

Academic Plan, 2006-09 University of Wisconsin-Green Bay

Draft

[NOTE: This is a work in progress. Continuing input is welcome and will be considered as the plan is reviewed and updated annually.]

“Connecting Learning to Life”

IDENTITY

UWGB is Green Bay’s University of Wisconsin, one of 13 degree-granting institutions in the highly-respected, tradition-rich University of Wisconsin System. UWGB is distinguished by its emphasis on “connecting learning to life”:

- Students are expected to make connections across different areas of study, to examine issues from multiple perspectives, and to work effectively with specialists from various fields.
- Students connect with real-life issues through research, service, team projects, and internships.
- The University connects to the community and serves the region, its institutions and agencies, its businesses and people.

UWGB offers associate, baccalaureate, and selected masters degrees in the liberal arts and professional programs, and enjoys the maximum 10 year accreditation from the North Central Association of Colleges and Schools Higher Learning Commission.

MISSION

The select mission of UWGB, approved by the UW Board of Regents in 1987, is as follows:

“The University of Wisconsin-Green Bay is committed to a distinctive academic plan characterized by strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs appropriate to a comprehensive institution. The University prepares students to evaluate critically and to address the complex issues of their professions and of the human experience. To this end:

- “(a) The University maintains a distinctive academic organization of interdisciplinary units to implement its educational philosophy and meet its education goals.
- “(b) The University offers programs employing a problem-focused approach, including an emphasis on regional, national, and global environmental issues, and encourages innovative teaching in support of that approach.
- “(c) The University offers interdisciplinary and disciplinary undergraduate programs in the arts, letters, and sciences.
- “(d) The University offers undergraduate professional and pre-professional programs, especially those responsive to metropolitan and regional needs.
- “(e) The University provides graduate education at the master’s level in select areas built upon its undergraduate emphases and strengths, including programs designed to meet the needs of the region.
- “(f) The University fosters interchange of ideas and techniques between the University and the community, provides continuing education, and serves as an intellectual, cultural, and economic resource.
- “(g) The University maintains a broad range of inter-institutional relationships, including those at the national and international levels, in order to provide maximum educational opportunities for its students and faculty.
- “(h) The University expects scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its select mission.”

VISION

Our vision statement is a concise statement of how we aspire to carry out our mission – what we strive to become – in the years ahead. The following vision statement was adopted by the Academic Affairs Planning Committee in the Spring of 2006:

“UWGB’s community of faculty, staff, and students will be resourceful and responsive in anticipating and meeting the educational needs of our diverse region in an ever-changing world. We will connect learning to life by offering innovative, high-quality programs and services to promote the lifelong learning, critical thinking, and practical problem-solving needed for a healthy and sustainable community, environment, and economy.”

Each word and turn of phrase was scrutinized and crafted to convey a specific meaning, value, and intention. Its purpose and function is to lead us, together, as we carry out our rich and distinctive mission in the years ahead.

GOALS

The Academic Affairs Planning Committee, representing Liberal Arts and Sciences, Professional and Graduate Programs, Student Affairs, Outreach and Adult Access, and Information Services, has identified four strategic goals that must be achieved if UWGB is to succeed in achieving its vision. These goals have to do with campus climate and culture, academic programs and services, students, and resources. For each goal, the Committee has identified strategies and actions we will pursue in the next 3 years.

CAMPUS CLIMATE AND CULTURE

GOAL: To promote and invest in a culture of learning, professional development, and continuous quality improvement across all units.

Strategy: Align professional development opportunities with strategic goals and priorities, critical emerging needs, and faculty/staff interests.

- Identify and prioritize faculty and staff professional development activities needed to support strategic goals and priorities.
- Offer faculty/staff professional development opportunities aligned with identified professional development needs.

Strategy: Encourage and support continuing quality improvement efforts.

- Each division leader will identify one business process to be streamlined by process analysis and redesign.

Strategy: All units engage their members in a process of self-study and feedback to guide improvement efforts.

- Periodically survey students, faculty, and staff and use results to inform improvement efforts. Actions may include:
 - Reports tailored to meet the needs of different units and programs.
 - Units and programs identifying targets (results that would constitute success).
 - Gap analysis (identify gaps between results and targets).
 - Development of improvement priorities and plans.
 - Alignment of resources with improvement priorities and plans.
 - Improvements plans are piloted and evaluated.

ACADEMIC PROGRAMS AND SERVICES

GOAL: To offer academic programs and services of high quality and integrity that are flexible and responsive to the needs of the region.

Strategy: Initiate, discontinue, or modify academic programs and services in response to the changing demographics and needs of the region.

- Complete a needs assessment to identify the post-secondary educational needs of Northeast Wisconsin.
- Implement the NEW ERA Bachelor of Applied Studies (BAS) degree.
- Implement new curriculum options that are flexible and responsive to the needs of the region. These may include:
 - First Nations major (Fall 2006)
 - ESL Institute (Summer 2006)
 - Hmong Institute (Fall 2006)
 - Part-time MSW program (06-07)
 - Nursing masters degree (06-07)
 - Education masters degree track with linkage to the PDC (06-08)
 - International Business emphasis within Business Administration program (06-08)
 - Spanish Immersion Summer Camps for young people. (2006-2008)
 - Increase class offerings in summer, evenings, and by internet.

Strategy: Pursue active and productive partnerships that help us meet the changing needs of our community, region, and professions.

- Strengthen partnerships with other educational institutions that support our strategic priorities.
- Link our faculty, staff, and programs to Northeast Wisconsin's economic development and leadership development efforts.

Strategy: Use assessment and survey information to guide improvements in academic programs and services.

- Institutional Research and Assessment Services provide units with NSSE results for their students and services.
- Complete an analysis of majority and minority students' access and educational experiences at UWGB, and use the results to reduce gaps between minority and majority students' educational experiences.
- Encourage curriculum redesign in UWGB's highest-demand courses to support active, engaged learning and optimal use of faculty, instructional, and information resources (2006-08).
 - Pilot (Fall 2006) and evaluate (2007) a General Education Freshman Seminar.
 - Pilot 1-2 redesigned large lecture courses to emphasize active learning pedagogy (Fall 2007).
- Provide professional development funding to facilitate using assessment data, equity analysis, and active learning pedagogy (2006-07).
- Implement the institution's comprehensive assessment plan.

STUDENTS

GOAL: To prepare students to function as responsible citizens in an ever-changing world.

Strategy: Increase the number of students, faculty, and staff who are members of minority groups or citizens of other countries.

- Develop and implement diversity-positive recruitment strategies to hire diverse candidates for faculty and staff positions.
- Actively recruit Northeast Wisconsin students of color, transfer students of color, and international students. Activities may include:
 - Expanding pre-college programs for minority/disadvantaged students.
 - Offering some courses on the College of Menominee Nation Green Bay campus.
 - Increased articulation with the Wisconsin Technical College System (including campuses with higher minority populations).
 - Targeted recruitment of local Latino, Hmong, and Indian students.
 - Diversity and Justice across Communities Initiative
 - Active recruitment of international students.
 - Recruitment of international high school exchange students.

Strategy: Provide students, faculty, and staff with greater access to multicultural and international educational experiences.

- Promote opportunities for faculty/staff professional development with respect to multicultural and international educational experiences. Enable/encourage attendance at on-campus workshops.
- Increase participation by both majority and minority students in travel courses, the National Student Exchange program, international exchanges, and foreign language study.

Strategy: Offer residents of Northeast Wisconsin activities and educational opportunities that help them function more effectively in a multicultural community and a global economy.

- Offer outreach, enrichment, and intervention activities for the Northeast Wisconsin public. These may include:
 - Spanish and Hmong language and culture classes for business and health care workers
 - Spanish Immersion Summer Camps
 - International film and cultural events
 - Friends of international education association.

RESOURCES

GOAL: To acquire resources sufficient to sustain and carry out our mission.

Strategy: Garner external support for new initiatives and high-priority quality improvements and enhancements.

- Determine and increase support for academic affairs priorities for pursuing external support. (External support includes philanthropic support, grants and contracts, and program revenues that can be invested to support academic affairs initiatives and quality improvements.)

Strategy: Generate state and tuition revenues sufficient to sustain our core instructional activities.

- Provide to the Office of Planning and Budget data on GPR needs to support the Chancellor's growth agenda.
- Develop an enrollment management plan (undergraduate, graduate, summer, and off-campus) designed to maximize tuition revenue and support the campus growth agenda.

Strategy: Continually align and realign resources and activities to assure quality and to meet campus priorities, critical needs, student demand, and state support.

- Complete a comprehensive review/prioritization of academic programs to guide resource allocation and realignment.
- Complete a comprehensive review/prioritization of non-academic programs to guide resource allocation and realignment.

PLANNING PROCESS AND ASSUMPTIONS

UW-Green Bay recognizes that challenging times lie ahead. The original goal of our strategic planning was to create a future at UW-Green Bay that is healthy, dynamic, and responsive to the needs of our students, faculty and staff, and region of Northeast Wisconsin. The Academic Affairs Planning Committee brings together faculty, staff, and administrative leaders from all divisions within Academic Affairs, along with student representation, to forge a common framework of priorities, understandings, resource allocations, and coordinated action to create this future.

Our strategic planning process engages in an ongoing, systematic process of analysis, planning, action, evaluation, and renewal to enable us to move forward, together, toward a common vision and common goals. The resulting Academic Affairs Strategic Plan is a candid assessment of our situation and a concise statement of shared vision. It provides the shared framework of priorities and understandings within which we will make decisions, allocate resources, and act in a coordinated fashion.

Within this framework, our respective divisions and units also engage in their own strategic planning processes, as appropriate for their particular roles and responsibilities within our diverse campus community. Consequently, the Academic Affairs Strategic Plan does not represent the totality of our planning activities. Rather, it represents a common, shared framework upon which we agree to work together, using our diverse range of talents, expertise, and resources, to move forward toward a shared vision and a healthy future.

The Academic Affairs Strategic Plan will be updated and modified annually based on our experiences, emerging issues, and new opportunities. Thus, it is a starting point for continuing dialogue, collaboration, and adjustments in the years ahead.

ACADEMIC AFFAIRS STATUS AND ENVIRONMENT

We recognize that we cannot simply rely on the State to give us the resources and direction we need. We must actively build our future and take control of our destiny. With our rich, complex community of diverse interests, talents, and roles, working together we can move forward to a bright and dynamic future. Toward this end, this strategic plan is an ongoing, dynamic document that concentrates on three areas:

- Confronting the emerging challenges that face higher education today.
- Controlling key issues so we can have greater influence over our own future.
- Creating innovative solutions to our issues.

We also recognize that UW-Green Bay cannot be “all things to all people” and cannot pursue every potential course of action. We must focus on what we can do particularly well, responding to the needs of the region and our global economy, and on maintaining high quality in our academic programs and services.

Finally, we recognize that an institutional mission provides a rich heritage and sense of direction but does not prescribe a plan of action. Plans of action must continually be adapted, revised, and renegotiated in order to maintain momentum and achieve results. The external environment presents an ever-changing array of opportunities, challenges, limits, and resources. Likewise, the internal character of the institution changes over time as new populations enter the student body or workforce, as resources and expertise are developed or lost, as new collaborations form or fail, and as experience teaches. Thus, ***a commitment to the institution’s historical mission demands that we continually review, assess, experiment, and plan in order to remain true to our mission in an ever-changing world.***

SHARED VIEWS OF MAJOR STRENGTHS

In 2004, the Academic Affairs Planning Committee assessed the following characteristics as among UW-Green Bay's greatest strengths.

- ✓ **Campus facilities and environment**
 - The 700-acre campus enjoys a beautiful, park-like appearance. Bay front property and a 9-hole golf course are open to students, employees, and the public. The Cofrin Arboretum provides the campus community with both recreational and research opportunities.
 - UW-Green Bay's student housing is top-notch and cost-effective.
 - The Weidner Center for the Performing Arts is an extraordinary venue.
 - The physical plant is well-maintained and functional.
 - Students can have cars, and parking is plentiful.
 - The campus provides a safe environment for both students and employees.

- ✓ **Human resources**
 - Faculty and staff are talented, competent, and highly dedicated..
 - Students are capable and motivated students, and have a strong work ethic.
 - Faculty provide many opportunities for undergraduate research.
 - Student Affairs staff provide good co-curricular programming for undergraduate students.

- ✓ **Distinctive mission and programs**
 - Our interdisciplinary mission and programs are seen as a particular strength.
 - Students enjoy many opportunities for community-based learning.
 - Our programs teach students to apply their learning for practical problem-solving.

MAJOR CHALLENGES FACING ACADEMIC AFFAIRS

The Academic Affairs Planning Committee also agreed on what we regarded as the biggest challenges facing us (in 2004).

- ✓ **Increased competition**
 - On-line and off-site programs from other institutions are increasingly available to students in our region.
 - "Training" programs compete with traditional degree programs for students and fiscal support..
 - For-profit and private institutions offer course schedules and transfer arrangements that are often more accessible and hospitable to adult learners.

- ✓ **Inadequate funding**
 - Several years of State budget reductions have required significant reductions in levels of staffing, services, and academic program support.
 - State funding and tuition have not kept up with the rising costs of information systems, utilities, health care, routine expenses, and unfunded mandates.
 - The Wisconsin regulatory environment prevents the University from pursuing many financial management strategies which have proved successful for other public and private universities.
 - UWGB is under-funded, per student, relative to all other comprehensives in the UW System.

- ✓ **Disconnect with the external community**
 - The UWGB campus is often perceived by area residents as being "way out there."
 - UWGB lacks a clear public image and market niche.

- ✓ **"Outcome-inhibiting" business and governance processes**
 - Many institutional processes are regarded as too complicated, cumbersome, and/or counterproductive (e.g., hiring, budgeting, merit/performance review).

- UWGB's committee structure and governance process often seem fragmented or unclear, and many believe there are too many committees.
 - UWGB does not have adequate conflict-resolution processes.
- ✓ **Campus climate**
- Budget and staffing reductions have left faculty and staff overextended and stressed out.
 - Faculty/staff professional development opportunities are limited.
 - Many women faculty and staff continue to experience issues of gender equity, workplace hospitality, and work life/balance.
- ✓ **Mission**
- It often is a challenge to truly put interdisciplinarity into action.
 - Faculty's loyalty to their disciplines can compete with our interdisciplinary focus.
 - Interdisciplinary education is compromised by a sense of division between LAS and GPS.
 - Graduate programs need greater attention.

MAJOR OPPORTUNITIES TO BUILD ON

The Academic Affairs Planning Committee identified three major types of opportunities that we can build on in the coming years.

These start with the **community and region** we serve. UW-Green Bay serves a dynamic metropolitan area and region, and enjoys a great deal of support within the region. The Green Bay metropolitan area is one of growing ethnic diversity, impending economic development, and increased recognition of the need for an educated citizenry. An array of unmet educational needs within the region (e.g., engineering, special education, information technology) provide real market opportunities. All these factors bring many opportunities for the University to anticipate and deliver programming to meet emerging regional needs.

Northeast Wisconsin also offers many opportunities for UW-Green Bay to develop **partnerships**. These include partnerships with other educational institutions; with economic development forces; with business, industry, scientific, and professional communities; and with civic leadership. In partnership with others in Northeast Wisconsin, we can identify and develop many opportunities to offer programs and services that both benefit the University and meet the needs of the region in a diverse and ever-changing global economy.

Finally, today's **technology-based consumer culture** can be our undoing or our opportunity. Today's students and citizens expect to be able to access whatever they need – including education – whenever they want, wherever they happen to be, and in convenient and user-friendly formats. **Technology** pervades the marketplace, communications, and information resources. Today's students are savvy about using it. It offers us a rich landscape of opportunities for linking students, faculty, staff, information, tools, and learning opportunities in ways we have just begun to explore. It also offers us new and expanded opportunities to cross disciplinary boundaries for scholarship, applied learning, and practical problem-solving.

NEXT STEPS

The rate at which we accomplish our strategic plan will depend on many factors, not the least of which are available human resources, fiscal support, and institutional capacity for change. The current plan has been developed with an appreciation of current constraints and future uncertainties. Indeed, this plan gives Academic Affairs leaders a context and framework for judicious decisions about resource allocation and coordinated action regardless of unforeseen developments.

With that in mind, the following Academic Affairs planning and implementation steps are expected during the 2006-07 academic year:

Summer 2006: Academic Affairs Division Heads will complete an Academic Affairs Action Plan for use in the 2006-07 planning and budgeting cycle within their respective divisions, and for implementation beginning as early as Fall 2006.

**Summer 2006/Early
Fall Semester 2006:**

The Provost and Provost's Administrative Council will share the Academic Affairs Strategic Plan and Action Plan with faculty and staff. Each budget division will be asked to address these strategic and action plans in its own planning, budgeting, and work plan, as appropriate to the division's particular roles and responsibilities within the University, the interest and expertise of its members, available resources (including time), and other considerations.

The Academic Affairs Planning Committee absorbs and orients new faculty, academic staff, and student members.

Fall Semester 2006:

The Academic Affairs Planning Committee will be charged to do the following during the 2006-07 Fall Semester:

- a. Assist the Provost and Academic Deans in reviewing and considering the report of the Comprehensive Program Review Task Force.
- b. If the Green Bay Growth Initiative funding request progresses, assist the Provost in identifying priorities for future development of UWGB's student body, program mix, space and facilities, and Academic Affairs workforce to carry out this growth initiative.
- c. Consider and contribute input to the operational plans being developed by the Academic Affairs budget divisions, as part of the 2006-07 planning and budgeting cycle.
- d. Advise and assist the Provost with respect to the campus communication of strategic planning issues, priorities, and process.

Academic Affairs budget division heads submit their FY 2007-08 operational plans, related budget detail, and new budget proposal to the Provost.

Academic Affairs budget division heads finalize their budgets for 2007-08.

Spring Semester 2007:

The Academic Affairs Planning Committee will be charged to do the following during the 2006-07 Spring Semester:

- a. Assist the Provost and budget division heads with ongoing planning and decisions relative to budget planning, operational planning, or the (if applicable) the Green Bay Growth Initiative.
- b. Assist the Provost in reviewing and updating the Academic Affairs Strategic Plan (major revisions every 3 years, starting 2006; minor revisions annually).
- c. Review and update the charge of the Academic Affairs Planning Committee.
- d. Advise and assist the Provost with respect to the campus communication of Academic Affairs Strategic Plan progress, revisions, and related developments.
- e. Update Committee membership (new faculty, academic staff, and student members).

Summer 2007:

Academic Affairs division heads:

- a. Report on their progress with respect to the Academic Affairs Action Plan.
- b. Begin their joint and divisional planning discussions for the coming year, based on progress during 2006-07, emerging issues and opportunities, ongoing discussions within the Academic Affairs Planning Committee, and resulting revisions to the Academic Affairs Strategic Plan.
- c. Begin to compile data relative to the agreed-upon performance indicators (see Appendix A).

Fall 2007:

Academic Affairs Planning Committee receives strategic plan progress reports and recommended strategic plan recommendations and begins a new planning year.

APPENDIX A: INDICATORS OF PROGRESS

Campus Climate and Culture

A needs assessment which identifies strategic goals and priorities for faculty and staff professional development.
Number of aligned faculty/staff professional development opportunities made available.
Number of students, faculty, and staff participants.
Participant evaluation of professional development opportunities.
One process has been identified, redesigned, and piloted in each division.
User evaluation of redesigned process.
User evaluation of improvements and streamlining of routine practices and procedures, including estimate of time saved (campus-wide or program-specific).
Improvements in assessments/survey results over time (3-year increments).
Reductions in gaps between actual results and targets.
Resulting realignment of resources to support improvement priorities.

Academic Programs and Services

Existence and dissemination of a report on post-secondary educational needs of Northeast Wisconsin.
Implementation of BAS degree (yes/no).
Number of students enrolled.
Implementation of each new curriculum option (yes/no).
Number of students enrolled.
Number of transfer students (from or to partner institutions) recruited and/or graduated.
Number of faculty/staff participating in such programs.
Number of start-ups served by SBDC.
Number of events and participants in Outreach's economic and leadership development programs.
Program/unit-specific NSSE reports are produced and disseminated to those programs/units.
Identify inequities between the educational experiences of minority and majority students.
Elimination of inequities over five years.
Enrollments in freshman seminars.
Net cost-effectiveness of freshman curriculum.
Evaluation of freshman seminars: student retention and GPA during the pilot semester and subsequent semesters; student evaluations of freshman seminars; faculty evaluations of freshman seminars.
Number of lecture courses redesigned; number of students enrolled; net cost-effectiveness of freshman curriculum.
Evaluation of redesigned lecture courses: student retention and GPA during the pilot semester and subsequent semesters; student evaluations of redesigned courses; faculty evaluations of redesigned courses.
Number of professional development activities pertaining to using these tools to improve academic programs and services.
Number of participants in these activities.
Participant evaluations of these activities.
All 13 components of the comprehensive assessment plan have been implemented.

Students

Number of minority faculty and staff hired and retained.
Number of minority students enrolled and graduated.
Number of NEW minority students enrolled and graduated.
Number of international students enrolled.
Number of sessions/workshops offered.
Number of students, faculty, and staff participants.
Participant evaluation of sessions/workshops.
NSSE data on students' reports of multicultural and international education experiences.
Enrollments in foreign language and ethnic studies coursework.
Number of students participating in travel courses and/or international exchanges.
Number of students participating in the National Student Exchange program.
Foreign language course enrollments.

Equity of minority student participation in each of the above.
Outreach annual report, including activities offered and attendance figures.

Resources

Increased external support for Academic Affairs priorities.
Documented quality improvements/enhancements made possible by external support.
of grant proposals submitted.
Submission to OPB of reports on GPR needs to support growth agenda.
Amount of tuition revenue surplus (revenue minus target).
Existence and distribution of report recommending prioritization of academic programs.
Resource realignment reflecting prioritization of academic programs.
Existence and distribution of report recommending prioritization of non-academic programs and services.
Resource realignment reflecting prioritization of non-academic programs and services

APPENDIX B: UW-GREEN BAY MISSION

The full UW-Green Bay mission statement, approved by the UW Board of Regents in 1987, has three components. These are (1) a statement of the core mission of the entire University of Wisconsin System; (2) a statement of the mission of the "comprehensives" within the UW System; and (3) a select mission statement which is distinctive only to UW-Green Bay.

The core mission University of Wisconsin System is as follows:

"The mission of [the UW] System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth."

The share mission of the UW comprehensives is as follows:

- "Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs."
- "Promote the integration of the extension function, assist University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity."
- "Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff."
- "Support activities designed to promote the economic development of the state."

The select mission of UW-Green Bay, distinctive to this particular institution, is as follows:

"The University of Wisconsin-Green Bay is committed to a distinctive academic plan characterized by strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs appropriate to a comprehensive institution. The University prepares students to evaluate critically and to address the complex issues of their professions and of the human experience. To this end:

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