

INSTITUTION: UNIVERSITY OF SOUTHERN COLORADO

This analysis paraphrases or provides excerpts from an institution's role and mission document on market niche; role and mission; and strengths, weaknesses and opportunities. Page references to the final role and mission document are included. Each analysis section is followed by standard questions prepared by CCHE staff as a context for the Blue Ribbon Role and Mission discussion.

MARKET NICHE

The questions posed for this section needed to be answered in detail in "Section 2: Strengths/Weaknesses and Opportunities," "Section 3: Admissions Standards and Access," "Section 4. Student Profile," "Section 5. Region," and "Section 7: Employment Opportunities" in order to justify plans described in those sections. Therefore, please refer to those earlier discussions. Additionally, please refer to Appendices A, B, and E for additional detail (p. 24).

Is it unique?

Has it changed?

How will it provide increased access to Colorado residents or the market that is tied to this institution's role and mission?

ROLE & MISSION

Current Statutory R&M

23-55-101 The University of Southern Colorado shall be a general baccalaureate and polytechnic institution with moderately selective admissions standards. The university shall offer a limited number of professional and engineering technology programs, teacher education, and liberal arts and sciences. [All two-year programs shall be phased out by July 1, 1987]. The university shall offer selected graduate programs compatible with its polytechnic role and mission which shall be in academic areas which unique serve southeastern Colorado.

Proposed R&M

The University of Southern Colorado [or Colorado State University—Pueblo] is a regional, comprehensive university with moderately selective admissions standards and distinguished by excellence, diversity, access and opportunity. The

University offers a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences, blending theory and practice to prepare all graduates for success. The University also offers a select group of graduate programs that address regional needs. The University is a major educational resource for cultural enrichment and economic growth in southeastern Colorado.

RATIONAL:

First, the term “baccalaureate” and the concept of “limited number of degrees” in undergraduate areas does not represent well USC’s current array of degree offerings nor the degrees most likely to be developed in the future in response to regional needs.

The term “polytechnic” in the current mission is frequently misunderstood. While USC is committed to offering degree work in such technical areas as computer information systems and engineering and has plans to expand offerings in these areas, technical programs represent 18% of the University’s degree areas. The term “polytechnic” masks the remaining 82% of the University’s extensive and high quality degree offerings—36% in the liberal arts and 46% in professional and career-oriented areas like nursing, education, social work, business, and mass communication. A more accurate description of the University would note its strong professional focus, which encompasses the technology areas, and its strong grounding in the liberal arts and sciences.

Substituting the term “comprehensive” would be more consistent with USC’s Carnegie classification as a Masters I institution and would better reflect USC’s broad program array of liberal arts and sciences, professional, and career-oriented degrees, which also are the common focus among U.S. higher education institutions designated as “comprehensive.” Indeed, nine of USC’s ten peer institutions (identified in mid-1980’s via CCHE selection process that compared size, role and mission) carry the same Carnegie classification of Masters I as USC and are typically described as “comprehensive” universities.

**BENEFICIAL OUTCOMES OF CHANGING USC’S NAME TO
“COLORADO STATE UNIVERSITY—PUEBLO”**

- *Represents to the public that CSU is a significant source of support in offering new curricular and support programs in southeastern Colorado*
- *Better communicates CSU’s presence as the land-grant institution in service to southeastern Colorado*
- *Strengthens the commitment of CSU to collaborative programs*

University of Southern Colorado
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- *By stressing a common identity, it facilitates interactions among faculty members and administrators at both campuses to improve instructional, research and service programs*
- *Recognizes the similarity between the two campuses in their commitment to service, outreach and applied programs*
- *Represents to internal and external audiences coordination in planning, which will lead to more efficient use of resources*
- *Increases name recognition for USC*
- *Symbol of increased quality in degree offerings, faculty qualifications, and student preparation*
- *Experience at other small, comprehensive universities indicates that adopting flag-ship institution's name leads to increased enrollments*
- *Facilitates joint admissions procedures*
- *Facilitates undergraduate and graduate student transfer*
- *Better communicates educational resources to outside business and industry*
- *Better communicates commitment to the economic development of southeastern Colorado.*

Is the institutional perspective consistent with the statutory role and mission?

The aspiration to increase graduate programs is inconsistent with the current statutory role and mission as well as the perception that it does not uniquely serve southeastern Colorado. .

What parts of the role and mission differentiate this institution from other Colorado public institutions of higher education?

Undergraduate programs in engineering technology rather than engineering and graduate programs in polytechnic fields of study.

Does the institution suggest a statutory change?

YES

What other R&M statements are contained in the proposal but not captured in the role and mission statement?

USC proposes to change its name to Colorado State University – Pueblo citing that USC and CSU have a long history of collaboration. In 1991 they began partnering to offer the Masters in Social Work at the USC campus. In 2000, CSU began offering its M.Ed. in Education and Human Resource Development (Education Leadership/Principal License concentration) at USC. In October, 2001, CSU began offering its M.Ed.—Counseling and Career Development at USC. USC faculty teach in these programs and academic and administrative staff help to support these programs.

STRENGTHS

Student-Centered
Hispanic-Serving Institution
Professional/Career-focused curriculum

WEAKNESS (excluding faculty salaries and financial shortfalls)

Enrollment pattern of flat headcount and decreasing FTE
Insufficient scholarship support
Academic preparedness of new freshmen and poor retention

MARKET OPPORTUNITIES

Enrollment Management
CSU Collaboration

Master's Education

ADMISSION STANDARDS

After careful assessment of mission, program, and enrollment management factors in light of its recruitment market and the network of Colorado higher education, USC is proposing a change in its admissions standards. While continuing to be "moderately selective," USC proposes to raise its admissions index from 80 to 86, in two point increments over a three-year period.

This proposed index is more appropriate for a university designated as "regional, comprehensive," and, as illustrated in the table below, it would distinguish USC more clearly in mission, programs, and academic expectations from other four-year, higher education institutions in Colorado.

What number of freshmen applicants meets the current admission index?

1,708

If the window was decreased to 10% or less how would this impact freshmen enrollment?

The institution potential could admit 170 additional students who are below 80 index score. The enrollment loss would be approximately 63 students. At 86, this would be much higher.