

STRATEGIC PLAN



OCTOBER 28, 2005*

*** Approved by Mesa State College Board of Trustees**

ACHIEVING A HIGHER DEGREE: A STRATEGIC PLAN AND VISION FOR MESA STATE COLLEGE

I. Introduction

The noted futurist Leonard Sweet once wrote that, "The future is not something we enter. The future is something we create." In many ways, higher education is about the future. A college educates young adults who are preparing for their future as well as older adults who return to school in order to refocus or expand their future. When it partners with a region and a state, the college does so with the hope of creating stronger citizens and, consequently, stronger communities for the future.

Mesa State College was founded, not as an end in itself, but to enable its students and the residents of Western Colorado to create their own future and not simply enter a future that's been created for them. Within its resource constraints, the college has an obligation to offer the highest quality academic programs and services to those whom it serves to enable them to prepare for their future.

Research documents that most students come to a college to prepare for a career, which is an important part of a college education. Preparing for a career, however, is not enough. For its students to achieve the higher degree of education that they need and deserve, the college must ensure that its students develop ways to understand the complex world in which they live. Students need an appreciation for the creativity expressed through a liberal arts foundation—literature, fine arts and political debate—as well as a balanced scientific and professional view of the world. They must understand the importance of advancing the common good as well as their own individual goals. In sum, it is the college's obligation to help our students understand their role and responsibilities in the future they face, be it somewhere in the west in Colorado or in Western Colorado or elsewhere in the world.

To meet this responsibility, the college must clarify its own future through a strategic planning process. Strategic goals give direction to where the institution wants to go and what it seeks to accomplish. The goals reflect choices that the college has made, based upon its vision, resources, and a sense of the external opportunities and internal strengths. Because the environment in which it functions is in a constant state of change, the college, like its students, must recognize that growth and change are an integral part of the college's future. The college community must embrace the notion that change and innovation within the institution should be the norm rather than a necessity in response to crises. In this context, then, the college's goals are built around the theme of "Achieving a Higher Degree." This theme reflects a key element of the college's strategic plan: the philosophy that as the college adapts to its changing world, it does so with the overarching goal of supporting the residents of Western Colorado to achieve a higher degree of educational attainment by preparing students to function successfully in the future.

II. A Vision for 2020

It is the year 2020 and Mesa State is recognized as Western Colorado's premier institution of higher education. Mesa State has achieved this distinction by successfully serving students and the public. Graduates leave the institution prepared to be productive members of their communities and workplaces.

Furthermore, Mesa State has engaged businesses, industries and professions to advise its programs to take advantage of professional development opportunities and to enrich their industry sector with applied research and with a highly skilled, intelligent employee pool. Whether they have been a part of the community college division, one of the dozens of baccalaureate programs or the graduate school, are further seen as citizens who will greatly enrich the economic, social, cultural and political landscapes they inhabit.

The high caliber of Mesa State's past and present students is by no means accidental. Instead, these productive citizens are a testament to the rich, demanding, and varied liberal arts core they have received. They were fortunate enough to have attended an institution that not only challenged them in the classroom, but also provided a robust extra-curricular and social environment. The broad spectrum of available activities—ranging from athletics to the fine and performing arts to multiple student organizations—have made and continue to make Mesa State a vibrant, energetic, and diverse college community.

The success of Mesa State graduates can be further attributed to the fact that they attended an institution with state-of-the-art facilities, that values technology and has the expertise and resources needed to use these as effective educational tools. These tools are complimented by a physical plant which is second-to-none in Colorado, and a faculty whose primary focus is teaching students. With its low faculty-to-student ratio, Mesa State has been able to provide a student-focused, experiential higher education experience that provides life-long benefits to the individual, the economy, and society.

As more and more students have taken advantage of this unique learning environment, Mesa State's aggressive, yet conscientious administrators have wisely used the institution's resources to expand the campus. Their responsible and ethical approach to stewardship has created the caliber of facilities that students expect from a college that is one of the top five public institutions of higher education in Colorado. In addition, the administration has solidified Mesa State College's standing as a fiscally sound institution that directs its resources, both public and private, to areas that most effectively advance its goals.

Mesa State in 2020 is an institution respected throughout the entire state of Colorado for the quality of its graduates and difference that it makes for the region and the state. Perhaps the best evidence of Mesa State's growing reputation for

excellence is the quality of its graduates, individuals fortunate enough to have experienced student-focused higher education at its best.

III. Institutional Values Statement

Mesa State College is a regional public higher education institution which offers liberal arts, professional, and technical programs ranging from vocational certificates to master's degrees. The college serves the citizens of Colorado, in general, with a specific emphasis on increasing college participation by residents in its 14-county region in Western Colorado. Its focus is on providing quality academic programs, built on a strong liberal arts core that support students' interests and regional employment needs, as well as technical programs that respond to vocational workforce demands.

Mesa State College values teaching and student-faculty interaction and offers small classes and opportunities for applied learning that supplement classroom instruction. It recognizes outstanding teaching as its primary responsibility where instruction is delivered by a highly-qualified faculty to academically-prepared students. At the same time, implicit in the college's two-year role and mission is the expectation that Mesa State offers programs and services that support those less-prepared for postsecondary education. (Meeting regional needs requires that the college deliver its programs locally and regionally through a combination of site-based and distance delivery modes at a range of times and locations as part of its evolving role as a Regional Education Provider.)

As a state-assisted institution, the college also strives to achieve the highest degree of academic quality, affordability, and accessibility in the state, adapting as its opportunities and strengths change. In summary, Mesa State College will build on its role as Western Colorado's primary institution of higher education and become a more active leader in the region's economic and cultural development.

IV. Methodology

In developing a plan for the next five years, the Mesa State College community must consider the college's role in the state's public higher education system, and, more specifically, as the Regional Educational Provider for the 14 designated counties of Colorado's Western Slope. To facilitate a broad-based perspective on the college's current status and future directions, the President and Board of Trustees initially convened eight advisory groups in April 2004. These groups included Faculty Senate members, academic department heads, administrators, Associated Student Government representatives, classified staff members, community leaders and the Mesa State College Alumni Association and Foundation boards. (A complete list of the participants is found in Appendix A.)

The Trustees subsequently reviewed the strengths, weaknesses, opportunities and limitations which were common among all the groups and began a discussion

concerning the future direction and vision for Mesa State. At the conclusion of the Trustee's advance in June, the Board requested that the President develop the broad parameters of the plan.

A Strategic Planning Committee is comprised of faculty and staff members, students and community leaders and met six times during fall 2004. (See Appendix B for a list of committee members.) During those meetings, the group reviewed and discussed a wide variety of information, ranging from demographic and educational data for the 14-county region to physical plant specifications to information on the college's historical role and mission. Additionally, the Strategic Planning Committee and the Board of Trustees reviewed supplementary materials, which are integrated into the group summaries that follow or found in Appendix C.

As the meetings progressed, conversations focused around four questions that serve as the organizing format for the following summary:

- 1) What are the strengths on which Mesa State College should build?
- 2) What weaknesses of the college limit its future directions?
- 3) What opportunities exist internally and/or externally on which the institution should capitalize?
- 4) What external limitations constrain the college's aspirations?

The discussion then moved on to questions about the college's future size and its diverse role and mission. These questions, in turn, led to in-depth conversations about how to increase levels of educational attainment in Colorado and specifically Western Colorado counties that Mesa State College serves. The next two sections summarize the salient educational facts and discussion.

During spring 2005, the President met with small groups of faculty and staff across the campus for reaction and input to the strategic planning draft. The current document integrates thoughts from those conversations.

V. Mesa State College as a Regional Education Provider (REP)

Early discussions centered on the college's designation in 2003 as the Regional Education Provider (REP) for western Colorado. Mesa State College's responsibilities as a REP are described in C.R.S. 23-1-127:

“As regional education providers, Adams state college, Mesa state college, and Western state college of Colorado shall have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado commission on higher education, the allocation of resources for the purposes of meeting those needs.”

(2) A regional education provider's initiatives to meet its regional needs may include, but need not be limited to, the following:

- (a) Extension of existing programs;
- (b) Creation of new undergraduate programs;
- (c) Development of partnerships with two-year institutions; and
- (d) Facilitation of the delivery of graduate education through existing graduate institutions.

With this designation, the Colorado legislature differentiated the role and mission of the state's rural colleges from that of other governing boards and gave the four institutions (i.e., Adams State, Fort Lewis, Mesa State, and Western State Colleges) the responsibility of determining what and how regional education needs will be met. Mesa State College may deliver as much of that need as it deems possible, but it also may facilitate the delivery of additional programming from other public institutions to its designated 14-county region. (See Figure 1). This region covers more than 28,000 square miles and represents 28 percent of Colorado's geographic area.

While Mesa State has been given responsibility program delivery for the 14 counties, it should be noted that the geographic scope varies according to level of programming. Mesa State's two-year service region is defined as Delta, Mesa, Montrose, Ouray, and San Miguel Counties while delivery of vocational programs is limited to Mesa County.

In terms of education attainment, Colorado consistently ranks as one of the most highly educated populations in the United States as measured by the proportion of persons 25 years of age and older who have completed a baccalaureate degree. In 2000, the Bureau of the Census reported that 32.7 percent of Coloradoans held a baccalaureate degree or higher. Table 1 summarizes how the educational attainment of residents in the 14-county region of Western Colorado compares and contrasts to the state, with the counties ranked according to the percentage of the population completing a bachelor's degree. Half of the counties in Mesa State's region—Pitkin, San Miguel, Summit, Eagle, Routt, Grand and Ouray—are dominated by resort communities and significantly exceeded the statewide percentage. A majority of these individuals likely was educated elsewhere prior to locating in Western Colorado. The order of the counties varies by decade, but Table 1 summarizes that the greatest gains in baccalaureate degree completion across three census periods occurred in the same counties.

While generally achieving higher educational attainment across the three census periods, the balance of the 14 counties has not yet reached the state average. Historically these counties—Garfield, Mesa, Montrose, Jackson, Rio Blanco, Delta and Moffat—have had less mobile populations with lower average incomes and/or are generally more rural and physically isolated. These demographic and

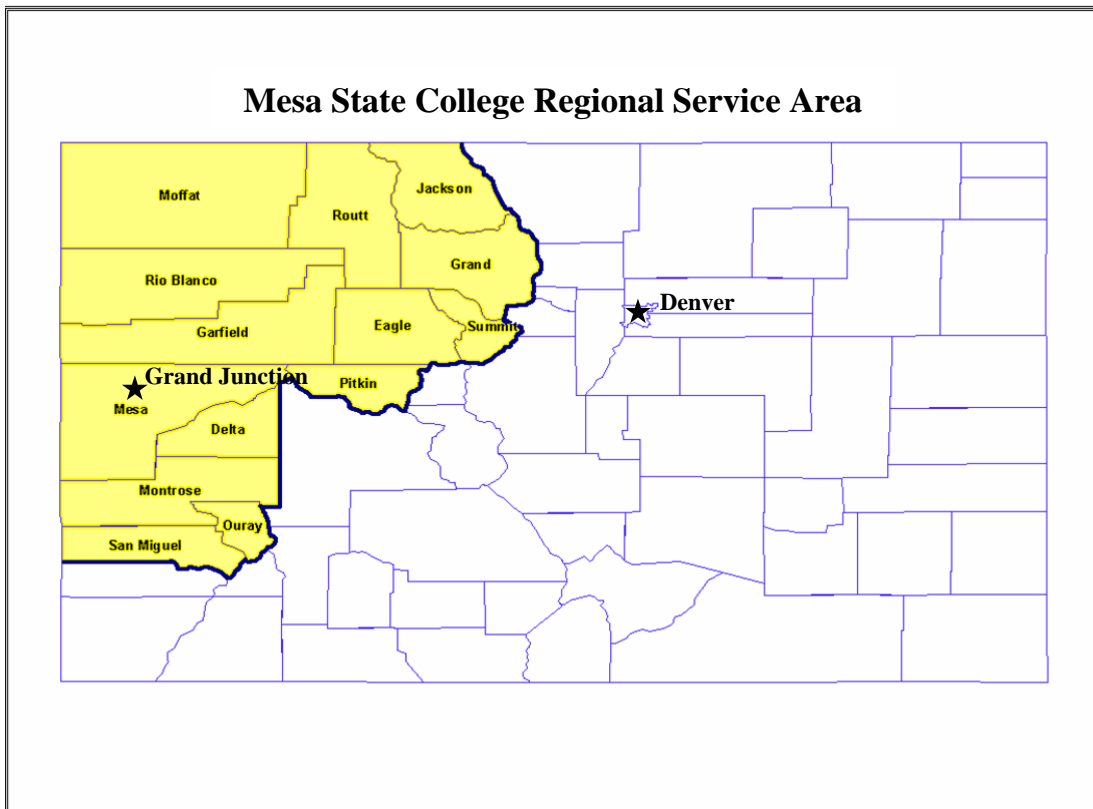
**Table 1. EDUCATIONAL ATTAINMENT IN MESA STATE COLLEGE'S
14-COUNTY REGION, 1980 - 2000**

County	Percent Persons 25 Years and Older Who Were Baccalaureate Degree Completers in --			Percentage Point Change 1980 - 2000
	1980	1990	2000	
Pitkin	46.2%	49.8%	57.1%	10.9
San Miguel	35.9%	40.3%	48.5%	12.6
Summit	38.7%	39.7%	48.3%	9.6
Eagle	34.6%	33.0%	42.6%	8.0
Routt	31.7%	34.7%	42.5%	10.8
Ouray	24.6%	27.9%	36.8%	12.2
Grand	21.2%	30.2%	34.5%	13.3
Colorado	23.0%	27.0%	32.7%	9.7
Garfield	20.2%	21.6%	23.8%	3.6
Mesa	16.3%	17.4%	22.0%	5.7
Jackson	13.4%	15.3%	19.9%	6.5
Rio Blanco	18.0%	37.9%	19.5%	1.5
Montrose	13.8%	15.4%	18.7%	4.9
Delta	12.2%	13.6%	17.6%	5.4
Moffat	14.7%	15.4%	12.5%	-2.2

*General Social and Economic Characteristics: Colorado . 1980 Census of Population. PC80-1-C7.
Washington, D.C.: Bureau of the Census, June 1983.

**General Social and Economic Characteristics: Colorado . 1990 Census of Population. CP90-2-7.
Washington, D.C.: Bureau of the Census, June 1993.

***Compiled by Demography Unit of Colorado Department of Local Affairs from U.S. Census Bureau Records.
Downloaded 7/24/2004.



geographic characteristics make it more likely that these counties' residents have attended college closer to home, such as at Mesa State. They may also have transferred to Mesa State after attending a local community college or vocational school.

Meeting the educational needs of the Western Slope poses both opportunities and challenges for Mesa State College. As shown in Table 2, there is a clear correlation between educational attainment and earning power. Thus, it appears that future economic gains in the region are highly interrelated with the college's ability to deliver the type of education needed by its region. At the same time, however, one cannot lose sight of the economic constraints of the region.

Table 2. COLORADO EARNINGS BY EDUCATIONAL ATTAINMENT, 2000*

Educational Level	Median Earnings
Not a high school graduate	\$21,757
High school graduate	\$28,765
Some college	\$32,294
Bachelor's degree	\$42,237
Advanced degree	\$53,528

*Data limited to year-round, full-time employed Coloradoans aged 21 to 64 years in 2000 who worked 50+ weeks and 35+ hours per week in 1999.

Source: Census Bureau, "Earnings by Occupation and Education". Downloaded 8/27/04. <http://www.census.gov/hhes/income/earnings/call1coboth.html>.

According to the U. S. Census Bureau, the socio-economic status of Western Colorado residents ranged from a per capita income of \$40,811 in Pitkin County to \$17,152 in Delta County in 2000. Approximately 9.3 percent of persons 25 years and older in the 14-county region reported living below the poverty level in 1999, mirroring the proportion for the state. The fact that a considerable share of the region's residents is at these income levels has critical implications for the role of Mesa State College as a Regional Education Provider. Discretionary spending is limited, and only a fixed set of colleges are affordable to the place-bound segment of the region's population. Accessibility and affordability, therefore, become crucial considerations in whether or not these populations will participate in higher education. That Mesa State College is often characterized as both accessible and affordable is a testament to its significance in raising educational attainment of Western Slope residents.

VI. A Summary of the College’s Current Strengths and Weaknesses and Its Future Opportunities and Limitations

A. What are the strengths on which Mesa State College should build?

1. Quality of Education Experience

The most frequently cited strength of Mesa State College focuses on the quality of its academic and support programs. While the indicators varied across the advisory groups, each identified at least one positive characteristic:

- a philosophy of and commitment to student success;
- effective instruction;
- faculty accessibility and interaction;
- opportunities for practical/internships/applied out-of-classroom experiences;
- smaller class sizes;
- courses taught by faculty rather than teaching assistants;
- access to library and on-line resources;
- computer labs and internet connectivity;
- numerous extracurricular activities, athletic programs, and campus-wide events;
- a student-oriented environment; and
- programs that prepare students for opportunities after graduation.

Professional programs most frequently were identified as strengths of the institution (i.e., nursing, business, and teacher preparation) as were the sciences (biology and physical science). Two other, highly-contrasting, program groups—the fine and performing arts and the vocational programs of the Unified Technical Education Center (UTEC)—also were noted often as the most public “faces” that connect the college and the community.

2. Affordability

The cost of attending college also ranked high among the college’s strong qualities. With a tuition structure that has not changed since the mid-1970s and one that does not charge for courses exceeding ten credit hours, Mesa State students have enjoyed one of the most affordable educational experiences at the four- or two-year level in Colorado. The latter pricing schedule was viewed as not being flexible enough and more of a holdover from Mesa State’s past than a thoughtful pricing structure.

One of the most significant challenges that the college faces will be how to balance being an institution of access with its commitment to

deliver quality academic programs, and 2) how to change the perception of Mesa State's programs.

Mesa State College can take pride in the perception held by the region's residents that it is financially accessible by keeping its tuition affordable. Evidence exists, however, that a growing share of students are electing to attend Mesa State for academic reasons. As part of the Entering Student Survey administered in fall 2000 and 2004, incoming undergraduates were asked to rate the college at the time of admission. Comparing the two fall terms, incoming undergraduates were asked to share their impressions of Mesa State College. The results are summarized in Tables 3 and 4.

Table 3. COMPARISON OF FACTORS AFFECTING DECISION TO ATTEND MESA STATE COLLEGE BY STUDENTS ENTERING IN FALL 2000 and 2004

College Impressions	Percentage of Respondents Indicating Factor Was Very Important or Moderately Important in --	
	Fall 2000	Fall 2004
How important was each of the following in your decision to attend this college?		
1. Academic Reputation of the College	63.6%	85.4%
2. Availability of a Particular Program	67.9%	85.4%
3. Location of the College	85.7%	73.3%
4. Cost of Attending the College	78.1%	71.3%
5. Availability of Financial Aid/Scholarship	71.4%	70.9%

Source: ACT Entering Student Survey, Section III, A; MSC Entering Class, Fall 2000 and 2004

Table 4. COMPARISON OF PERCEPTIONS OF MESA STATE COLLEGE BY STUDENTS ENTERING IN FALL 2000 and 2004

College Impressions	Percentage of Respondents Indicating They Strongly Agree or Agree with Statement --	
	Fall 2000	Fall 2004
Indicate your level of agreement with each statement about this college.		
1. College has high-quality academic programs	65.9%	70.9%
2. College has high-quality program in the subject area I plan to pursue	49.8%	67.4%
3. Cost of attending this college is reasonable	73.2%	75.7%

Source: ACT Entering Student Survey, Section III, B; MSC Entering Class, Fall 2000 and 2004

Table 3 reflects the growing importance placed on Mesa State’s academic programs, both in terms of quality and availability, as students make decisions about their college of choice. While location and affordability continue to outrank academic considerations, the point is that academic considerations are of increasing significance as students select where they want to go to school. A second indicator is found in Table 4, which asks students their level of agreement with the three listed statements. In this case, the statement that experienced the highest increase in agreement—more than 16 percentage points—was that Mesa State College “has [a] high-quality program in the subject area I plan to pursue.” Taking these points collectively, it is clear that the quality of Mesa State College’s academic programs is beginning to compete with location and affordability as reasons to attend the institution.

3. Existing Partnerships

Mesa State College is viewed as an asset to Colorado’s Western Slope and increasingly is recognized as the region’s “go to” place for a host of resources and expertise that extend well beyond just education and training. Its partnerships with various entities are noteworthy and are exemplified by formal and informal relationships with:

- Mesa County School District 51;
- Colorado Mountain College;
- Colorado Northwestern Community College;
- Fort Lewis College;
- City/county offices;
- Arts organizations;
- Medical community;
- Saccomanno Research Institute; and
- Rocky Mountain PBS.

The college enjoys strong local community support. The city of Grand Junction has contributed \$250,000 annually since 1996 to match the Mesa State College Foundation’s fund-raising efforts related to planned campus expansion. Nearly forty properties have been purchased to date. Mesa County also contributes \$50,000 per year to the college.

4. Location within Region

While the geography of Western Colorado poses challenges to the college, it also offers several advantages. As one of only three four-year public “brick and mortar” institutions on the Western Slope, Mesa State’s competition is limited to Fort Lewis College and Western State College to the south. Colorado Northwestern Community College to the north and Colorado Mountain College to

the east also pose some competition at the two-year level. These last two colleges, however, also represent an opportunity as they serve as feeders into Mesa State's four-year programs. For students who are largely "place-bound" or wish to attend college relatively close to home, the location of Mesa State College meets their needs.

The region's geography also affords numerous opportunities to those who enjoy the outdoors. The Grand Valley offers a good quality of life and is widely considered an attractive region in which to live.

B. What weaknesses of the college limit its future directions?

1. Need for Clear and Consistent Direction

The most commonly identified weakness of the college is its need for clear priorities and consistent direction. Over the past several years, a significant number of administrative offices either have been occupied by an interim appointee or experienced frequent turnover. That, when coupled with a new independent governing board, has led to confusing and, sometimes, conflicting actions in the overall direction of the college. This has played itself out in a variety of ways as the following points illustrate:

- a. The "Mesa State story" isn't being told very well due to a lack of a college communication plan/marketing strategy. Many of the college's successes aren't getting out, at times, leading to an under-appreciation of the college's contributions to the region.
- b. Strategies for course offerings/program delivery have undermined the college's enrollment base. The significant decline in Mesa @ Night and continuing education offerings, plus limited support services (e.g., child care), are examples of decisions that have discouraged enrollments by older, working students.
- c. Academic program offerings need to be reevaluated in light of student demand and regional employment needs. Related to this is the role of UTEC within the curriculum offerings of the college and how the relationship between the two entities can be clarified and, where appropriate, better integrated.
- d. Fund-raising efforts lack focus and coordination, and the Mesa State College Foundation's emphasis on property acquisition needs to be reconsidered.

2. Resource Shortages

The college's financial and physical shortages were cited by more than half of the advisory groups as a significant limitation. The redirection of new funding from Mesa State's enrollment growth to other institutions in the State Colleges in Colorado system for much

of the past decade hurt the college's funding base. That history, followed by TABOR limitations, has resulted in the college doing more with few additional funds. Additionally, alternative sources of revenue have not been developed to offset the lack of growth in state support.

The shortage of funds has limited the college's ability to hire full-time tenured/tenure-track faculty and placed increasing reliance on part-time instructors. While the college's enrollment has grown by 26% between fall semesters 1998 and 2003, the number of tenure-track faculty was essentially unchanged, and nearly 25% of the college's current full-time faculty is hired on a year-to-year basis.

Continued growth of Mesa State's student population demands that the campus expand. While implementation of off-site, off-time, and distance-learning opportunities alleviate some of the pressures, the campus also must grow physically to provide quality instructional and extra-curricular opportunities. The college's physical plant has not been able to accommodate the growth measured either by size or quality. The latter has resulted in deferred maintenance with a current estimate of \$24 million. Students made particular note of the need to improve the quality of the residence halls and the overcrowded conditions in the Tomlinson Library's computer lab and study spaces.

- 3. Relationship of Business Community to the Main Campus**
Business and community leaders offered a mixed review of their relationship with Mesa State College. On the one hand, these external leaders value the responsiveness of UTEC (and Mesa State College through its community college authority) to workforce development efforts. By contrast, they perceive the main campus to be more inward focused and less willing to forge relationships with them.

Beyond the perceived nature of the relationships, it is noteworthy that the region is dominated by small businesses. The economic base of the region's 14 counties, by some measures, is quite similar while other indicators reflect significant differences. Table 5 presents the counties according to per capita income. Half of the counties—those with more highly educated populations—rank above the statewide average for per capita income. The resort counties of Pitkin, San Miguel, Eagle, Routt, Summit, Grand, and Ouray are highly affluent and contrast with the remaining seven counties, which are relatively more rural and remote. Those with lower income levels have economies that are oriented more toward

agriculture, ranching and/or mining, and often are the counties where more affordable housing is available for those working at ski resorts.

The region is one of small businesses. At least three out of every five establishments have four or fewer employees. Only Mesa, Routt, Pitkin, and Eagle Counties have more than 3 percent of their businesses employing 50 or more persons. Of those four counties, Mesa County is the only one with a more diversified, non-resort, economic base. As different as these counties' economies may appear, the largest employment sector for all but Moffat County is in the management, professional, and service occupations.

Table 5. MESA STATE COLLEGE 14-COUNTY SERVICE REGION BY PER CAPITA INCOME (1999)

County	Total Population	Per Capita Money Income (1999)	% Persons Below Poverty (1999)	% Business Establishments 1 - 4 Employees	% Business Establishments 50+ Employees	Largest Occupation Type* (% in Category)
Pitkin	14,810	\$40,811	6.2%	61.7%	3.2%	MPR (42.1%)
San Miguel	6,951	\$35,329	10.4%	61.3%	2.1%	MPR (35.8%)
Eagle	43,027	\$32,011	7.8%	63.3%	3.2%	MPR (33.3%)
Routt	20,255	\$28,792	6.1%	62.4%	3.6%	MPR (34.5%)
Summit	24,225	\$28,676	9.0%	61.2%	2.4%	MPR (30.8%)
Grand	12,711	\$25,198	7.3%	65.2%	1.9%	MPR (30.0%)
Ouray	3,882	\$24,335	7.2%	75.7%	0.0%	MPR (37.2%)
Garfield	45,521	\$21,341	7.5%	61.7%	2.0%	MPR (26.9%)
Mesa	119,281	\$18,715	10.2%	56.5%	3.7%	MPR (29.3%)
Moffat	13,154	\$18,540	8.3%	60.1%	2.6%	CEM (23.3%)
Jackson	1,589	\$17,826	14.0%	70.0%	0.0%	MPR (33.7%)
Rio Blanco	5,945	\$17,344	9.6%	60.8%	1.8%	MPR (29.8%)
Montrose	34,572	\$17,158	12.6%	59.6%	2.3%	MPR (25.9%)
Delta	28,421	\$17,152	12.1%	64.7%	2.1%	MPR (28.0%)
14-County Total	374,344					
Colorado	4,417,714	\$24,049	9.3%			

*MPR = Management, Professional, & Related; CEM = Construction, Extraction, & Maintenance.

Source: Colorado Data Book. Downloaded 6/28/04. http://www.state.co.us/oed/bus_fin/contents.html.

C. What opportunities exist internally and/or externally on which the institution should capitalize?

In many cases, future opportunities for the college that groups identified mirror those of its strengths. While some express the desire for the college to do more of what it already does, there also is an expressed need for the college to sharpen the focus of its future direction as this section describes.

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1. Need to Expand Academic Programs

Three themes dominated the types of academic programs that advisory groups want Mesa State College to pursue over the next decade: those programs supporting workforce development needs, baccalaureate programs supporting professional advancement, and those programs responding to needs for graduate programs. The ability of the college to meet these demands will be heavily dependent on demonstrated need as well as increased flexibility in scheduling (i.e., at night, on weekends, in the summer, the “January” term, and distance delivery of courses).

- a. **Programs Responding to Specific Workforce Needs**
Community and business leaders, in particular, indicated the need for the college to become more engaged in the region by developing/strengthening programs that support the Western Slope’s economic drivers. The vocational/ technical programming of Mesa State College, while effective, needs to be more robust. The college should review program opportunities for skilled positions at the sub-baccalaureate level, such as construction trades, avionics, and First Responder programs such as emergency medical services/technician. The Grand Valley’s relatively new viticulture industry offers possibilities at the certificate and/or associate level. (See Table 6 for a list of current offerings.)
- b. **Baccalaureate Programs for Professional Advancement**
At the same time, there is a high demand for a blend of academic and vocational coursework in the form of majors within the Bachelor of Applied Science (B.A.S.) degree. Surveys indicate a need in the region for those who have completed a vocational program of study (i.e., the Associate of Applied Science) and now want to complete a baccalaureate degree for career advancement. The inverted

structure of the B.A.S. degree responds to the needs of technically-trained individuals, and the college should identify and pursue development of several additional fields of study in addition to business administration.

Beyond the B.A.S., other baccalaureate program areas noted for consideration by advisory groups include culinary arts, computer graphics and gaming, construction management, criminal justice, environmental resource management, geographic information systems, hospitality/tourism/hotel management and hydrology.

Each of these points underscores the need for the college to play a leadership role in the region's economic development, a notion fully compatible with its Regional Education Provider designation. A primary challenge for the region, however, will be the attraction of business and industry that will provide employment opportunities for baccalaureate graduates. At the present time, a significant proportion of the students anticipate leaving Western Colorado for employment following graduation.

c. Development of Graduate Programs for the Region's Professionals

A second sector of the region has educational needs that extend beyond the baccalaureate level and focus primarily on the three professional areas of business, health care professions, and teacher education. The college currently offers a Master's of Business Administration degree. However, in the other two fields, higher credentialing requirements are rapidly expanding the demand for educational needs in health care and education.

Table 6. MESA STATE COLLEGE DEGREES AND CERTIFICATES AWARDED BY LEVEL

Level	Award	Program Name	Degrees/Certificates Awarded in --		
			1993-94	1998-99	2003-04
Certificate					
	C	Auto Collision Repair	5	2	-
	C	Culinary Arts	-	-	1
	C	Diesel Engine Mechanic and Repairer	3	-	-
	C	Electric Lineworker	24	17	25
	C	Electronics Technology	-	1	0
	C	Manufacturing Technology Cluster	2	13	12
	C	Office Supervision & Management	10	-	-
	C	Transportation Services Cluster	2	5	5
Level Total			46	38	43
Associate (Vocational)					
	A.A.S.	Administrative Office Technology	27	15	5
	A.A.S.	Auto Collision Repair	7	4	-
	A.A.S.	Communications Technology Cluster	-	-	5
	A.A.S.	Computer Information Systems	9	-	-
	A.A.S.	Criminal Justice	-	1	1
	A.A.S.	Culinary Arts	-	-	17
	A.A.S.	Electronic Engineering Technology	8	5	3
	A.A.S.	Environmental Restoration Engineering Tech.	11	-	-
	A.A.S.	Graphic and Printing Equipment Operator	2	-	-
	A.A.S.	Graphic Design	4	-	-
	A.A.S.	Manufacturing Technology Cluster	2	13	22
	A.A.S.	Nursing	23	-	-
	A.A.S.	Radiologic Technology	11	11	13
	A.A.S.	Transportation Services Cluster	2	4	4
	A.A.S.	Travel, Recreation, & Hospitality Mgt.	18	12	0
Level Total			124	65	70
Associate (Transfer)					
	A.A.	Liberal Arts - A.A.	35	41	40
	A.S.	Liberal Arts - A.S.	8	9	8
Level Total			43	50	48
Baccalaureate					
	B.S.	Accounting	29	20	17
	B.S.	Biological Sciences	2	45	25
	B.B.A.	Business Administration	72	128	118
	B.S.	Computer Information Systems	-	-	8
	B.S.	Computer Science	5	11	14
	B.A.	Economics	2	-	-
	B.A.	English	1	39	24
	B.A.	Environmental Restoration & Waste Management	2	16	-
	B.S.	Environmental Science & Technology	-	-	8
	B.A.	Fine & Performing Arts	-	25	31
	B.A.	History	3	23	20
	B.A.	Human Performance & Wellness	-	24	32
	B.A.	Liberal Arts	49	14	22
	B.A.	Mass Communication	1	31	29
	B.S.	Mathematics	1	8	3
	B.S.N.	Nursing	34	38	35
	B.A.	Parks & Recreation Resource Management	5	1	-
	B.S.	Physical & Mathematical Sciences	32	-	-
	B.S.	Physical Sciences	1	14	11
	B.A.	Political Science	-	9	9
	B.A.	Psychology	3	51	39
	B.A.	Selected Studies	26	1	-
	B.A.	Social Sciences	77	15	2
	B.A.	Sociology	1	24	32
Level Total			346	543	479
Master's					
	M.B.A.	Business Administration	-	1	15
Level Total			-	1	15
Institutional Total			559	697	655

2. Clarification of Mesa State’s Two-Year Role and Mission

Several groups indicated that the planning process was an opportunity to clarify the Mesa State’s two-year role and mission and UTEC’s relationship in that regard. The issue in need of resolution is how best to fulfill the community college responsibilities with the full compliment of programs in support of open admissions, remediation, workforce development, and transfer preparation. Specifically, the college may accomplish the above through the establishment of Western Slope Community College (WSCC) as a division of Mesa State College. WSCC will be the link of Mesa State College to its on-going partnership with Mesa County School District 51 at UTEC.

3. Relationships between Community Groups and the College

Businesses and community groups view the college as a resource center and expressed a willingness to assist the college in numerous ways, ranging from “in-kind” support to publicity to paying for research and development services. In particular, there is growing interest in the Center for Economic and Business Research and expanding support for social science-based research. The notion extends to development of other forms of community partnerships with School District 51, the arts community (e.g., Grand Junction Film Commission), and the region’s community colleges. Like the expansion of academic programs, the partnerships need a focus and structure to facilitate their success.

4. Potential for Broadening the Financial Base of the Institution

The institution’s over-reliance on the state forces the college to more fully develop alternative revenue sources. The tuition structure for the college needs to be reevaluated in light of the full cost of instruction. More specifically, the significant number of credit hours for which the college receives no tuition due to the definition of full-time status is a scenario in need of review. Implementation of the College Opportunity Fund in fall 2005 will infuse some new funding, which when combined with the College charging for each credit hour will allow the college cash flow to improve, particularly with growing enrollment. Differential tuition for some higher cost programs also should be considered, as should cash-funding some instructional activities.

Advisory groups frequently noted the opportunities for the college to develop support from individual as well as corporate donors. Alumni appear to be a significantly under-tapped base of support and represent an important linkage to the college, particularly as they advance through their respective careers. Recent efforts to develop an alumni database and utilize technology (e.g., email) have

increased contact with that pool of donors. Thought should also be given to organizing a “Friends of Mesa” club to build on the efforts of the Mesa State College Foundation. Key to the success of these fund-raising efforts will be the ability of the college to articulate clearly what its needs are.

D. What external limitations constrain the college’s aspirations?

When compared with its opportunities, the limitations are relatively few in number but significant in magnitude.

1. Public Perceptions of Higher Education and Mesa State College

By many measures, Mesa State College delivers a quality undergraduate educational experience. From several groups’ perspective, however, the college often is taken for granted and not viewed as an institution of “choice.” In fact, some described the college as an option of last resort. While the latter perceptions may be from those who do not know the institution in a direct way, it also reflects the lack of a “Mesa State message” and a lack of awareness of the opportunities and program quality offered by the college.

Complicating matters is a differing view on the college’s affordability. Though often noted as a strength (described in a previous section), some perceive Mesa State’s low tuition to equate with a poorer quality of education. Finally, while beyond the control of the college, Mesa State’s location works to the disadvantage of some. While working well for students who are somewhat “place bound,” its location in a relatively small community leads to a segment of students either transferring to another institution, usually in a metropolitan area, or dropping out of school. While not a statement about Mesa State College’s quality of education, this enrollment behavior does reflect some students’ broader expectations of a college experience.

2. Academic Underpreparation of Students

The paradox of Colorado higher education is being home to one of the highest percentages of baccalaureate-educated populations in the U.S. while enrolling a relatively low proportion (39 percent) of high school freshmen four years later. To foster greater access to and success in higher education, consideration must be given to how well prepared high school students are when entering postsecondary education or the workforce.

Without an adequate academic background that prepares them for college-level courses, students are less likely to continue to degree completion and truly benefit from a higher education experience.

Mesa State's admissions standards, based on its role and mission, provide for students with a wide range of academic abilities to attend. The challenge for the college is how to meet the needs of students with highly varied levels of preparation. Table 7 summarizes the proportion of entering undergraduates in Colorado's public institutions who graduated from high school in the 14-county region and were assigned to remediation. Taken as a whole, 17.8 percent of the recent high school graduates were remediated in mathematics, English, and/or reading upon admission to college in Fiscal Year 2002-03.

3. Potential for Broadening the Financial Base of the Institution

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Advisory groups frequently noted the opportunities for the college to develop support from individual as well as corporate donors. Alumni appear to be a significantly under-tapped base of support, and represent an important linkage to the college, particularly as they advance through their respective careers. Recent efforts to develop an alumni database and taking advantage of technology (e.g., email) have increased contact with that pool of donors. Thought should also be given to organizing a "Friends of Mesa" club to build on the efforts of the Mesa State College Foundation. Key to the success of these fund-raising efforts will be the ability of the college to articulate clearly what its needs are.

Table 7. SELECTED COLORADO PUBLIC HIGH SCHOOLS WHOSE COMPLETERS WERE ENROLLED, ASSESSED AND REMEDIATED IN COLORADO PUBLIC HIGHER EDUCATION, FY 2003**

School District/ High School	FY 2003					
	Recent High School Graduates Enrolled in CO Public Higher Educ**	# Recent Graduates Enrolled in CO Public Higher Educ Who Were Remediated in at Least One Discipline		Students Assigned to Remediation (Duplicated Headcount) in --		
		Unduplicated Headcount (-)	Unduplic Remediated Headcount as % of Recent High Sch Graduates	Mathematics	Reading	Writing
Aspen 1	68	7	10.3%	6	3	2
De Beque 49JT	4	-	-	-	-	-
Delta County 50(J)	325	22	6.8%	19	8	9
Cedaredge H S	99	4	4.0%	3	2	4
Delta H S	111	11	9.9%	10	2	3
Hotchkiss H S	88	5	5.7%	5	4	1
Paonia H S	27	2	7.4%	1	0	1
Eagle County RE 50	198	30	15.2%	26	13	16
Battle Mountain H S	74	10	13.5%	10	5	7
Eagle County Charter Academy	3	-	-	-	-	-
Eagle Valley H S	121	17	14.0%	13	6	7
Garfield 16 (Grand Valley H S)	22	7	31.8%	5	2	4
Garfield RE-2 (Rifle H S)	97	21	21.6%	20	9	8
Hayden RE-1	30	2	6.7%	2	1	2
Meeker RE1	45	4	8.9%	3	1	2
Mesa County Valley 51	731	185	25.3%	143	17	117
Central H S	222	52	23.4%	38	7	33
Fruita Monument H S	197	44	22.3%	32	4	29
Gateway H S	8	2	25.0%	2	1	1
Grand Junction H S	188	44	23.4%	31	3	28
Palisade H S	99	36	36.4%	33	1	21
R-5 H S	17	7	41.2%	7	1	5
Moffat County RE-1	214	39	18.2%	36	20	23
Montrose County RE-1J	166	32	19.3%	28	6	15
Montrose H S	116	23	19.8%	21	4	8
Olathe H S	50	9	18.0%	7	2	7
Passage Charter Sch	0	-	-	-	-	-
North Park R-1	13	1	7.7%	1	0	0
Ouray R-1	19	3	15.8%	3	0	0
Plateau Valley 50	28	8	28.6%	7	4	4
Grand Mesa H S	8	6	75.0%	6	3	4
Plateau Valley H S	20	2	10.0%	1	1	0
Rangely RE-4	63	19	30.2%	15	8	13
Ridgway R-2	19	3	15.8%	3	2	2
Roaring Fork RE-1	302	49	16.2%	39	22	20
Basalt H S	62	12	19.4%	11	5	6
Bridges H S	14	1	7.1%	1	1	0
Glenwood Springs H S	145	22	15.2%	15	12	9
Roaring Fork H S	55	10	18.2%	9	1	4
Yampah Mountain H S	26	4	15.4%	3	3	1
South Routt RE 3 (Soroco H S)	27	3	11.1%	3	1	0
Steamboat Springs RE-2	97	19	19.6%	13	8	4
Summit RE-1	182	20	11.0%	14	11	6
Telluride R-1	10	0	0.0%	0	0	0
West End RE-2 (Nucla H S)	14	2	14.3%	1	0	2
West Grand 1-JT	17	2	11.8%	1	0	2
REGIONWIDE (14 counties) TOTALS	2,691	478	17.8%	388	136	251
STATEWIDE TOTALS	28,203	7,507	26.6%	n/a	n/a	n/a

- Indicates school with fewer than five students enrolled in CO public higher education. Because results would be misleading, details of remediation not reported.

** Completer - a student who graduates or receives some type of completion certificate other than the local board-defined high school diploma.

**Recent high school graduate is defined as a degree- or non-degree-seeking first-time undergraduate reported with a graduation year equal to the academic year prior to the reporting year.

a

VII. Goals and Measures

Goal 1: To raise the level of educational attainment in the 14-county region by supporting students with diverse levels of academic preparation.

Measures: Increase the education standards of Western Colorado's citizens; growth in college enrollments; number of students who are first generation to college.

Goal 2: To support activities that enhance student success.

Measures: Rates of retention and graduation; participation in internships; and achievement on assessment tests.

Goal 3: To focus on quality faculty who are great teachers with a passion for teaching.

Measures: Faculty evaluations; develop and implement merit-based evaluation system; increase resources to expand faculty development

Goal 4: To improve the quality and utilization of campus facilities.

Measures: Increase the number of renovated classrooms; reduce number of class sections with low enrollments.

Goal 5: To review and prioritize academic programs.

Measures: Strengthen program reviews through use of external reviewers; expand resource base for high demand programs or programs that are on college priority.

Goal 6: To more fully develop and implement the community college role of Mesa State College.

Measures: Increase the number of students pursuing technical training certificates and associate degree programs; articulation of baccalaureate-level admission to the college; expand learning support options for students with academic deficiencies.

Goal 7: To manage the college's resources efficiently.

Measure: Increase the fiscal health of the college by successfully allocating resources to areas of priority.

VIII. Implementation

The previous sections articulate a strategic plan for Mesa State College, built on the over-riding purpose of raising educational attainment in Western Colorado by preparing students for a future of change. This plan is a part of an ongoing planning process, and its goals and strategies were developed by representatives from the college's many constituencies: trustees, faculty, staff, students, alumni, and community leaders.

The college operates in a competitive environment, and it is important to pursue strategies that will strengthen the college by maintaining its past traditions, yet remain responsive to a changing environment. This plan provides that direction. It will help shape decisions and budget as the college moves ahead but allows for the flexibility and responsiveness that are essential to its success.

It is important that the plan be institutionalized, and the budgeting process of the institution will be influenced by the priorities of the strategic plan. Additionally, functional plans need to be developed and/or updated for academic program priorities, enrollment management, facilities, and information technology, followed by unit-level plans. There also should be a regular review of the plan and its implementation in order to monitor progress and provide for adjustments as appropriate. Finally, periodic reports should be produced that communicate progress toward the goals of the plan.

Appendix A: MSC Board of Trustee Advisory Groups (April 2004)

Administrative Staff

Rich Baca
Beverly Craddock
Jeanne Durr
Valerie Horton
Duane Hrcir
Kris Mort
Joe Ramunno
Janine Rider
Andy Rodriguez
Clarence Ross
Erik van de Boogaard

Community Group 1

Tilman Bishop
Bill Byers
Dave Duff
John Duffee
Bruce Hill
Bob Jasper
Bob Ladenburger
John Moss
Dean Quamme
Diane Schwenke
Mike Stahl
Lenna Watson
Bob Wilson

Classified/Exempt Staff

Linda Chamberlin
Suzanne Ellinwood
Rich Garcia
Becky Hetherington
Claudia Kellar
Lee Schmaltz

Students

Mike D'Incecco
Charles Dukes, 04-05
Student Trustee
Jenn Hensel
Sarah Hobbes
Erin Lasday
Tyler Petersen
Becky Raney
Julie Richter
Sarah Ryan
Matt Soper
Ken Wheeler

Faculty Senate

Barbara Borst
Jill Cordova
Rich Cowden
Mike Gizzi
Chad Grabow
Phil Kavanagh
Al Learst
Larry Madsen
John Sluder
Cindy Thomas
Russ Walker
Mary Zimmerer

Alumni

Rick Adleman
Mike Burke
Bonnie Henson
Jerry Mutchler
Max Stites
Doug Thomason

Foundation

Claudia Crowell
Debra Fleming
Ellie Rekemeyer
Dan Roberts
Don Teets

Department Chairs

Julie Barak
Cathy Barkley
Morgan Bridge
David Cox
Suzie Garner
Calvin Hofer
Ben Keefer
Denise McKenney
Prasanta Misra
Steve Murray
Tim Novotny
Kristy Reuss
David Rogers
Steve Werman
Kerry Youngblood

Community Group 2

Kelly Arnold
Linda Bowman
Don Everhart
Terry Farina
Ed Forsman
Norm Franke
Knut Knudson
Bill McCurry
Kathleen McKinley
Marcia Neal
Gregg Palmer
Tom Papin
Dan Robinson
Ron Rowley
Sally Schaefer
Bill Sisson
Jim Spehar
Greg Winegardner

Appendix B

Strategic Planning Committee

Dr.	Cathy	Barkley	Director, Teacher Education Center
Mr.	Andy	Breckel	MSC Assoc. VP for Outreach and Dean of Students
Mr.	Michael	Burke	MSC Foundation/Attorney
Mr.	Pat	Doyle	MSC VP, Finance
Mr.	Tim	Foster	MSC President
Dr.	Carol	Futhey	MSC Interim VP, Academic Affairs
Dr.	Tim	Hatten	MSC Assoc. Prof. Business
Ms.	Jenn	Hensel	MSC Student
Mr.	Denny	Herzog	Daily Sentinel/Community
Dr.	Phil	Kavanagh	MSC Assoc. Prof. Math
Mr.	Knute	Knudson	Knudson Ventures/Community
Ms.	Joanna	Little	MSC Foundation/Realtor
Mr.	Levi	Lucero	Community Member
Ms.	Karen	Madsen	Financial Advisor/Community
Mr.	Steve	Meyer	MSC Board of Trustees/Owner, Shaw Construction
Mr.	Tom	Orrell	MSC Classified Staff, IT
Dr.	John	Redifer	MSC Prof. Political Science
Mr.	Bob	Sours	MSC Classified Staff, Facilities
Ms.	Mayela	Vallejos-Ramirez	MSC Assist. Prof. Spanish

Appendix C

Table A. MESA STATE COLLEGE STUDENT PROFILE, FALL 1999 - 2003*

Demographic/Academic Characteristic	Headcount Enrollment for Fall --									
	1999		2000		2001		2002		2003	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
ALL STUDENTS*										
Registration Status										
First-time Entering	1,031	21.0%	1,182	22.7%	1,076	20.3%	1,140	20.5%	1,158	20.1%
First-time Transfer	398	8.1%	450	8.6%	475	9.0%	533	9.6%	502	8.7%
Continuing/Readmit	3,212	65.6%	3,252	62.4%	3,390	64.0%	3,547	63.7%	3,731	64.7%
Special (e.g., high school)	166	3.4%	204	3.9%	274	5.2%	290	5.2%	308	5.3%
Undergraduate Subtotal	4,807	98.1%	5,088	97.7%	5,215	98.4%	5,510	98.9%	5,699	98.9%
First-time Entering	9	0.2%	69	1.3%	42	0.8%	13	0.2%	23	0.4%
Continuing/Readmit	82	1.7%	51	1.0%	42	0.8%	46	0.8%	43	0.7%
Graduate Subtotal	91	1.9%	120	2.3%	84	1.6%	59	1.1%	65	1.1%
Total	4,898	100.0%	5,208	100.0%	5,299	100.0%	5,569	100.0%	5,764	100.0%
Student Level										
First-Year	1,778	36.3%	2,180	41.9%	2,195	41.4%	2,287	41.1%	2,272	39.4%
Sophomore	1,099	22.4%	1,005	19.3%	1,125	21.2%	1,209	21.7%	1,253	21.7%
Junior	685	14.0%	557	10.7%	599	11.3%	657	11.8%	688	11.9%
Senior	1,010	20.6%	1,043	20.0%	941	17.8%	954	17.1%	1,044	18.1%
High School	166	3.4%	204	3.9%	274	5.2%	290	5.2%	308	5.3%
Non-Degree Seeking	69	1.4%	99	1.9%	81	1.5%	113	2.0%	134	2.3%
Undergraduate Subtotal	4,807	98.1%	5,088	97.7%	5,215	98.4%	5,510	98.9%	5,699	98.9%
Graduate	91	1.9%	120	2.3%	84	1.6%	59	1.1%	65	1.1%
Total	4,898	100.0%	5,208	100.0%	5,299	100.0%	5,569	100.0%	5,764	100.0%
Degree Level										
Certificate	54	1.1%	53	1.0%	43	0.8%	47	0.8%	67	1.2%
Associate--AAS	302	6.2%	295	5.7%	307	5.8%	330	5.9%	357	6.2%
Associate--AA/AS	739	15.1%	879	16.9%	1,024	19.3%	997	17.9%	952	16.5%
Baccalaureate	3,476	71.0%	3,558	68.3%	3,486	65.8%	3,733	67.0%	3,876	67.2%
Non-Degree--High School	166	3.4%	204	3.9%	274	5.2%	290	5.2%	308	5.3%
Non-Degree--Other UG	70	1.4%	99	1.9%	81	1.5%	113	2.0%	139	2.4%
Undergraduate Subtotal	4,807	98.1%	5,088	97.7%	5,215	98.4%	5,510	98.9%	5,699	98.9%
Master's	45	0.9%	49	0.9%	49	0.9%	57	1.0%	61	1.1%
Non-Degree--Other GR	46	0.9%	71	1.4%	35	0.7%	2	0.0%	4	0.1%
Total	4,898	100.0%	5,208	100.0%	5,299	100.0%	5,569	100.0%	5,764	100.0%
UNDERGRADUATE STUDENTS*										
Credit Hour Load										
6 or fewer hours	670	13.9%	754	14.8%	804	15.4%	828	15.0%	878	15.4%
7 - 9 hours	297	6.2%	323	6.3%	332	6.4%	363	6.6%	382	6.7%
Part-time Subtotal	967	20.1%	1,077	21.2%	1,136	21.8%	1,191	21.6%	1,260	22.1%
10 hours	70	1.5%	76	1.5%	81	1.6%	91	1.7%	107	1.9%
11 hours	49	1.0%	62	1.2%	53	1.0%	64	1.2%	61	1.1%
12 hours	808	16.8%	832	16.4%	905	17.4%	943	17.1%	993	17.4%
13 - 15 hours	1,823	37.9%	1,826	35.9%	1,744	33.4%	1,917	34.8%	1,963	34.4%
16 - 18 hours	887	18.5%	977	19.2%	1,010	19.4%	1,083	19.7%	1,093	19.2%
More than 18 hours	203	4.2%	238	4.7%	286	5.5%	221	4.0%	222	3.9%
Full-time Subtotal	3,840	79.9%	4,011	78.8%	4,079	78.2%	4,319	78.4%	4,439	77.9%
Total	4,807	100.0%	5,088	100.0%	5,215	100.0%	5,510	100.0%	5,699	100.0%
Age										
17 years or younger	176	3.7%	216	4.2%	277	5.3%	285	5.2%	312	5.5%
18 - 21 years	2,486	51.7%	2,578	50.7%	2,573	49.3%	2,713	49.2%	2,752	48.3%
22 - 24 years	781	16.2%	814	16.0%	844	16.2%	911	16.5%	948	16.6%
Traditional Age Subtotal	3,443	71.6%	3,608	70.9%	3,694	70.8%	3,909	70.9%	4,012	70.4%
25 - 34 years	742	15.4%	769	15.1%	825	15.8%	890	16.2%	958	16.8%
35 - 44 years	401	8.3%	464	9.1%	444	8.5%	434	7.9%	431	7.6%
45 - 54 years	190	4.0%	212	4.2%	222	4.3%	240	4.4%	257	4.5%
55 years and older	31	0.6%	35	0.7%	30	0.6%	37	0.7%	41	0.7%
Non-traditional Age Subt	1,364	28.4%	1,480	29.1%	1,521	29.2%	1,601	29.1%	1,687	29.6%
Total	4,807	100.0%	5,088	100.0%	5,215	100.0%	5,510	100.0%	5,699	100.0%

(continued)

Table A. MESA STATE COLLEGE STUDENT PROFILE, FALL 1999 - 2003*

Demographic/Academic Characteristic	Headcount Enrollment for Fall --									
	1999		2000		2001		2002		2003	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Gender										
Male	2,149	44.7%	2,177	42.8%	2,216	42.5%	2,349	42.6%	2,410	42.3%
Female	2,658	55.3%	2,911	57.2%	2,999	57.5%	3,161	57.4%	3,289	57.7%
Total	4,807	100.0%	5,088	100.0%	5,215	100.0%	5,510	100.0%	5,699	100.0%
Race/Ethnicity										
Asian/Pacific Islander	64	1.3%	72	1.4%	91	1.7%	116	2.1%	112	2.0%
Black, Non-Hispanic	71	1.5%	74	1.5%	81	1.6%	87	1.6%	89	1.6%
Hispanic	325	6.8%	374	7.4%	435	8.3%	452	8.2%	433	7.6%
Amer Indian/Alaska	61	1.3%	58	1.1%	61	1.2%	67	1.2%	74	1.3%
Subtotal	521	10.8%	578	11.4%	668	12.8%	722	13.1%	708	12.4%
White, Non-Hispanic	4,156	86.5%	4,337	85.2%	4,337	83.2%	4,549	82.6%	4,722	82.9%
NR Alien	31	0.6%	38	0.7%	41	0.8%	40	0.7%	39	0.7%
Unknown	99	2.1%	135	2.7%	169	3.2%	199	3.6%	230	4.0%
Total	4,807	100.0%	5,088	100.0%	5,215	100.0%	5,510	100.0%	5,699	100.0%
Geographic Origin										
Mesa County	2,354	49.0%	2,527	49.7%	2,503	48.0%	2,754	50.0%	2,892	50.7%
Delta County	345	7.2%	400	7.9%	386	7.4%	420	7.6%	479	8.4%
Montrose County	290	6.0%	339	6.7%	404	7.7%	379	6.9%	387	6.8%
Garfield County	129	2.7%	136	2.7%	148	2.8%	161	2.9%	162	2.8%
Jefferson County	154	3.2%	155	3.0%	154	3.0%	171	3.1%	162	2.8%
Subtotal	3,272	68.1%	3,557	69.9%	3,595	68.9%	3,885	70.5%	4,082	71.6%
Other Colorado	1,024	21.3%	987	19.4%	1,053	20.2%	1,072	19.5%	1,058	18.6%
Other States	479	10.0%	508	10.0%	528	10.1%	513	9.3%	519	9.1%
International	32	0.7%	36	0.7%	39	0.7%	40	0.7%	40	0.7%
Total	4,807	100.0%	5,088	100.0%	5,215	100.0%	5,510	100.0%	5,699	100.0%
REP 14-County Total	3,362	69.9%	3,647	71.7%	3,696	70.9%	3,962	71.9%	4,189	73.5%
FIRST-TIME UNDERGRADUATES*										
ACT Composite Score										
33 - 36	1	0.1%	2	0.2%	1	0.1%	1	0.1%	0	0.0%
28 - 32	33	3.3%	27	2.4%	26	2.5%	43	3.9%	35	3.1%
24 - 27	132	13.3%	153	13.6%	126	12.1%	157	14.1%	147	13.0%
20 - 23	287	28.8%	328	29.1%	324	31.1%	328	29.5%	347	30.7%
16 - 19	293	29.4%	349	30.9%	297	28.5%	337	30.3%	361	32.0%
13 - 15	73	7.3%	75	6.6%	86	8.3%	86	7.7%	89	7.9%
1 - 12	8	0.8%	7	0.6%	8	0.8%	8	0.7%	11	1.0%
No Data	169	17.0%	187	16.6%	174	16.7%	153	13.7%	139	12.3%
Total	996	100.0%	1,128	100.0%	1,042	100.0%	1,113	100.0%	1,129	100.0%
Colorado Average	21.5		21.5		21.5		20.1		20.1	
High School GPA										
3.50 - 4.00	215	21.6%	252	22.3%	249	23.9%	251	22.6%	221	19.6%
3.00 - 3.49	255	25.6%	324	28.7%	285	27.4%	277	24.9%	331	29.3%
2.50 - 2.99	266	26.7%	255	22.6%	246	23.6%	300	27.0%	303	26.8%
2.00 - 2.49	146	14.7%	145	12.9%	143	13.7%	161	14.5%	149	13.2%
1.99 or lower	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
GED	76	7.6%	90	8.0%	68	6.5%	82	7.4%	71	6.3%
No Data	38	3.8%	62	5.5%	51	4.9%	42	3.8%	54	4.8%
Total	996	100.0%	1,128	100.0%	1,042	100.0%	1,113	100.0%	1,129	100.0%

**Table B. COMPONENTS OF POPULATION CHANGE FOR
MESA STATE COLLEGE'S 14 REP COUNTIES, 2000 - 2010**

County	Year	Population	Births	Deaths	Net Change	Net Migration	TOTAL
Delta	2000	28,009	302	331	-29	638	609
	2005	30,830	309	361	-52	596	544
	2010	34,405	387	367	20	757	777
Eagle	2000	43,354	777	79	698	2,747	3,445
	2005	49,601	909	174	735	656	1,391
	2010	56,816	856	225	631	773	1,404
Garfield	2000	44,267	740	247	493	1,083	1,576
	2005	50,900	794	308	486	796	1,282
	2010	58,558	876	348	528	1,093	1,620
Grand	2000	12,884	150	57	93	796	889
	2005	14,264	176	80	96	286	381
	2010	16,740	190	100	90	389	480
Jackson	2000	1,586	12	7	5	-1	4
	2005	1,632	18	14	4	15	19
	2010	1,720	22	14	8	5	13
Mesa	2000	117,656	1,485	1,109	376	2,707	3,083
	2005	129,390	1,615	1,200	415	2,152	2,567
	2010	143,591	1,914	1,256	658	2,352	3,009
Moffat	2000	13,185	181	97	84	76	160
	2005	13,750	173	92	81	72	153
	2010	14,526	191	94	97	57	154
Montrose	2000	33,666	430	295	135	783	918
	2005	38,117	452	360	92	858	951
	2010	43,371	554	375	179	916	1,094
Ouray	2000	3,771	26	20	6	147	153
	2005	4,180	27	31	-4	133	129
	2010	4,648	39	34	5	68	73
Pitkin	2000	15,913	167	38	129	951	1,080
	2005	16,822	203	94	109	229	338
	2010	18,906	202	108	94	323	416
Rio Blanco	2000	5,986	64	47	17	-122	-105
	2005	6,078	57	48	9	4	13
	2010	6,548	64	49	15	92	107
Routt	2000	20,102	226	51	175	703	878
	2005	21,521	242	97	145	390	535
	2010	24,390	264	113	151	416	567
14 County Total	2000	340,379	4,560	2,378	2,182	10,508	12,690
	2005	377,085	4,975	2,859	2,116	6,187	8,303
	2010	424,219	5,559	3,083	2,476	7,241	9,714

Source: Colorado Demography Office. Downloaded 8/24/04 from <http://dola.colorado.gov/demog/ccinput1.cfm>

**Table C. DISTRIBUTION OF EDUCATIONAL ATTAINMENT BY BACCALAUREATE DEGREE COMPLETION
IN MESA STATE COLLEGE'S 14-COUNTY REGION, 2000**

County	Population 25 Year Olds & Over														
	Total	Less than 9th Grade		10 - 12 Grade, No Diploma		High School Graduate (incl		Some College, No Degree		Associate's Degree		Baccalaureate Degree		Graduate/First Professional	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pitkin	11,322	168	1.5	249	2.2	1,237	10.9	2,610	23.1	592	5.2	4,531	40.0	1,935	17.1
San Miguel	4,762	117	2.5	186	3.9	717	15.1	1,217	25.6	217	4.6	1,741	36.6	567	11.9
Summit	15,795	369	2.3	697	4.4	2,788	17.7	3,176	20.1	1,135	7.2	5,751	36.4	1,879	11.9
Eagle	27,178	1,956	7.2	1,684	6.2	4,490	16.5	5,665	20.8	1,797	6.6	8,887	32.7	2,699	9.9
Routt	13,267	175	1.3	452	3.4	2,347	17.7	3,563	26.9	1,090	8.2	4,121	31.1	1,519	11.4
Grand	8,571	147	1.7	514	6.0	2,060	24.0	2,346	27.4	543	6.3	2,152	25.1	809	9.4
Ouray	2,741	62	2.3	120	4.4	591	21.6	777	28.3	181	6.6	644	23.5	366	13.4
Garfield	27,884	1,633	5.9	2,451	8.8	7,499	26.9	7,502	26.9	2,154	7.7	4,918	17.6	1,727	6.2
Mesa	76,358	3,492	4.6	7,961	10.4	23,154	30.3	19,606	25.7	5,381	7.0	11,174	14.6	5,590	7.3
Montrose	22,089	1,618	7.3	2,656	12.0	7,373	33.4	5,264	23.8	1,057	4.8	2,933	13.3	1,188	5.4
Jackson	1,098	60	5.5	91	8.3	396	36.1	272	24.8	61	5.6	143	13.0	75	6.8
Rio Blanco	3,857	163	4.2	285	7.4	1,234	32.0	1,100	28.5	323	8.4	495	12.8	257	6.7
Delta	19,330	1,335	6.9	2,511	13.0	6,569	34.0	4,581	23.7	934	4.8	2,411	12.5	989	5.1
Moffat	8,404	567	6.7	1,146	13.6	2,812	33.5	2,348	27.9	484	5.8	708	8.4	339	4.0
14-Cnty Region	242,656	11,862	4.9	21,003	8.7	63,267	26.1	60,027	24.7	15,949	6.6	50,609	20.9	19,939	8.2
Colorado	2,776,632	134,348	4.8	228,691	8.2	644,360	23.2	667,610	24.0	193,868	7.0	599,028	21.6	308,727	11.1

Source: Bureau of the Census.

**Table D. ACT COMPOSITE AND SUBSCORES FOR STUDENTS FROM THE 14
COUNTY REGION, ACADEMIC YEARS 1999 - 2003**

Academic Year	Measure	ACT English	ACT Math	ACT Reading	ACT Science and Reasoning	ACT Composite
1999	Mean	19.68	19.75	21.03	20.84	20.47
	N	607	607	607	607	607
2000	Mean	19.81	19.74	20.77	20.9	20.42
	N	701	701	701	701	701
2001	Mean	19.52	19.56	20.59	20.78	20.23
	N	627	627	627	627	627
2002	Mean	19.68	19.68	20.53	20.78	20.3
	N	594	594	594	594	594
2003	Mean	19.44	19.26	20.46	20.42	20.02
	N	630	630	630	630	630

**Table E. RETENTION RATES
ONE YEAR AFTER ENTRY BY
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS**

Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Retained One Year After Entry From --		
		Orig Inst	Transf Inst	All CO Public Inst
1998	664	60.2	10.2	70.5
1999	626	57.7	13.7	71.4
2000	668	60.3	8.1	68.4
2001	589	60.4	10.7	71.1
2002	684	59.5	11.4	70.9

**Table F. BACCALAUREATE GRADUATION RATES
AFTER FOUR, FIVE, AND SIX YEARS AT
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS**

Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Cumulative % Graduating Four Yrs After Entry From --			Cumulative % Graduating Five Yrs After Entry From --			Cumulative % Graduating Six Yrs After Entry From --		
		Orig Inst	Transf Inst	All CO Public Inst	Orig Inst	Transf Inst	All CO Public Inst	Orig Inst	Transf Inst	All CO Public Inst
1993	611	8.0	1.5	9.5	20.0	4.4	24.4	23.2	7.7	30.9
1994	662	6.5	1.2	7.7	18.9	5.0	23.9	24.5	7.3	31.7
1995	667	9.0	2.5	11.5	20.1	7.8	27.9	27.4	11.1	38.5
1996	630	9.7	2.2	11.9	23.8	6.2	30.0	29.7	9.5	39.2
1997	706	11.0	2.1	13.2	23.5	8.2	31.7	28.3	9.3	37.6
1998	683	13.0	2.1	15.1	25.8	7.4	33.2			
1999	626	8.8	1.8	10.6						