energized faculty and staff are key in the student experience and are instrumental in accomplishing the goals of the College.
  - Goal A. Invest in People
  - Goal B. Encourage Teamwork
- **Strategic Priority III. Cultivating our Relationships:** Trinidad State values collaboration and the synergy that results from positive relationships. We will strengthen existing partnerships and develop new relationships.
  - Goal A. Broaden and Strengthen Partnerships
  - Goal B. Reinforce Communication
- **Strategic Priority IV. Enriching our Communities:** Trinidad State provides academic and career programming and a variety of community, athletic and cultural events. New ideas will be continually explored to best serve our communities.
  - Goal A. Assess Programming
  - Goal B. Expand Offerings
- **Strategic Priority V. Operating with Excellence:** Trinidad State has become both strategic and rigorous in its approach to internal operations. Federal, State and System compliance and accreditation remain crucial and serve as points of pride for the College.
  - Goal A. Strengthen Infrastructure
  - Goal B. Streamline Processes
  - Goal C. Ensure Compliance
- **Trinidad State 2020-2025 Centennial Goals**
  - [Trinidad State Centennial Goals](#)
    - Goal A. Enrollment Growth: Increase enrollment to 1500 FTE.
    - Goal B. Graduation Rate: Increase graduation rate from 45% to 50%.
    - Goal C. Transfer Increase: Double transfers to 250.
    - Goal D. Equity Gap: Shrink equity gap to zero.
    - Goal E. Build reserves to support Facilities Master Plan.

## Local District Colleges

### 1. Aims Community College (Greeley)

*Build a Stronger Community*

|                                  |   |
|----------------------------------|---|
| <b># of Students Enrolled</b>    | Total Enrollment: 5,981 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 263</li> </ul>  |
| <b>Student Demographics</b>      | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 2%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 34%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 53%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 5%</li> <li>● Non-resident alien: 1%</li> </ul>        |
| <b>Faculty</b>                   | Total Faculty: 392 (Fall 2018) <ul style="list-style-type: none"> <li>● Full-time: 100</li> <li>● Part-time: 292</li> </ul> Total number of faculty who are members of minority groups: 44 (Fall 2018) <ul style="list-style-type: none"> <li>● Full-time: 5</li> <li>● Part-time: 39</li> </ul>  |
| <b>Associate Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 648 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 377</li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 57</li> <li>3. Automobile/Automotive Mechanics Technology/Technician: 26</li> <li>4. Registered Nursing/Registered Nurse: 21</li> <li>5. Digital Communication and Media/Multimedia: 19</li> </ol> |

## ACC STRATEGIC PLAN FRAMEWORK 2018-2023

### [ACC Strategic Plan](#)

- **Strategies:**
  - **Strategy 1: Empower Students to Succeed: Transform Student Pathways from Access to Completion to Support Increased Enrollment and a Diverse Population**
    - **Objective: Access - Foster equitable access opportunities by identifying and removing barriers to relevant and affordable programs/services.** Activities include:
      - Expand career and technical post-secondary partners.
      - Reduce barriers to learning resources.
      - Expand alternative course and service delivery schedule options.
      - Increase degree attainment by adult learners.
    - **Objective: Completion - Focus on demographic, intent, and completion data to increase completion rates for all learners.** Activities include:
      - Design and implement a “12+12+6” initiative to support students completing 30 credits/year.
      - Design and implement a Guided Pathways model.
    - **Objective: Diverse Populations - Target collegewide outreach and support to students, schools, families, and communities to foster a college-going mindset among under-represented groups (including Hispanic, aging, and retired populations).** Activities include:
      - Establish a Center for Diversity and Inclusion.
      - Examine opportunities to impact campus climate to ensure inclusivity, learning and growth.
      - Develop academic programming that targets enrollment, retention, and completion for our LatinX community.
    - **Objective: Enrollment - Focus on first-generation, high school students, non-traditional, and under-represented groups to increase enrollment numbers.** Activities include:
      - Design and implement a five-year Strategic Enrollment Management plan.
      - Create and implement a comprehensive Facilities plan.
    - **Objective: Retention - Scale success achieved with Impact Programs to all students college-wide to strengthen retention.** Activities include:
      - Implement Case Management Advising model.
      - Develop an academic honors program.
      - Create “Writing Across the Curriculum” program.
      - Enrich food services at each location.

- **Strategy 2: Enhance Operational Performance: Maximize Sustainable Processes, Systems, Resource Management, & Employee Support.**
  - **Objective: Data Analytics - Identify, collect, analyze, and disseminate data and information to engage in informed decision-making.** Activities include:
    - Develop specific systems to improve the collection, dissemination, and analysis of college-wide data.
    - Develop leading and lagging benchmarks and targets related to the Core Measures.
    - Establish service standards for internal services system-wide.
    - Establish reporting cycle for programmatic and common learning outcomes assessments.
  - **Objective: Policies, Procedures, Processes - Modernize policies, procedures, and processes to minimize risk and guide operations.** Activities include:
    - Review and update all College policies and procedures.
    - Identify business process review areas.
  - **Objective: Talent Development - Focus on the employee lifecycle by attracting and retaining highly talented, diverse, and motivated employees invested in student success.** Activities include:
    - Expand professional development opportunities for employees.
    - Research re-recruitment and succession planning programs.
    - Expand faculty training opportunities.
    - Research compensation and benefit models.
  - **Objective: Technology - Strategically incorporate quality, leading-edge technology in all aspects of the institution to support the mission of the College.** Activities include:
    - Improve the efficiency and effectiveness of IT infrastructure to support instruction and service.
    - Implement technological advancements to promote instructional programs.
    - Improve the IT environment to protect sensitive data and compliance.
- **Strategy 3: Enrich NOCO Economic Development: Develop Programs & Partnerships that meet Evolving Workforce, Demographic, and Population Growth Needs.**
  - **Objective: Assessment and Development - Evaluate and prioritize all current educational and service offerings to more effectively meet workforce needs; develop new and relevant programs and services for the growing Northern Colorado (NOCO) populations.** Activities include:
    - Create an Academic Programming plan.
    - Increase non-credit offerings to complement credit programs.
    - Re-envision the emphasis of the satellite locations.



- **Objective: Partnerships - Expand engagement with the NOCO workforce (public & private businesses/organizations) to include more entrepreneurial initiatives.** Activities include:
  - Expand remote instruction.
  - Strengthen relationships with service area communities, businesses/industries, educational institutions, civic organizations, etc., to create seamless pathways for students.
- **Objective: Work-Based Learning - Create new and enhanced opportunities to increase student work experience with NOCO employers.** Activities include:
  - Research, design, and implement experiential and work-based learning opportunities (i.e., internships, apprenticeships, etc.).
  - Develop and implement centralized career and transfer services.

## 2. Colorado Mountain College (Glenwood Springs)

### *Reaching Greater Heights*

|   |  |
|---|--|
| <b># of Students Enrolled</b>                 | Total Enrollment: 5,315 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate transfer in: 166</li> </ul>   |
| <b>Student Demographics</b>                   | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 1%</li> <li>● Black or African American: 1%</li> <li>● Hispanic or Latino: 28%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 64%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 0%</li> </ul>   |
| <b>Faculty</b>                                | Total Faculty: 576 (Fall 2019) <ul style="list-style-type: none"> <li>● Full-time: 113</li> <li>● Part-time: 463</li> </ul> Total number of faculty who are members of minority groups: 0 (Fall 2019) <ul style="list-style-type: none"> <li>● Full-time: 0</li> <li>● Part-time: 0</li> </ul>   |
| <b>Associate and Bachelor Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 567 <ol style="list-style-type: none"> <li>1. Liberal Arts and Sciences/Liberal Studies: 277</li> <li>2. Liberal Arts and Sciences, General Studies and Humanities, Other: 66</li> <li>3. General Studies: 64</li> <li>4. Registered Nursing/Registered Nurse: 36</li> <li>5. Veterinary/Animal Health Technology/Technician and Veterinary Assistant: 16</li> </ol> Total Bachelor Degrees Conferred (7/1/19-6/30/20): 156 <ol style="list-style-type: none"> <li>1. Business Administration and Management, General: 47</li> <li>2. Sustainability Studies: 40</li> <li>3. Organizational Leadership: 35</li> <li>4. Registered Nursing/Registered Nurse: 23</li> <li>5. Education, General: 11</li> </ol> |

## CMC STRATEGIC PLAN (2019-23)

### [CMC Strategic Plan](#)

- **Pillar A: Student Access and Success**
  - **Goal: Provide inclusive student access, support services, and academic pathways that result in improved retention, completion, and preparation for our complex economy and society.**
    - **Strategic Priorities:**
      - Increase accessibility and student outcomes by developing inclusive, personalized, and consistent approaches to enrollment, registration, and financial aid.
      - Intentionally coordinate services to create awareness and support the safety, mental health, and wellness of students, faculty, and staff.
      - Design all academic pathways and student services to result in consistent, equitable outcomes in retention and persistence, timely completion, and relevant job skills.
      - Evaluate and implement credit for prior learning opportunities, to reduce the time and cost to complete education for the “new traditional” student, or those who are not coming to college directly following high school.
      - Develop and improve first-generation student/parent/family recruitment and education strategies to attract and support underrepresented populations.
  
- **Pillar B: Teaching and Learning**
  - **Goal: Invest in a culture of innovation and high-quality learning that equips all learners with the social, emotional, and cognitive skills needed for success in their chosen fields in a dynamic economy.**
    - **Strategic Priorities:**
      - Implement comprehensive course and program assessment that promotes deep learning and informs changes to improve student completion.
      - Actively collaborate with school districts to promote academic and social readiness for postsecondary/workforce education opportunities.
      - Implement a plan to ensure that all campuses and programs consistently and effectively use existing and new educational technologies.
      - Integrate experiential, work-based, and/or service learning practices and curricula into all academic programs.
      - Improve the consistency and availability of community and continuing education.

- Support professional development of faculty to explore and develop innovative learning methods that promote both technical and soft skills in the classroom.
- **Pillar C: Community and Economic Development**
  - **Goal: Engage in strategic partnerships that benefit the students, employees, and communities CMC serves.**
    - **Strategic Priorities:**
      - Match academic and training pathways to local and regional labor market demands by innovating and integrating with industry partners.
      - Communicate to students, faculty, and staff regional labor market opportunities and their alignment to educational programs that CMC offers.
      - Implement partnerships with regional businesses and organizations to supply internships, apprenticeships, service-learning experiences, and job placements that complement educational offerings.
      - Serve as a conduit to and provider of activities and events that promote diverse ideas, experiences, and cultural competencies.
      - Seek out and promote joint-use partnerships for current and new facilities that address resource needs of both the college and mountain communities.
- **Pillar D: Organizational Effectiveness**
  - **Goal: Organize all CMC operations, systems, structures, and personnel to improve productivity and effectiveness.**
    - **Strategic Priorities:**
      - Improve job fulfillment and retention by valuing employees through enhanced opportunities for engagement, training, and appreciation.
      - Ensure a high degree of proficiency in new technologies by providing training and support to all faculty and staff.
      - Incorporate sustainability principles into the college's decision-making practices.
      - Clarify decision-making procedures to ensure they support collaboration between and among campuses and functional areas throughout the college.
      - Develop and implement consistent and routine policies, procedures, and processes to ensure that academic programs are relevant, are sustainable, are effective, and produce gainful outcomes.

## Specialty Education Programs (SEPs)

---

### 1. Colorado State University College of Veterinary Medicine and Biomedical Sciences (Ft. Collins)

*Make a Difference*

|                               |   |
|-------------------------------|---|
| <b># of Students Enrolled</b> | Total Undergraduate Students: ~900**16<br><br>DVM Program Class of 2021: 156**17 <ul style="list-style-type: none"><li>● 25% URM</li><li>● 33% Rural Areas</li><li>● 21% First Generation</li></ul> |
|-------------------------------|---|

### CVMBS IMPACT 2021 STRATEGIC PRIORITIES

#### [CVMBS Strategic Priorities](#)

- **Strategic Priority: Undergraduate Education: Pioneer innovative approaches to educating undergraduate students in biomedical health sciences.**
  - **Objectives:**
    - Accept every academically qualified student to the college in line with Colorado State University's land-grant mission.
    - Develop outreach efforts to engage and inspire K-16 students and educators.
    - Construct a state-of-the-art facility to horizontally and vertically integrate the educational mission of the college that engages undergraduate, graduate, DVM students, and research.
- **Strategic Priority: Medical School: Create a human medical education program in partnership with the University of Colorado School of Medicine**
  - **Objectives:**
    - Frame health care broadly instilling in our medical students a comprehensive view of our impact on society, considering not just the patient but also the population and the planet.
    - Foster and encourage diversity, equity, and inclusion with faculty appointments in the student body and model respect in the way we treat patients and colleagues.

---

16 CSU CVMBS website

17 CSU CVMBS Student Snapshot

- Integrate medical school activities into the broader mission of CVMBS to improve the health of animals, people, and the planet.
- **Strategic Priority: D.V.M Program: Adapt the D.V.M. Program and space to facilitate student-directed discovery and collaboration**
  - **Objectives:**
    - Optimize D.V.M. curricular content and delivery, expand experiential learning, and equip faculty to produce career-ready veterinarians.
    - Develop a culture of emotional wellbeing and equip students for postgraduate fulfillment.
    - Reduce the debt-to-income ratio of D.V.M. alumni.
    - Diversify and increase career opportunities.
    - Develop recruitment, admission, and retention of diverse student populations that will successfully complete the DVM program and actively contribute to the needs of the veterinary profession.
- **Strategic Priority: Research and Graduate Education: Enhance and align research and graduate education.**
  - **Objectives:**
    - Construct a state-of-the-art facility to horizontally and vertically integrate the educational mission of the college that engages undergraduate, graduate, veterinary students, and research.
    - Modernize aging research infrastructure resulting in safe, efficient, highly productive cutting-edge research workspace.
    - Invest in the College research enterprise to optimize research programs and support emerging areas.
- **Strategic Priority: Veterinary Health System: Develop a comprehensive and inclusive system of care.**
  - **Objectives:**
    - Administer accounting and resources in support of the expertise, equipment, and spaces necessary to provide service to internal and external clients.
- **Strategic Priority: Diversity, Equity, and Inclusion: Build a diverse and inclusive community with equitable pathways to success for all.**
  - **Objectives:**
    - Create and hire a senior leadership position that will oversee and transform diversity, equity, and inclusion within the College. The search for an assistant dean to lead these efforts is underway.

## 2. University of Colorado Anschutz Medical Campus (Aurora): College of Nursing, Colorado School of Public Health, Graduate School, School of Dental Medicine, School of Medicine, and Skaggs School of Pharmacy and Pharmaceutical Sciences

*Let Your Light Shine*

|                               |   |
|-------------------------------|---|
| <b># of Students Enrolled</b> | Total Enrollment: ~24,910*** <sup>18</sup> <ul style="list-style-type: none"> <li>● Undergraduate: 8,857</li> <li>● Graduate: 4,162</li> <li>● Unknown: 11,891</li> </ul>   |
| <b>Student Demographics</b>   | Undergraduate race/ethnicity*** <sup>19</sup> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 11%</li> <li>● Black or African American: 5%</li> <li>● Hispanic or Latino: 25%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 43%</li> <li>● Two or more races: 6%</li> <li>● Race/ethnicity unknown: 0%</li> <li>● International: 10%</li> <li>● Other: 0%</li> </ul> |
| <b>Faculty</b>                | Total Faculty: 8,344*** <sup>20</sup> <ul style="list-style-type: none"> <li>● Total number of faculty who are members of minority groups: 1,244</li> </ul>   |

### CU AMC STRATEGIC INITIATIVES 2021-2026

[CU AMC Strategic Initiatives](#) & [CU AMC Strategic Priorities & Initiatives Abbreviated](#)

- **Strategic Initiative 1: Leverage Data**
  - **Priority 1: Create a welcoming community**
    - Initiative 1: Emphasize DEI in mission and values.

<sup>18</sup> College Factual: UC DAMC Data and Information Overview

<sup>19</sup> College Factual: UC DAMC Data and Information Overview

<sup>20</sup> College Factual: UC DAMC Data and Information Overview

- Initiative 2: Invest in data to measure DEI impact and outcomes.
    - Initiative 3: Centralize and redesign onboarding for an inclusive culture.
  - **Priority 2: Co-design flexible curricula & learning pathways**
    - Initiative 1: Increase integrated and flexible learning opportunities.
    - Initiative 2: Infuse all curricula with a health equity lens.
    - Initiative 3: Invest in educational infrastructure for integrated learning.
    - Initiative 4: Advance competency-based education.
  - **Priority 3: Deliver tailored & proactive learner and educator support**
    - Initiative 1: Enhance and redesign services for the whole student.
    - Initiative 2: Enhance belonging.
    - Initiative 3: Establish a Center for Mentoring Excellence.
- **Strategic Initiative 2: Build a Healthcare Innovation Institute**
  - **Priority 1: Cutting edge research**
    - Initiative 1: Stimulate cross-disciplinary creativity.
    - Initiative 2: Build affinity groups for cross-cutting opportunities.
    - Initiative 3: Integrate and align research databases and datasets.
    - Initiative 4: Steward and support cross-disciplinary program projects.
    - Initiative 5: Catalyze development of innovative, collaborative research.
  - **Priority 2: Innovative and agile infrastructure**
    - Initiative 1: Create infrastructure to promote research and technologies.
    - Initiative 2: Improve infrastructure for easier navigation and connection.
    - Initiative 3: Integrate operational and business databases for CQI/QA.
    - Initiative 4: Implement governance and access structures for cores, data resources, and operational units.
    - Initiative 5: Engage with community & share their research contributions.
    - Initiative 6: Develop and maintain longitudinal cohorts/life course research.
- **Strategic Initiative 3: Enhance the Student Experience**
  - **Priority 1: Facilitating inclusive collaboration**
    - Initiative 1: Create knowledge base about faculty and lab capabilities.
    - Initiative 2: Evaluate and restructure P&T criteria and processes.
    - Initiative 3: Create clear staff promotion paths and professional development



- Initiative 4: Create bi-directional peer mentorship opportunities
- Initiative 5: Create campus events to facilitate connections.
- **Strategic Initiative 4: Partner on Patient-Centered Care**
  - **Priority 1: Enhance the quality of patient-centered and individualized, interprofessional care experience through collaboration**
    - Initiative 1: Improve the patient care experience.
    - Initiative 2: Increase remote patient monitoring and telehealth.
    - Initiative 3: Increase interprofessional and multidisciplinary clinics.
    - Initiative 4: Design an interprofessional value-based care model.
  - **Priority 2: Transform use of data information to create patient-centered and interprofessional solutions for delivery of care**
    - Initiative 1: Utilize data analytics to create for delivery of patient care.
    - Initiative 2: Construct reimbursement for prevention and wellness.
  - **Priority 3: Utilize the learning health system to expand innovation and improve excellence in patient care**
    - Initiative 1: Use data science and AI to assist in developing novel ideas.
    - Initiative 2: Enhance communications with communities to address patient care experiences.
- **Strategic Initiative 5: Invest in Our People**
  - **Priority 1: Create an ongoing ecology of connection**
    - Initiative 1: Support community wealth building and workforce development.
    - Initiative 2: Make the campus more accessible to the community.
    - Initiative 3: Enhance and expand pipeline programs.
  - **Priority 2: Provide equitable, affordable access to health care and wellness activities to our campus and external communities**
    - Initiative 1: Leverage new advances in technology and telehealth.
    - Initiative 2: Increase access to comprehensive healthcare.
    - Initiative 3: Build shared wellbeing opportunities.
  - **Priority 3: Establish a holistic institutional infrastructure to support community engagement**
    - Initiative 1: Build trust and demonstrate transparency.
    - Initiative 2: Conduct an internal institutional assessment.
    - Initiative 3: Improve data collection and monitoring.

## Private non-profit

### 1. Colorado Christian University (Lakewood)

*Grace and Truth*

|   |  |
|---|--|
| <b># of Students Enrolled</b>                 | Total Enrollment: 7,839 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 6,023</li> <li>● Undergraduate transfer in: 638</li> <li>● Graduate: 1,178</li> </ul>  |
| <b>Student Demographics</b>                   | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 3%</li> <li>● Black or African American: 11%</li> <li>● Hispanic or Latino: 15%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 65%</li> <li>● Two or more races: 3%</li> <li>● Race/ethnicity unknown: 3%</li> <li>● Non-resident alien: 0%</li> </ul>      |
| <b>Faculty</b>                                | Total Faculty: 623 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 107</li> <li>● Part-time: 516</li> </ul> Total number of faculty who are members of minority groups:50 (Fall 2021)**** <sup>21</sup>  |
| <b>Associate and Bachelor Degrees Awarded</b> | Total Associate Degrees Conferred (7/1/19-6/30/20): 178 <sup>22</sup> <ol style="list-style-type: none"> <li>1. Psychology, General: 36<sup>d</sup></li> <li>2. Bible/Biblical Studies: 35<sup>d</sup></li> <li>3. Liberal Arts and Sciences/Liberal Studies: 32</li> <li>4. Business Administration and Management, General: 26<sup>d</sup></li> <li>5. Health/Health Care Administration/Management: 20<sup>d</sup></li> </ol> |

<sup>21</sup> College Factual 2021: CCU Demographics and Diversity Report

<sup>22</sup> <sup>d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

---

Total Bachelor Degrees Conferred (7/1/19-6/30/20): 750

1. Psychology, General: 148
  2. Business Administration and Management, General: 114
  3. Registered Nursing/Registered Nurse: 65
  4. Bible/Biblical Studies: 49
  5. Speech Communication and Rhetoric: 47
- 

## CCU STRATEGIC PRIORITIES

### [CCU Strategic Priorities](#)

- **Strategic Priorities: The Strategic Priorities provide a point of convergence for every member of the CCU community and for every aspect of life at CCU, from how we teach and learn in the classroom to how we live with and serve others.**
  - An enduring commitment to Jesus Christ and His kingdom.
  - Honor Christ and share the love of Christ on campus and around the world.
  - Teach students to trust the Bible, live holy lives, and be evangelists.
  - Be a magnet for outstanding students and prepare them for positions of significant leadership in the church, business, government, and professions by offering an excellent education in strategic disciplines.
  - Teach students how to learn.
  - Teach students how to think for themselves.
  - Teach students how to speak and write clearly and effectively.
  - Give students significant opportunities to serve our Lord while they are at CCU and to help them develop a lifetime habit of such service.
  - Impact our culture in support of traditional family values, sanctity of life, compassion for the poor, Biblical view of human nature, limited government, personal freedom, free markets, natural law, original intent of the Constitution, and Western civilization.
  - Be seekers of truth.
  - Debunk “spent ideas” and those who traffic in them.
  - Ask God to multiply our time and ability to the glory of His great name.
  - Be a servant of the Church.
  - Become a great university.

## 2. Colorado College (Colorado Springs)

### *Building on the Block*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 2,050 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 1,994</li> <li>● Undergraduate transfer in: 31</li> <li>● Graduate: 25</li> </ul>   |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 5%</li> <li>● Black or African American: 3%</li> <li>● Hispanic or Latino: 11%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 64%</li> <li>● Two or more races: 7%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 7%</li> </ul>          |
| <b>Faculty</b>                  | <p>Total Faculty: 248 (Fall 2021)</p> <ul style="list-style-type: none"> <li>● Full-time: 212</li> <li>● Part-time: 36</li> </ul> <p>Total number of faculty who are members of minority groups: 69 (Fall 2021)</p> <ul style="list-style-type: none"> <li>● Full-time: 64</li> <li>● Part-time: 5</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 524</p> <ol style="list-style-type: none"> <li>1. Economics, General: 52</li> <li>2. Political Science and Government, General: 36</li> <li>3. Cell/Cellular and Molecular Biology: 32</li> <li>4. Ecology and Evolutionary Biology: 32</li> <li>5. Computer and Information Sciences, Other: 29</li> <li>6. Psychology, General: 25</li> <li>7. Sociology, General: 25</li> </ol> |

## CC STRATEGIC PLAN

### [CC Strategic Plan](#)

- **Recommendation 1: Provide Additional Support to Realize the Potential of our Pioneering Block Plan**
  - To support our faculty and students as they experience the full potential of the Block Plan, we will create a Center for Immersive Learning and Engaged Teaching to be a focal place for academic support. The Center will be a dynamic place where students, faculty, staff, and alumni come together, where resources are available to discover and share best practices and support new ideas.
  - To provide a physical home for the new Center for Immersive Learning and Engaged Teaching and prepare Tutt Library - the intellectual hub of the campus - for this generation of students, we will renovate Tutt Library. This renovated physical space will offer technology-equipped seminar rooms, study space, and group collaboration rooms, as well as a cafe to bring our community together in both structured and unstructured ways.
  - To open CC's full academic experience to all students regardless of income and to free the imagination to do even more with the block, we will eliminate all program fees.
  - To recruit the best and brightest students, especially those who would benefit most from a CC education, we will build additional resources for financial aid. This effort will include funds to support scholarships for Division 1 athletics.
  - To continue to attract, develop, and retain an engaged faculty who are equal to the challenge of teaching on the block, we must enhance resources and flexibility to support faculty scholarship and creativity across the disciplines and activities that make up the learning experience. We must be open to new ideas for support and resources, including creating new opportunities for collaborative work such as team teaching or a humanities colloquium; increasing travel, equipment, and grant funds for researchers; boosting support for coaches and other important mentors and guides; and establishing a more flexible sabbatical policy.
  
- **Recommendation 2: Build Nationally Recognized Summer and Half-Block Programs for a New Generation of Learners**
  - To take full advantage of these strengths, we will create one of the premier summer learning experiences in the U.S. Our summer program will not just offer random courses. Instead, we will create summer programs of linked thematic blocks that will attract our own students as well as students from other institutions across the country and the world.
  - To better educate our students about their options after college, help them to reflect on and articulate the relevance of their CC experience, and build the practical skills that ease transition to today's workplace, we will create a dynamic half-block program. New offerings during the nine-day half block in early January will concentrate on what students need to do to prepare for the future in both their academic and professional careers. These short courses and workshops might focus on basic programming code and analytics software, choice of majors, personal finances, or writing workshops on fellowship proposals or resumes. We

- will also develop half blocks for students returning to campus after study-abroad programs and venture grant experiences that allow them to reflect and build on their meaningful time spent off-campus.
- To offer our unique immersive learning experience to new constituencies, we will also develop special “block breaks” - short courses for alumni and parents on campus, at Baca, in the field, and around the globe. These block breaks will create new opportunities for alumni and parents to engage in lifelong learning and be intellectually engaged with the college and each other.
- **Recommendation 3: Create an Innovation Institute**
    - Our aim is to develop an Innovation Institute to provide resources, structure, and encouragement to students and faculty as they investigate social and environmental challenges, understand the context in which they exist, identify sustainable solutions, and put them into action. By offering students and faculty a place to go from theory to idea to practice, the Innovation Institute will bring together the skills of the liberal arts - creativity, collaboration, critical thinking, and communication - with our own innovative spirit and commitment to making the world a better place. This will position the college to do an even more powerful job of demonstrating the vital connection between doing good and doing well.
  - **Recommendation 4: Enhance our distinctive place of learning - our campus - to support our engaged, globally-connected academic community and embody our regional and historical identity**
    - To ensure coherence in campus design as related to aesthetics, sustainability, and the educational mission, we will develop a master plan for the physical campus to help guide and shape each new project in the coming decades. Guided by this campus master plan, we will enhance our identity through development of a beautiful, sustainable landscape and built environment that embodies our regional and historical identity and fosters our collaborative approach to teaching, learning, and community building.
    - Together with this plan for the physical campus, we will develop a communications plan to present the college to our constituencies and to the world. To offer a clear, unified message to the campus community, alumni, and visitors, our communications efforts should reflect the nuances of our distinctive curricula and programs and our special place, signifying who we are as an intellectual community. External communities, ranging from the continued development of our brand to the signage we will use to identify our physical resources, should portray a powerful, integrated presence.
    - In the coming decade, we will ensure that the college is recognized as a model of environmental stewardship and innovation by advancing both the study and the practice of sustainability. To achieve this recognition, we will “talk the talk and walk the walk” as we continue to reduce our environmental impact, integrating sustainability across the breadth of our curriculum more deeply and cultivating the ethic of sustainability in all aspects of campus programming. Looking forward, we have an opportunity to

- advance practice at the national level on a full range of issues related to sustainability - energy, materials, food, wellness, aesthetics - all the while drawing on the new power of the Innovation Institute to turn ideas into action.
- As we invest in and nurture our authentic surroundings, we will utilize the latest technology to connect the CC community of alumni, students, faculty, staff, and parents to each other and to intellectual and creative resources around the world. For example, this online community and supporting infrastructure will allow a student who is interested in a career in advertising and an alumni mentor who has years of experience in the field to meet via video chat. It will allow scholars and other experts from across the globe to be guest speakers in campus classes. It will allow students studying or doing internships abroad to meet with their advisor or connect to a class on campus. It will allow faculty to offer online lectures and discussions for alumni.
- **Recommendation 5: Focus on workplace excellence to foster an organization that is as innovative and dynamic as the CC academic experience**
    - To create a campus culture that is truly creative and innovative, we must attract and retain a diverse faculty, staff, and administration and foster an inclusive campus culture that truly values different backgrounds, experiences, ideas, and opinions. An inclusive community provides the foundation for an excellent liberal education - a diverse faculty and staff is a critical component in generating creative ideas and providing the most effective mentoring.
    - Because lifelong learning is critical for individuals to reach their potential in today's dynamic and rapidly changing world, we will create a top-notch professional development program that supports our staff and faculty in adapting to the changing environment. As part of this program, we will develop a shared leadership philosophy and set of competencies and create programs for staff and faculty to build those identified skills. Our growing supervisor training and wellness programs are a base for this program, as will be new efforts to train staff members in specific skills designed to promote and enrich collaborative and cross-functional work and to increase informal interaction across departments all over the campus.
    - To strengthen our culture and improve workplace excellence, the college will build strong internal communication, vibrant collaboration, and organizational transparency as strategic assets. Specifically, we look forward to establishing a formal internal communication function, encouraging departments to use an internal communication plan, and promoting face-to-face interaction among the staff. To boost collaboration, we will establish cross-functional projects and block projects, two new categories of collaborative work designed to bring new levels of coherence and support to work across administrative divisions. We will also seek an innovative physical space to encourage shared work.

### 3. Naropa University (Boulder)

*You Are Ready*

|                                 |   |
|---------------------------------|---|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 855 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 256</li> <li>● Undergraduate transfer in: 64</li> <li>● Graduate: 535</li> </ul>   |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 1%</li> <li>● Asian: 2%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 12%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 70%</li> <li>● Two or more races: 6%</li> <li>● Race/ethnicity unknown: 7%</li> <li>● Non-resident alien: 2%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Faculty: 164 (Fall 2018)</p> <ul style="list-style-type: none"> <li>● Full-time: 49</li> <li>● Part-time: 115</li> </ul> <p>Total number of faculty who are members of minority groups: 30 (Fall 2018)</p> <ul style="list-style-type: none"> <li>● Full-time: 12</li> <li>● Part-time: 18</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 93</p> <ol style="list-style-type: none"> <li>1. Psychology, General: 37</li> <li>2. Multi-/Interdisciplinary Studies, Other: 17</li> <li>3. Art Therapy/Therapist: 8</li> <li>4. Environmental Studies: 6</li> <li>5. Yoga Teacher Training/Yoga Therapy: 5</li> </ol>   |



## NAROPA CREATE 2022 STRATEGIC PLAN

### [Naropa Strategic Plan](#)

- **Goal 1: We will advance Naropa’s reputation as a leader in contemplative and socially transformative practices through meaningful contributions and community partnerships, increasing our influence locally and in the world.**
  - **Objective 1-A: Create robust mutually beneficial partnerships with world-wide academic institutions and businesses.**
    - 1. Form cross-functional team
      - Obtain collaboration summit list
      - Prioritize that list via a strategic priority-cost benefit analysis & objectives
    - 2. Small teams - relationship manager or primary contact and faculty/content partner + as-needed support.
    - 3. Map out outreach and design online or low-residency programming to serve the needs of partners.
  - **Objective 1-B: Define, refine, and communicate the benefits and relevance of contemplative education.**
    - 1. Implement a new syllabus requirement for faculty to articulate what contemplative education means for each course they teach, which can then be used as a basis for defining contemplative education for each discipline/degree concentration.
    - 2. Engage in a university-wide process to create a condensed but polythetic and inclusive description/definition of contemplative education.
    - 3. Use the definition and any degree-specific versions of the definition in communication materials.
  - **Objective 1-C: Make Naropa a leader in social transformation - Front Range and beyond (partnerships, sustained community engagement, educational hub).**
    - 1. Build deeper community networks so diverse Naropa constituents feel safe + welcome within larger community.
    - 2. Develop strategic partnerships with and service to underrepresented diverse organizations and community groups.
    - 3. Offer trainings to outward community showcasing our unique transformative development models, including online course offerings and microcredentials.
- **Goal 2: We will optimize our use of space in a way that advances our mission and values, including inclusivity, accessibility, affordability, sustainability, and growth.**
  - **Objective 2-A: Run cost/benefit analysis of Boulder as our location to establish future unified campus location.**
    - 1. Establish and identify points of consideration to be analyzed. Will include diversity and inclusivity, accessibility, affordability (students, staff + faculty, university), financial stability and growth, eco-sustainability, desirability, environmental appeal, potential student count, potential building cost, Naropa’s heritage licensing requirements for programs, potential loss of employees, competition, job market for students (after and during) etc.
    - 2. Use established assessment matrix to evaluate other potential locations.
    - 3. Assess the cost of moves (within and out of Boulder).

- **Objective 2-B: Assess current space and usage based on student experience/need, university curriculum, eco-sustainability, and inclusivity priorities to set appropriate and achievable goals for our facilities and space utilization.**
  - 1. Define space priorities based on academic sustainability and inclusivity priorities and Naropa's ethos.
  - 2. Analyze current and prospective student experience and related space needs and preferences.
  - 3. Review/compare current use of space with findings and make recommendations for action informed by our sustainability values.
- **Goal 3: We will create a smooth functioning university that embodies contemplative administration and supports collaboration and inclusion.**
  - **Objective 3-A: Create efficient and well communicated university-wide processes and policies that support collaborative leadership and collaborative operations.**
    - 1. Overhaul our data systems management to provide a consistently user-friendly experience that allows for inter-departmental collaboration, document tracking, and integrated student and administrative services.
    - 2. Decision-making is based on transparent, evaluative, and effective mechanisms for determining resource allocation tied to vision and goals. We are empowered through transparency and communication.
    - 3. Policies, procedures documented and communicated. Roles, responsibilities define along with a handbook for every position.
  - **Objective 3-B: We will establish sustainable and ethical compensation for all Naropa staff and faculty including cost of living, retirement, benefits, professional development, career development.**
    - 1. Maintain an updated, periodic review of compensation benchmarking and implementation methods.
    - 2. Establish systematic evaluation and reward structure as a basis for compensation policies that are aligned with best practices in higher education.
    - 3. Establish clear and equitable workload guidelines that are tied to reward structures and compensation.
  - **Objective 3-C: We will build a culture of diversity and inclusivity that explicitly recognizes, appreciates, and respects all employee identities.**
    - 1. Articulate the variety of staff and faculty positions, roles and relationships, creating a more diverse community.
    - 2. Establish innovative structures and processes that support cross-fertilization across diverse positions and roles.
    - 3. Establish authentic development and mentoring processes for faculty and staff over the course of their Naropa careers.
- **Goal 4: We will create and enhance a vibrant culture of student support.**
  - **Objective 4-A: We will expand and improve affordable, supportive housing options.**
    - 1. Working group to determine housing scholarship strategy.
    - 2. Develop programmatic/thematic plan for housing.
    - 3. Working group to look at current infrastructure/facilities to determine what areas need to be addressed and explore option for additional potential housing options.

- 4. Hire part-time off-campus housing coordinator to build relationships with property managers and owners. This role would work with students to find housing based on need.
  - **Objective 4-B: We will build or create a student center.**
    - 1. Develop student focus groups to determine what the most important elements of a student would be.
    - 2. Finding appropriate space to meet the needs addressed in #1.
    - 3. Obtain funding and plan how to develop student space.
  - **Objective 4-C: We will increase the recruitment and retention of a diverse student body.**
    - 1. Implement programs designed to recruit and retain underrepresented students (e.g., bride program, peer mentorship, expansion of Office for Inclusive Community identity groups, scholarships).
    - 2. Establish identity-informed policies and procedures responsive to the needs and experiences of underrepresented students.
    - 3. Create institutional accountability for faculty and staff to develop in the area of cultural responsiveness while offering continued workshops and trainings and establishing institutional measures to acknowledge development.
- **Goal 5: We will educate our students to meet the world’s needs with a relevant and socially transformative curriculum delivered residentially, online, and in other hybrid formats to make the curriculum broadly accessible.**
  - **Objective 5-A: We will expand, promote, and integrate into the curriculum our student services.**
    - 1. Assess current services, levels of utilization, where are gaps?
    - 2. Develop a plan for how to integrate services and student affairs staff/training into curriculum.
    - 3. Develop outreach/relationships with employers to further inform curriculum and student service support needed to prepare students for career.
  - **Objective 5-B: Develop a transformative curriculum which integrates inclusivity capacities and skills, awareness and skills related to eco-sustainability, and applied competencies within each respective field.**
    - 1. Developing assessment rubric to inventory academic offerings across the university, ensuring that diversity and inclusion, eco-sustainability, and applied competencies are included.
    - 2. Train faculty in research curriculum design and implementation.
    - 3. Build assessment of the elements listed above into program reviews, hiring/promoting, and other means of accountability.
  - **Objective 5-C: Launch online and/or low-residency degrees from our existing residential degrees and create new online or low-residency degree programs.**
    - 1. Identify existing residential programs that are good candidates for conversion to online/low residency.
    - 2. Conduct market research on existing and potential new programs to decide if there is enough promising demand to warrant going to a full program proposal. Provide funding for this research, either for internal or external staff.
    - 3. Solicit degree program ideas from Naropa faculty, staff, students, and alumni, in addition to ideas already submitted.

#### 4. Regis University (Denver)

*Regis Rising*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | <p>Total Enrollment: 6,310 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Undergraduate: 3,056</li> <li>● Undergraduate transfer in: 141</li> <li>● Graduate: 3,113</li> </ul>   |
| <b>Student Demographics</b>     | <p>Undergraduate race/ethnicity (Fall 2020)</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 5%</li> <li>● Black or African American: 4%</li> <li>● Hispanic or Latino: 24%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 50%</li> <li>● Two or more races: 4%</li> <li>● Race/ethnicity unknown: 10%</li> <li>● Non-resident alien: 1%</li> </ul> |
| <b>Faculty</b>                  | <p>Total Faculty: 746 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 287</li> <li>● Part-time: 459</li> </ul> <p>Total number of faculty who are members of minority groups: 98 (Fall 2020)</p> <ul style="list-style-type: none"> <li>● Full-time: 37</li> <li>● Part-time: 61</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | <p>Total Bachelor’s Degrees Conferred (7/1/19-6/30/20): 846<sup>23</sup></p> <ol style="list-style-type: none"> <li>1. Registered Nursing/Registered Nurse: 271</li> <li>2. Business Administration and Management, General: 84</li> <li>3. Computer Science: 49<sup>d</sup></li> <li>4. Accounting: 46<sup>d</sup></li> <li>5. Speech Communication and Rhetoric: 34<sup>d</sup></li> </ol>                                       |

<sup>23</sup> <sup>d</sup> identifies programs and award levels that are offered as a distance education program. For program category totals, <sup>d</sup> is shown if one or more programs in the category are offered as a distance education program.

## REGIS RISING STRATEGIC PLANNING

### [Regis University Strategic Planning](#)

- **Invigorating Business Education: Examine strategies to re-invigorate Regis University business programs, recommend whether to form an independent College of Business, and recommend new degree offerings that respond to student interests and workforce opportunities.**
  - **Primary Recommendations:**
    - Create an Independent College of Business that combines the School of Management in the College of Professional Studies and the Division of Business in Regis College and prepares graduates to live purposeful lives bringing Jesuit values into free market and social enterprises for the betterment of society.
    - Create a University-wide Center for Economic, Environmental, and Social Justice that promotes collaboration among faculty throughout the University to design educational experiences on complex issues that cross disciplines such as climate change, sustainable development, and micro-financing for the poor.
    - Create a University-wide innovative Business Solutions Center that develops strategic partnerships with the business community, engages external stakeholders, including alumni, incubates and supports innovative projects, and advises and supports academic units within the University in the development of new revenue-generating ideas.
    - Expand and enhance academic programs with strong growth potentials, including accounting, particularly in combination with other fields, socially responsible entrepreneurship, project management, non-profit management, media and marketing, human resource management, health services management, and business intelligence/data management.
  
- **Investing in Computer Science and Computer Information Sciences: Recommend areas for further investment in computer and information sciences, examine whether to create an independent College of Computer and Information Sciences and examine opportunities to develop new degree offerings that respond to student interests and workforce opportunities.**
  - **Primary Recommendations:**
    - Create an independent College of Computer and Information Sciences that includes the existing School of Computer Information Sciences in the College for Professional Studies, the Computer Science major in Regis College, and the programs in Health Information Management and Health Informatics in the Rueckart-Hartman College for Health Professions.
    - Invest in computer and information sciences through expansion of existing graduate programs in Information Assurance and Computer Security; developing a new graduate degree in Data Science/Predictive Analytics; expanding offerings for traditional-age students; exploring a new doctoral program in Computer Science; and expanding the existing graduate program in Healthcare Informatics.

- Promote Jesuit values throughout the curriculum by increasing faculty development and application of Jesuit values, incorporating the Jesuit learning themes of the new CPS Humanities course, “Leading Lives that Matter,” into capstone courses, practicum experiences, and research projects.
  - Build strategic partnerships with industry, government, and academic entities to remain responsive to market needs in computer and information sciences.
- **Promoting Growth and Innovation: Recommend new growth, innovation initiatives, and structures for future exploration of growth opportunities.**
    - **Primary Recommendations:**
      - Intensifying marketing to existing undergraduates to encourage seamless progression to Regis graduate programs.
      - Incorporating employer needs into design of academic offerings.
      - Developing “stackable” certificate programs that are responsive emerging employment opportunities, especially in under-utilized courses.
      - Creating “fast tracks” for high school students into Regis.
      - Completing “degree refresh” reviews of existing programs.
      - Offering credit and non-credit courses for lifelong learning to engage alumni.
      - Invest in programs that have clear markets for growth, including Health and Rehabilitation Sciences, Global Sustainability, Environmental Sciences, Urban Agriculture, Entrepreneurship, Disaster Response, Business Analytics, Ph.D. programs, and professional doctorates.
      - Foster a culture of innovation and develop a Center for Innovation that incentivizes new investment opportunities.
- **Strengthening Experiential Learning for Our Students: Recommend expanded experiential learning opportunities across all three colleges that will help students connect their education to careers and service and clearly articulate the impact of their Regis experiences.**
    - **Primary Recommendations:**
      - Create a standing institutional Committee for Experiential Education (EE). This committee will be responsible for: defining EE, developing student learning outcomes with assessment rubrics, approving EE designated courses, EE faculty development, identifying EE graduation requirements, developing an EE database resource, and coordinating effective partnerships in the community.
      - Initiate a task force to create a new community partnership program that integrates the three colleges in partnering with the community by fostering deeply rooted, ethical, long-term reciprocal relationships that include offering services and resources requested by the community.

- Develop distinct Career Education offerings for undergraduate and graduate students, including a required, non-credit, co-curricular career preparation program for undergraduates. Recommend students employ an “e-portfolio” or comparable resource to demonstrate their learning experiences and record completion of these requirements. Recommend that graduate students attend at least one career education webinar in their field of study.
  - Create a Regis Alumni Mentor Program that develops a Jesuit collegial network to promote professional connections among students and alumni.
  - Base all aspects of EE in the ideals of Jesuit education. We must not only transform students; we must graduate students who desire to change the world. Through collaborations that promote dignity and self-determination, experiential learning at Regis must seek the greater good of our community and world. To accomplish this, we must commit to pursue the needs of the community and provide purposeful opportunities for our students to confront, examine, and seek answers to the question, “How ought we to live?”
- **Examining Opportunities in Science, Technology, Engineering, and Math (STEM): Identify emerging career trends in science, technology, engineering, and math fields, including teacher education in these fields.**
    - **Primary Recommendations:**
      - Expand the scope and capacity of STEM programs grounded in Jesuit education fundamentals, including Environmental Science, lower-division STEM-related courses to yield increases in traditional STEM majors and pre-health science students, and secondary science and math teacher education programs.
      - Begin new undergraduate degrees in Actuarial Science, Technical Writing, and Secondary Education career and technical education licensure.
      - Build capacity for Regis to prepare students for engineering through introductory courses, collaboration with local schools, and existing dual-degree programs. Consider the future possibility for an engineering degree, but do not invest in an engineering school or college.
      - Develop new collaborative structures across colleges to facilitate seamless student access to course work across disciplines and departments.
      - Expand the current Pomponio Family Science Center to allow for growth in STEM fields.
- **Exploring Opportunities in International Education and Internationalizing Our University: Identify opportunities for recruiting and supporting international students and for enhancing international learning experiences for all Regis students.**
    - **Primary Recommendations:**

- Examine key University mission statements, policies, and structures to demonstrate the importance of international learning experiences, including creation of an Office of Global Education that provides international Student Services, Study Abroad support, and other potential global programs.
  - Encourage Regis students to become citizens of the world through internationalizing University programs, including added support for research and faculty development activities, study abroad opportunities for students, greater integration of global issues and international experiences into the curriculum and co-curricular activities; and development of targeted majors of interest to international students.
  - Promote and support international student recruitment, retention, and alumni services once the foundation to support them noted above is in place.
  - Expand outreach activities that support the internationalization efforts, including funding for study abroad, grants for low-income students, guest professorships, collaboration with organizations such as Jesuit universities in the U.S. and abroad, and partnerships with other universities to provide online degree completion opportunities for their students.
- **The Thinking Heart of Jesuit Education: Strengthening our Core for the 21st Century:** Regis College will be distinguished nationally for its liberating Jesuit spirituality, its distinctive pedagogies in integrative and engaged learning, and the ethical, intellectual, and civically responsible lives of its graduates. We want to prepare our students for careers, but we also want to educate them for a life of human flourishing, dedicated to the service of others and characterized by ethical responsibility and spiritual awareness. Such an education can only be achieved where the liberal arts are the heart of the endeavor. To give our students the best preparation for their 21st-century lives, Regis must reflect on our Jesuit tradition and origins in Ignatian humanism.
    - **Primary Recommendations:**
      - Strengthen interdisciplinary curricula in concert with the Center for Excellence in Teaching and Learning through collaborative options such as learning communities that combine service learning with academic work, interdisciplinary faculty “pods” that link distributive or integrative core requirements, student “genius” grants, and expanding University wide events like the Inspired Thinker series.
      - Develop integrative centers and institutes, such as a Center for Economic, Environmental and Social Justice (see “Invigorating Business Education”); Center for Urban Agriculture (see “Cultivate Health”); Center for Southwest Studies or Center for Ignatian Humanism.
      - Strengthen support for diversity efforts by promoting the spirit and practices consistent with becoming a Hispanic Serving Institution (HSI) and by expanding support for assisting and retaining first-generation students.
      - Develop and enhance innovative liberal arts programs, such as Global Studies/Development Practice, Social Work, Environmental Science/Studies (see “Examining Opportunities in STEM”); holistic personal and professional



development; E-Portfolios that include experiential learning (see “Strengthening Experiential Learning”)

- **Cultivate Health: A Unique Resident-Centered Health Neighborhood: In keeping with the President’s vision of developing strong community partnerships to give Regis more opportunities for visibility and service, this project represents a unique chance to design, build, and test a comprehensive neighborhood health program that represents the future of health care in partnership with Urban Ventures/Perry Rose, and potentially with the Colorado Health Foundation. In addition, the project will also meet a strategic goal for the Rueckert-Hartman College for Health Professions to expand experiential education possibilities for students and faculty.**
  - **Primary Recommendations:**
    - Design and operate a community-based mid-level provider primary health service (“Regis Cares”) and teaching clinic to serve the residents of the surrounding neighborhood, residents of the Aria Denver housing development, Regis University faculty and staff, Warren Village First Step program for homeless women and children, and Marycrest Assisted Living residents.
    - Develop initiatives to improve health and reduce childhood obesity in the neighborhood, including a health impact assessment of the neighborhood, “Cooking Matters” classes for residents, operation of a community garden and gardening education, development of a Permaculture Certificate program by Regis College, creation of a healthy living coordinator for the community, development of a pilot wholesome nutrition program through the clinic, and initiation of childhood fitness assessments in area schools by the Physical Therapy program.
    - Promote physical infrastructure improvements for resident health, including right-of-way improvements on Federal Boulevard, sidewalk installations along 52nd Avenue to improve neighborhood walkability, walkways on the Regis campus to improve access, neighborhood signage and exercise stations, and enhancements to Zuni park to promote physical activity and access to local food.
  
- **Investing in Student Access and Their Learning Experience: The University has made significant, multi-year commitments to provide a Jesuit education for those students least able to afford it and most able to benefit from it, such as those students from Arrupe Jesuit High School, the Porter-Billups Leadership Academy, and the Sociology of College Success program. Similar efforts for non-traditional adult learners have included the CHOICE Nursing program and other efforts to assist students re-starting their education. Strengthening these and similar efforts in a financially sustainable way for students and the University community that supports them will require a significant increase in giving to Regis, including endowment gifts.**
  - **Primary Recommendations:**
    - Increase scholarship support for students in partner organizations such as Arrupe Jesuit High School, the Porter-Billups Leadership Academy, and other local foundations that serve first-generation, low-income students of great promise.

- Increase scholarship support for talented students to participate in signature academic programs such as Honors, Peace/Justice Studies, and natural sciences.
  - Provide scholarships for non-traditional learners, including veterans, CHOICE Nursing students, and other students who desire to re-start their education at Regis.
  - Provide stipends for low-income students to participate in experiential learning opportunities such as internships, service-learning immersions, and mentoring programs.
  - Endow continuing investments in faculty excellence, including the Center for Excellence in Teaching and Learning, the Integrative Teaching Institute, learning communities to support first-generation students, and similar projects to engage faculty in collaborative research, innovative teaching projects, and interdisciplinary teaching teams.
- **Enhancing Our Campus: The first phase of Goals and Initiatives in the Strategic Planning process, completed in May 2013, identified a number of possible additions or improvements to the Northwest Denver Campus facilities. In addition, the University recently updated its Campus Facilities Master Plan to identify possible locations for new buildings and other enhancements.**
    - **Primary Recommendations:**
      - Renovation of the current Fieldhouse (Arena Project) to include upgraded sports medicine facility clinic, expanded locker rooms, showers, and training center, replacement of outdated HVAC utilities and infrastructure, addition of a two-story entrance to the arena to include new team training/exercise spaces, performance testing area, concessions, storage space, and ticket window. (Note: This project was approved by the Trustees in 2011.)
      - New residence apartments, either south of the existing Residence Village or on off-campus land owned by the University in partnership with private developers.
      - An academic building to replace Loyola Hall. Location likely at the southwest corner of the Northwest Denver Campus.
      - Expansion of the Felix Pomponio Family Science Center with a 26,000 square foot, three-story addition containing new classrooms, labs, faculty offices, greenhouse, and a rooftop observatory.
      - A new University Student Center on the site of the current art gallery, plus renovation of the current Student Center for fine arts facility and gallery space.
      - Parking /campus roadways, including a parking deck over the current Lot 5 and completion of the perimeter roadway.
      - Athletic field enhancements, including conversion of one field on the south edge of campus to artificial turf, lighting fields, and possible enhancements to the green space north of the softball field.
      - Incorporation of the newly acquired Regis Square and strategic plan final projects into the long-term Facilities Master Plan.

## 5. The University of Denver (Denver)

*Built for Change. Built to Last. Built for Good.*

|                                 |  |
|---------------------------------|--|
| <b># of Students Enrolled</b>   | Total Enrollment: 13,856 (Fall 2020) <ul style="list-style-type: none"> <li>● Undergraduate: 5,499</li> <li>● Undergraduate transfer in: 200</li> <li>● Graduate: 8,157</li> </ul>   |
| <b>Student Demographics</b>     | Undergraduate race/ethnicity (Fall 2020) <ul style="list-style-type: none"> <li>● American Indian or Alaska Native: 0%</li> <li>● Asian: 4%</li> <li>● Black or African American: 2%</li> <li>● Hispanic or Latino: 13%</li> <li>● Native Hawaiian or other Pacific Islander: 0%</li> <li>● White: 68%</li> <li>● Two or more races: 6%</li> <li>● Race/ethnicity unknown: 2%</li> <li>● Non-resident alien: 5%</li> </ul> |
| <b>Faculty</b>                  | Total Faculty: 1,511 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 740</li> <li>● Part-time: 771</li> </ul><br>Total number of faculty who are members of minority groups: 303 (Fall 2020) <ul style="list-style-type: none"> <li>● Full-time: 166</li> <li>● Part-time: 137</li> </ul>  |
| <b>Bachelor Degrees Awarded</b> | Total Bachelor's Degrees Conferred (7/1/19-6/30/20): 1,308 <ol style="list-style-type: none"> <li>1. Finance, General: 121</li> <li>2. International Relations and Affairs: 104</li> <li>3. Psychology, General: 103</li> <li>4. Marketing/Marketing Management, General: 95</li> <li>5. Biology/Biological Sciences, General: 65</li> </ol>   |

## DU IMPACT 2025: NEW DIRECTIONS TO TRANSFORM OUR FUTURE

### [DU Impact 2025](#)

- **Transformative Direction One: Students Learning and Leading in a Diverse and Global 21st Century**
  - **Strategic Initiative 1: Financial Support for Students:** DU will financially support a talented and diverse student body at the undergraduate, graduate, and professional levels.
  - **Strategic Initiative 2: Enhancing and Expanding our Learning Environment:** DU will continue its signature tradition of providing a rigorous, stimulating, and holistic academic experience by leveraging its resources to create a collaborative learning environment on campus and continuing to provide innovative and traditional resources for teaching and learning.
  - **Strategic Initiative 3: Navigating DU, Navigating Life:** DU will encourage academic engagement by supporting students holistically in their personal and professional development. At DU, students will acquire the skills they need to navigate their lives and careers as they learn to take charge of their educational journey and develop the knowledge base and competencies they need to thrive in life and work in the 21st Century.
  - **Strategic Initiative 4: Learning, Living and Leading in Community:** Our residential campus will provide a multifaceted environment that encourages students to live and work with individuals of all backgrounds, learn the skills of cultural competency, develop common purpose with others, and practice building organizations and communities as they engage in campus groups.
  - **Strategic Initiative 5: Preparing for Careers and Lives of Purpose:** DU will foster a global network that provides multi-dimensional personal, professional, and career development throughout a student's time at DU and beyond.
  
- **Transformative Direction Two: Discovery and Design in an Age of Collaboration**
  - **Strategic Initiative 1: Faculty Talent, Excellence, and Diversity Initiative:** DU will recruit and retain outstanding scholars and teachers who contribute to an increasingly diverse and academically distinguished faculty. We will support all faculty members to continue to expand their scholarship, teaching, and engagement skills.
  - **Strategic Initiative 2: Supporting Research, Scholarship, and Creative Expression:** DU must invest in research, scholarship, and creative expression to support the discovery and design of knowledge both for long-term societal use as well as immediate application. This investment requires that we strategically select and support the approaches, methods, and topics our faculty and students use to discover and design knowledge as well.
  - **Strategic Initiative 3: International Impact:** DU will broaden its substantial international profile to include new forms of collaboration among faculty researchers and teachers across the globe, as well as among students, alumni and international business, non-governmental organizations, and cultural institutions.
  - **Strategic Initiative 4: Knowledge Bridges:** DU will develop knowledge bridges - structures to link and integrate various parts of our academic programs - to address complex problems and issues in-depth and produce multidisciplinary educational

- opportunities for students. While specific topics will define these flexible initiatives, some might develop into enduring centers and institutes over time.
- **Strategic Initiative 5: Initiative on Social Policy Research:** DU will explore the creation of a University-wide social policy research initiative, a hub to address pressing social issues that range from local to international in scope.
  - **Strategic Initiative 6: Project for Innovation, Entrepreneurship, and Technology:** DU will create a Project for Innovation, Entrepreneurship, and Technology (X-ITE) to foster innovation and entrepreneurship across disciplines and schools and, where applicable, with off-campus partners in industry and elsewhere. In addition, economic and cultural value. Students will be prepared to envision and create their futures - as well as the futures of organizations and communities.
- **Transformative Direction Three: Engagement and Empowerment in Denver and the Rocky Mountain West**
    - **Strategic Initiative 1: Collaboration for the Public Good:** DU will enhance mutually reciprocal opportunities for university-community collaboration to serve the public good and to promote social change, with special attention to underserved communities. We will expand our support for faculty and students who learn, serve and benefit from community-engaged methods of teaching, research, and civic engagement.
    - **Strategic Initiative 2: DU as an Anchor Institution:** DU will expand our work and impact in our immediate area, Denver and the Rocky Mountain West, by using our presence, space, and intellectual capital to promote economic and cultural development and serving as a place of active, inviting engagement.
    - **Strategic Initiative 3: DU as an Open Door to Engagement and Vitality:** DU will do much more to open our campus to our local community. We will encourage and support a DU District in our area.
    - **Strategic Initiative 4: Partner in Innovation and Entrepreneurship in Denver:** DU will promote a culture that emphasizes the public good and encourages innovation and entrepreneurial activity. We will expand partnerships that contribute to these efforts and take active steps to engage and support faculty, staff, alumni, and friends.
  - **Transformative Direction Four: One DU**
    - **Strategic Initiative 1: Advance and Celebrate One DU:** We will advance and cultivate One DU by supporting and developing common events, rituals, practices, and traditions and by optimizing our workforce, and cultivating an intentional community anchored by our core values.
    - **Strategic Initiative 2: A Community of Diversity, Equity, and Inclusive Excellence:** Building on our strong foundation, we will develop a University plan for diversity and inclusion and become a national leader in culture, practices, and structures that encourage inclusivity.
    - **Strategic Initiative 3: Sustainable DU:** We will expand DU's focus on a just and sustainable future.
    - **Strategic Initiative 4: Engaging Alumni and Friends:** DU will develop and sustain life-long relationships with alumni and friends

## **References**

1. Integrated Postsecondary Education Data System
  - a. # of Students Enrolled
  - b. Student Demographics
  - c. Associate and Bachelor Degrees Awarded
2. Common Data Set
  - a. Faculty