

FORWARD TOGETHER



COLORADO STATE UNIVERSITY
PUEBLO

SUMMER 2023
CAMPUS PLAN

WE ARE CSU PUEBLO **A RESILIENT COMMUNITY** **WITH A VIBRANT PAST** **AND PROMISING FUTURE**

Over the next ten years, we will re-imagine learning environments on campus, within our community, and in our region.

The purpose of this plan is to identify opportunities that balance resourceful pragmatism with an aspirational vision to further the mission of CSU Pueblo and develop a path towards resiliency needed to navigate a rapidly changing world in higher education.

Forward Together is a living document intended to guide key actions and tactics ensuring institutional alignment at all levels of the organization. This plan will prioritize and implement capital improvement projects related to the physical characteristics of the campus in coordination with our Strategic Plan *Vision 2028*.

Being the People's University, we are proud of our diverse population and the positive community-based impact we've achieved so far. We value everyone's input throughout this process and will continue to strive to promote community service and create a meaningful impact beyond the classroom.

Donna Souder Hodge, Ph.D.

Vice President of Operations and Advancement

FORWARD **TOGETHER**



EXECUTIVE SUMMARY

- **PLAN INTEGRATION**
- **GUIDING PRINCIPLES**
- **PLANNING ASSUMPTIONS**
- **PHYSICAL FRAMEWORK**
- **THE VISION: PRIORITY PROJECTS**
- **ADVANCING FORWARD TOGETHER**

PLAN INTEGRATION

ALIGNING THE STRATEGIC PLAN WITH PHYSICAL DEVELOPMENT GOALS

Strategic Plan

Vision 2028

The Strategic Plan provides a set of initiatives that work together to support the goals of the university and was completed in the Summer of 2022. Currently, committees are working on implementation plans that build on foundational work for over 50 activities related to five strategic priorities.

Campus Plan

Forward Together

The Campus Plan guides future investment regarding the physical development on campus. It supports the mission and strategic goals of the University and provides recommendations for the best use of existing land, development sites, and outlines facility improvements as part of a near-and-long-term vision that ensures a better campus experience for students, faculty, staff, and visitors.



GUIDING PRINCIPLES

INFORMING DECISIONS ABOUT CAPITAL PROJECTS AND OTHER CAMPUS INVESTMENTS

The Campus Plan is informed by five guiding principles that outline aspirational goals for change. These principles emerged from in-depth conversations with the campus community, interactive surveys, and physical analysis carried out during the planning process. They provide a framework for goals, actions, and opportunities to enhance campus in response to the identified drivers and future vision.



PLANNING ASSUMPTIONS

A DATA-INFORMED APPROACH TO SPACE PLANNING

Enrollment & Personnel

FALL 2022 EXISTING ENROLLMENT & PERSONNEL

	Students (Headcount)	Faculty	Staff
TOTAL	3,113	321	485

TARGET ENROLLMENT & PERSONNEL (EST. 10-YEARS)*

	Students (Headcount)	Faculty	Staff
TOTAL	4,000	321	548

Note: 4,000 enrollment is based on 3,600 undergraduate students, 400 graduate students.

Future enrollment is expected to remain relatively stable. However, the population is projected to become more diverse, requiring a deliberate focus on creating an inclusive, welcoming, and engaging campus. The plan projects an increase in student enrollment from 3,113 to 4,000 students and personnel increase from 806 to 869. Additional staff is intended to accommodate growth in administrative support services to better serve students on-and-off campus.

Space Needs Program

3,133 STUDENTS ON CAMPUS ENROLLMENT

	Existing ASF	Guideline ASF	Surplus/(Deficit)	% Surplus/(Deficit)
TOTAL	762,119	615,606	146,513	19%

4,000 STUDENTS ON CAMPUS ENROLLMENT

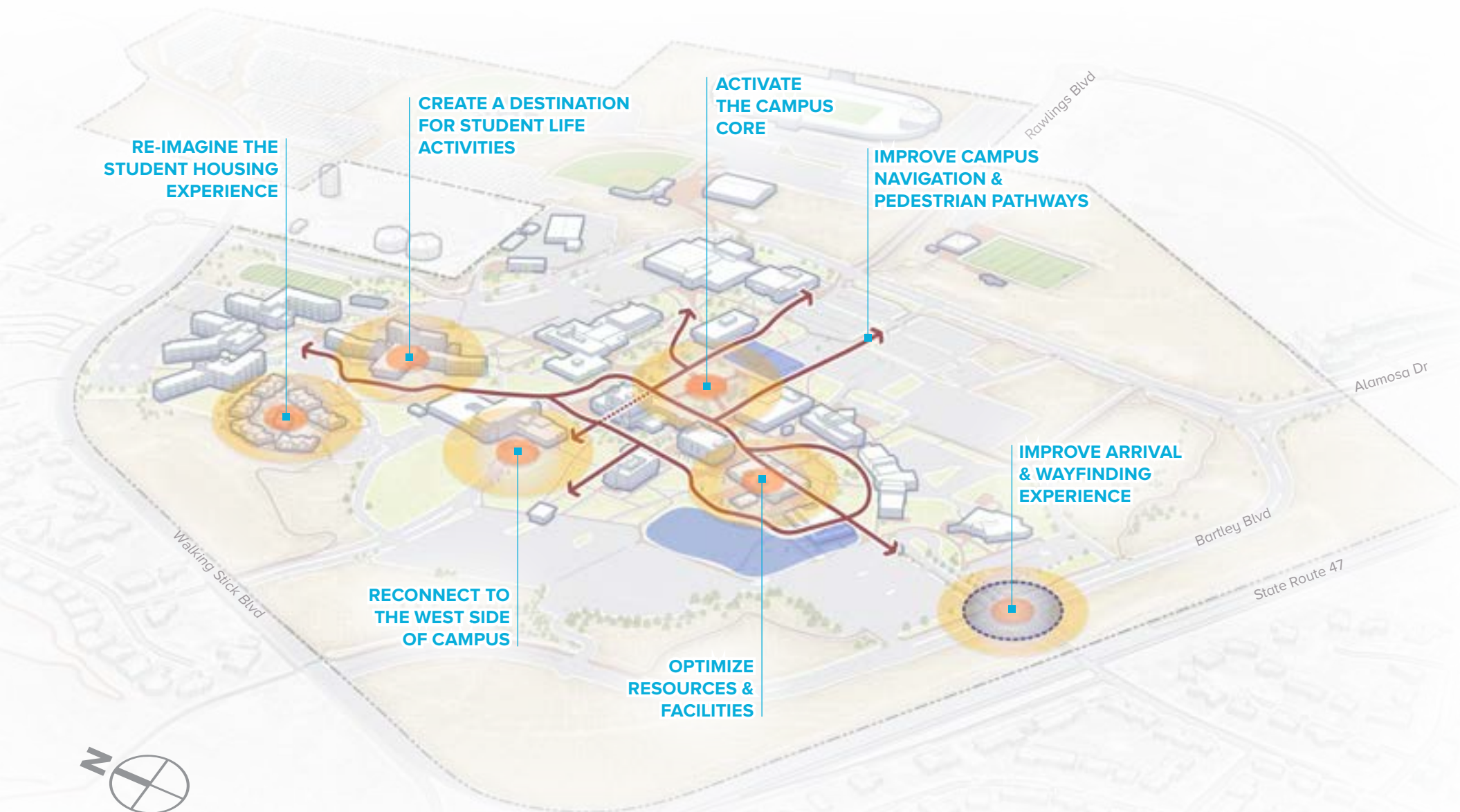
	Existing ASF	Guideline ASF	Surplus/(Deficit)	% Surplus/(Deficit)
TOTAL	762,119	680,247	81,872	11%

Note: Does not included: residence life, outside organizations, inactive conversion space. Detailed analyses are provided in the Appendix.

In Fall 2022, the campus had a total of 762,119 Assignable Square Feet (ASF) and a 19% space surplus of 146,513 ASF. As with most campuses, there are surpluses and deficits in individual space categories. The largest percentage of surpluses are in Classroom and Teaching Laboratory space. The largest square footage surplus is Administrative Office space. Incorporating the projected enrollment and personnel increases, the overall surplus is reduced to 11%.

PHYSICAL FRAMEWORK

AN ORGANIZING APPROACH FOR FUTURE CAMPUS DEVELOPMENT



The physical framework establishes key priorities that will help determine appropriate strategies to engage students, promote inclusivity, celebrate high-quality learning environments, and create a vibrant campus.

PHYSICAL FRAMEWORK ELEMENTS:

- Public Realm
- Building Use
- Mobility & Circulation
- Sustainability & Climate Action

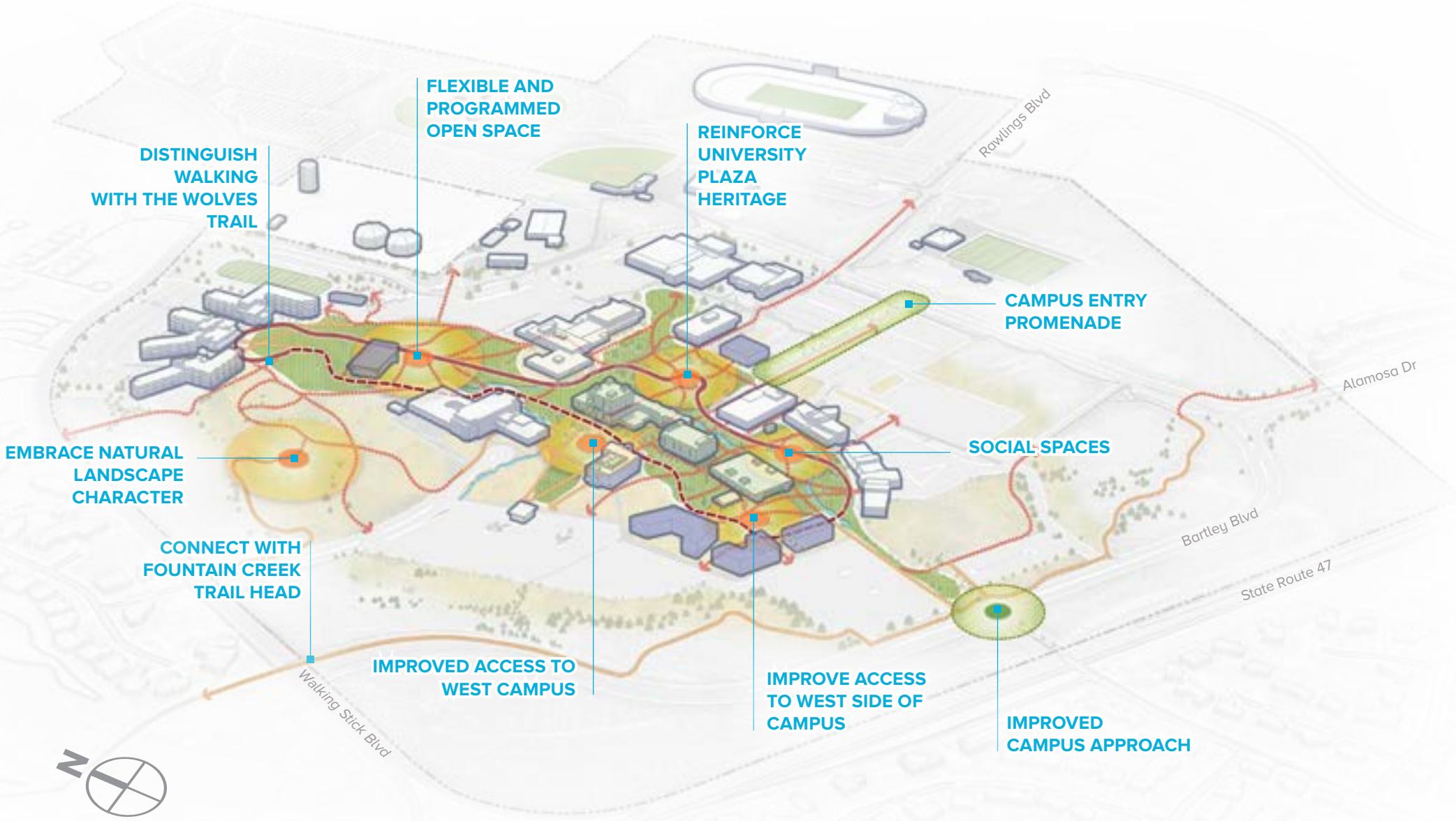
-  Opportunity Improvement Areas
-  New Development Sites
-  Enhanced Pathways & Connectivity

Public Realm

The public realm is defined by underlying natural conditions and is the backdrop for the identity of the campus. The following recommendations encourage more active uses to recreate, gather, socialize, and contemplate throughout the day and evening.

RECOMMENDATIONS

- Celebrate cultural heritage by distinguishing the Walking with the Wolves Trail and reinforcing the University Plaza as the campus core central to activities and events.
- Enhance campus gateways and create a distinct arrival experience that introduces the campus entry promenade on the eastern edge of campus leading directly to the new Welcome Center.
- Connect to nearby Pueblo Area Regional Trails at campus edges to promote inclusivity and access.
- Promote movement on campus by improving pedestrian pathways to-and-from key destinations.



- Key Improvement Area
- Primary Open Space Area
- Naturalized Landscape Area
- Multi-modal Pathway
- Primary Pathway
- ... Secondary Pathway
- Existing Pathway

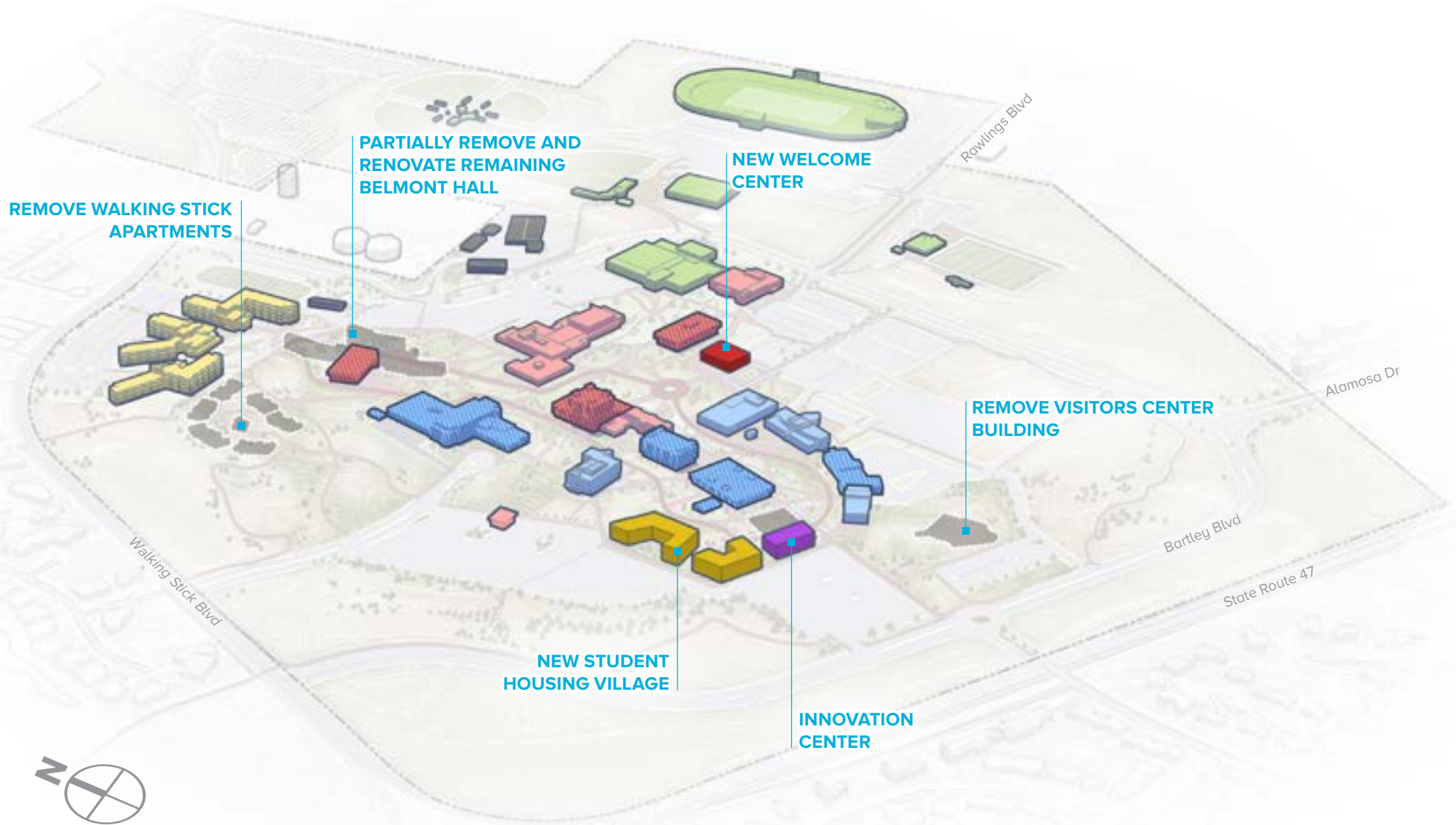


Building Use

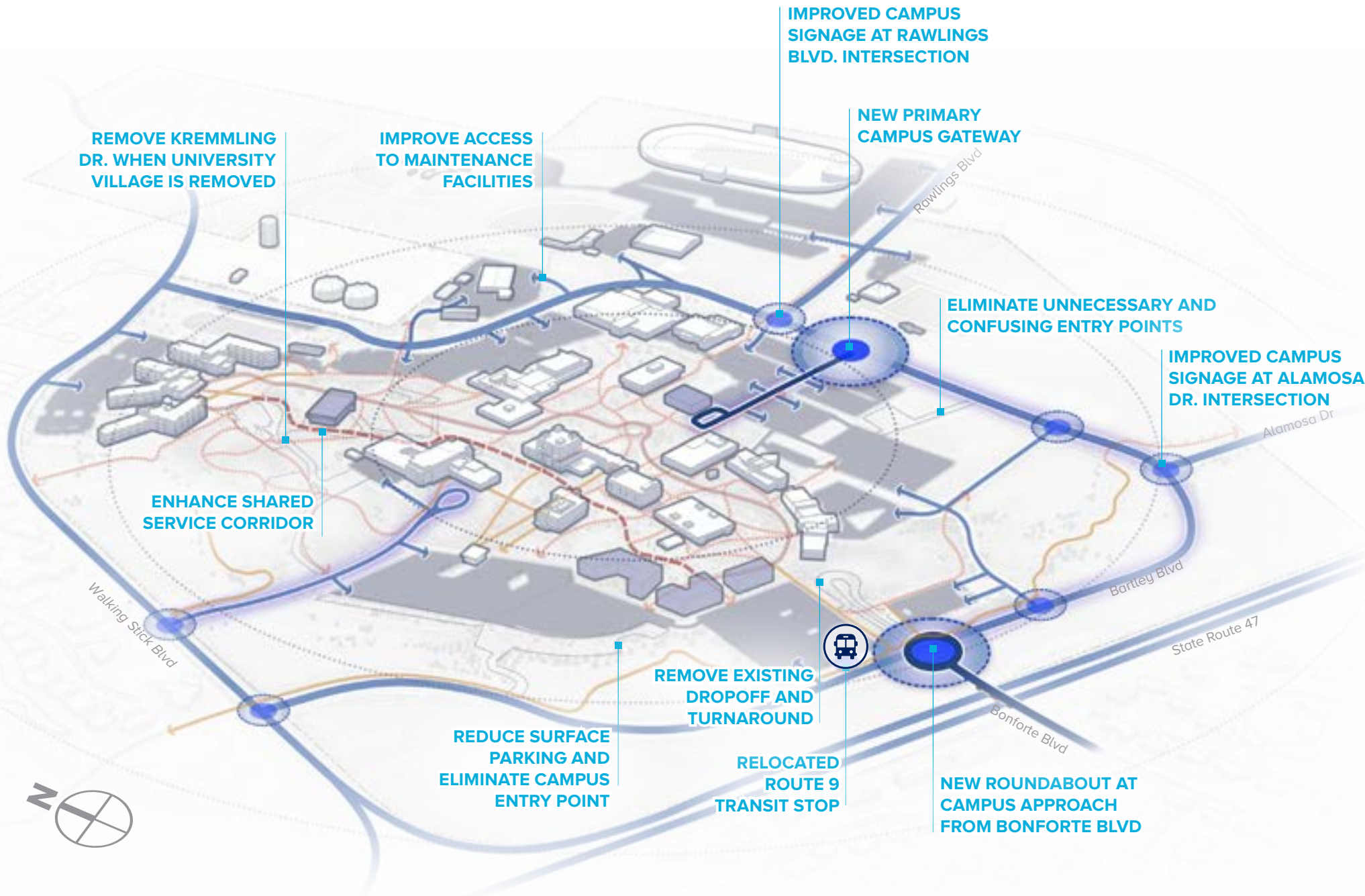
Renovations and facility upgrades will have a significant impact on the campus experience, especially within the campus core. The space program analysis identified facilities to be developed, preserved, transformed, or removed. Recommendations are based on balancing existing conditions within emerging programmatic needs, potential optimization of adjacencies, and fiscal constraints.

RECOMMENDATIONS

- Prioritize improvement and renovation of existing facilities that support key academic, research, and teaching functions.
- Remove aging Walking Stick Apartments and construct new housing to enliven the south end of campus.
- Remove Visitors Center building and create a new Welcome Center on the east side of University Plaza.
- Remove Belmont Hall but renovate D-Wing as an Activities Center.
- Remove the Physics / Math building and strategically renovate other key science facilities.
- Renovate the Arts / Music Building.



Mobility & Circulation



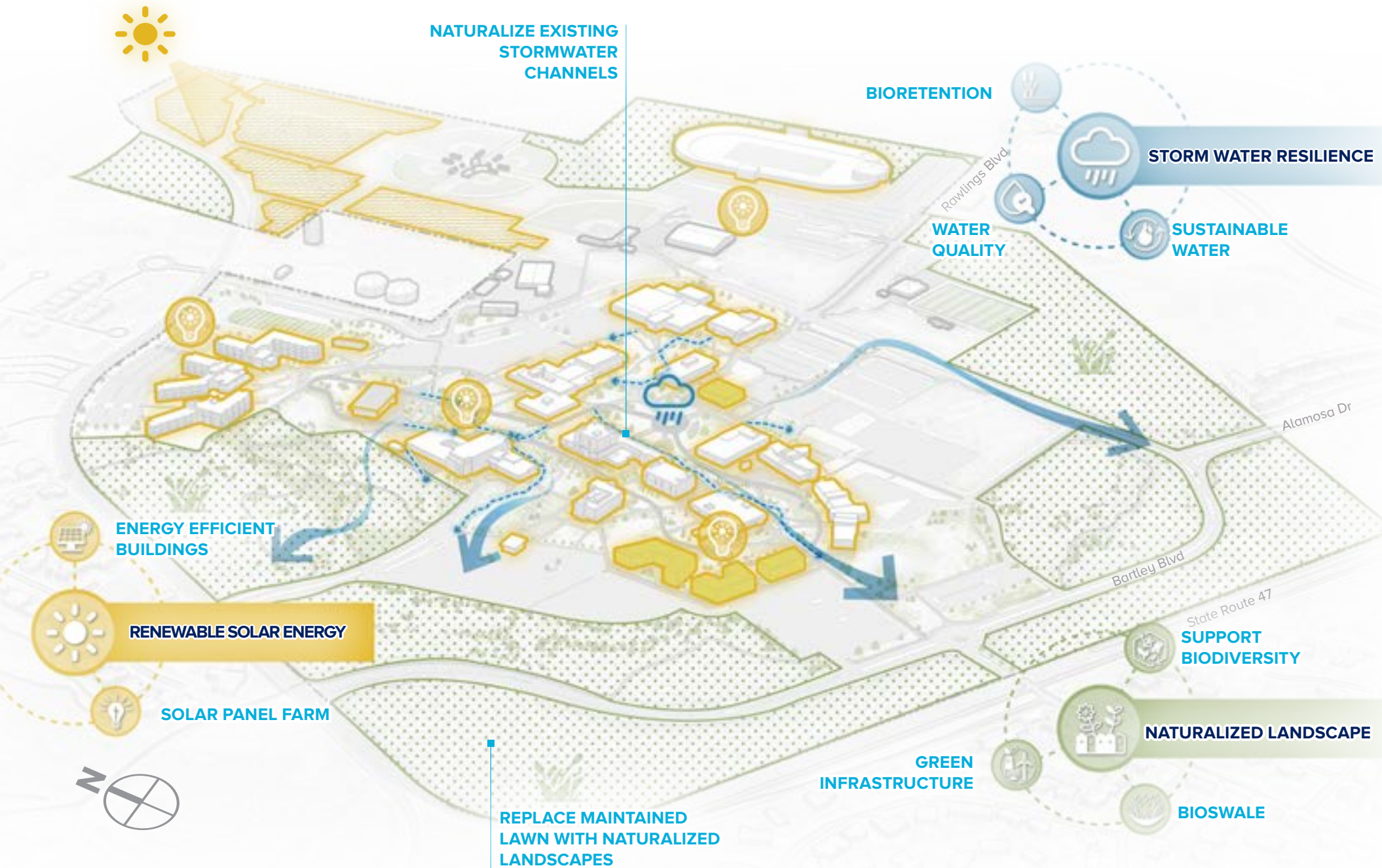
Vehicular circulation on campus suffers from a lack of clear wayfinding and signage, beginning at the perimeter access points, specifically at Bonforte Boulevard.

Overall, campus has a surplus of parking, making it difficult to maintain. Interior streets, unclear vehicular routes, and pedestrian paths contribute to the confusing circulation network.

RECOMMENDATIONS

- Design shared service corridors to prioritize pedestrians and increase walkability and connectivity on campus.
- Ensure access to Purple Line (Route 9) to maintain connectivity to-and-from nearby Belmont and Eastside Neighborhoods, including Downtown Pueblo.
- Encourage larger TDM (Transportation Demand Management) strategy including pilot projects for mobility features e.g. car/EV share, bike storage, lockers, real-time apps, and information kiosks.
- Prioritize safety, legibility, and enhanced wayfinding to increase campus and community connectivity.

Sustainability & Climate



The impacts of climate change on natural resources are ever-present in Colorado. CSU Pueblo must adapt its campus to withstand extreme weather shifts, steward its financial resources, and continuously plan for a resilient future.

The Campus Plan considers campus buildings and energy sources, operational practices, land utilization, and the natural systems within which the campus functions. To achieve its sustainability goals, the University must continue to leverage its NetZero Efficiency status, while embracing new technologies and adapting its practices while maintaining legacy systems.

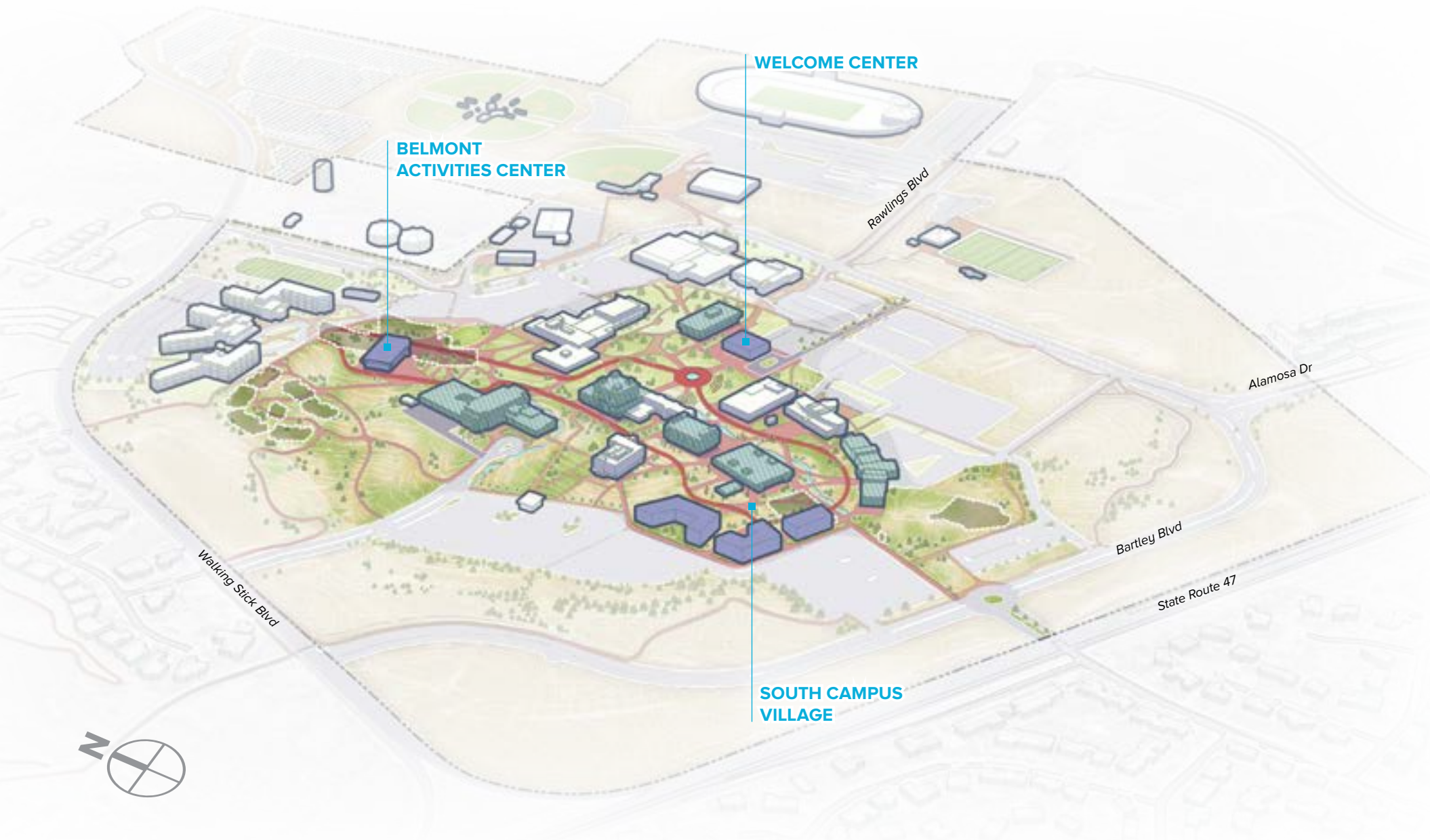
IMPACT

- Lower water demands through comprehensive conservation and efficiency measures.
- Increase the use of non-potable water for campus heating, cooling, landscape irrigation, and toilet flushing, potentially through a centralized water reuse facility.
- Integrate stormwater management best practices into the campus landscape to reduce flooding risk downstream.
- Improve water quality and ecological restoration for sustainable benefits.
- Implement selective scrub removal to create wildfire fuel breaks.

- ▨ Solar Project
- ▭ Buildings Using Solar Energy
- Energy Efficient Buildings
- ▨ Naturalized Landscape
- > Naturalized Drainage System

THE VISION: PRIORITY PROJECTS

AN INTEGRATED STRATEGY TO ADDRESS CURRENT AND ANTICIPATED NEEDS



This vision provides a roadmap for future expansion and evolution, enabling the campus to respond to changing university needs while maintaining a dynamic future and thriving CSU Pueblo. Priority projects serve as essential actions within the plan, designed to address short and long-term solutions. Strategically implementing these projects will prioritize positive transformation on campus.

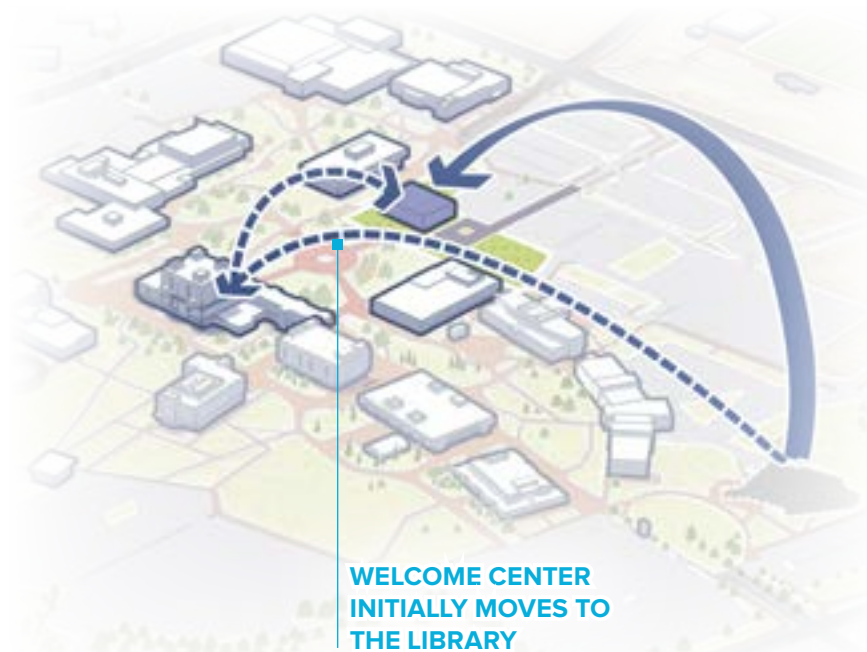
PRIORITY PROJECTS

- Welcome Center
- Belmont Activities Center
- South Campus Village

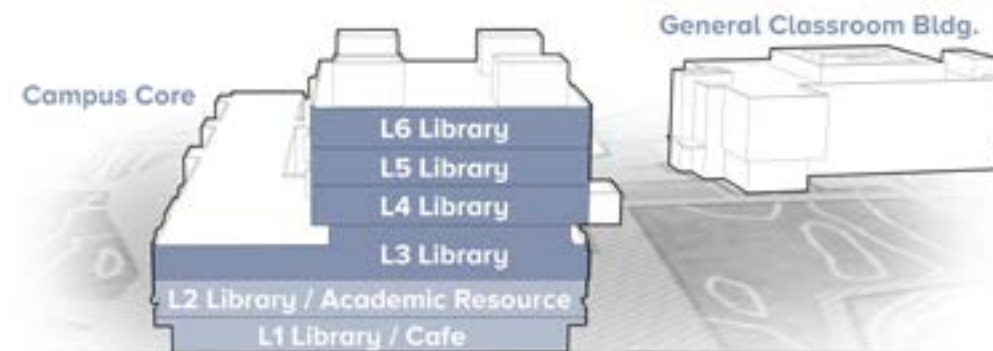
- New Building
- Renovated Building
- Existing Building
- Demolished Building

Welcome Center Near-Term

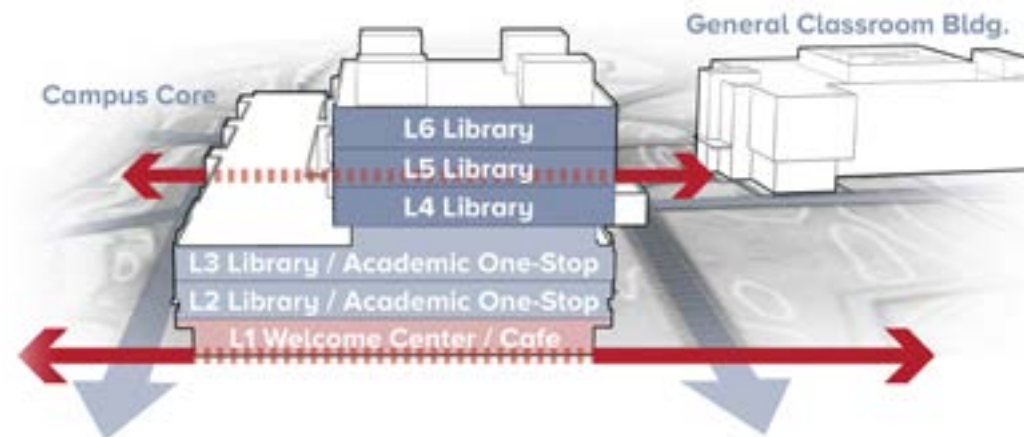
SPACE MIGRATION STRATEGY



EXISTING LARC PROGRAM



PROPOSED LARC PROGRAM WITH WELCOME CENTER



Relocating the Welcome Center to a new site within the campus core holds immense potential for enhancing recruitment and retention efforts, while also fostering collaboration with the Library Academic Resource Center. By moving the Welcome Center closer to the heart of the campus, prospective students, parents, and visitors will have easier access and a more seamless introduction to the campus community. This proximity will create a welcoming and inviting atmosphere, making a positive first impression and increasing the likelihood of enrollment.

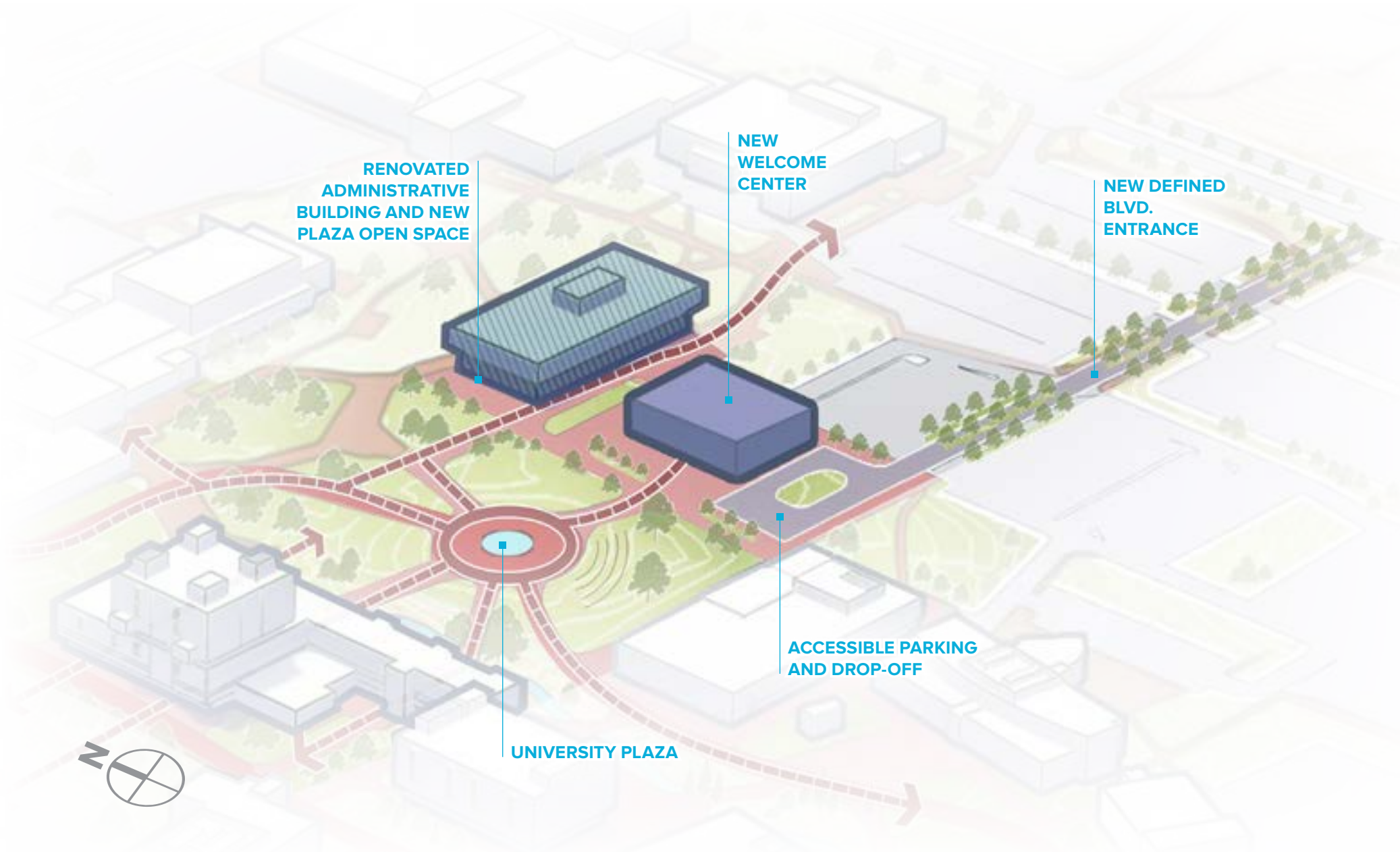
Before construction of the new Welcome Center, the first floor of the library will serve as its near-term home. By sharing space with the Library Resource Center on the first level, the Welcome Center gains the advantage of synergy and collaborative opportunities. This co-location encourages interaction between incoming students and the academic resources available in the library, facilitating a smooth transition and fostering a sense of academic engagement.

Overall, relocating the Welcome Center offers practical benefits and a holistic approach to improving recruitment and retention rates on campus.

IMPACT

- Library collection consolidated on Levels 4-6.
- Security zone moves to Level 2, allowing additional entry points on the west side of the Library, enhancing access to the General Classroom Building.
- Levels 2-3 becomes Library/Academic One-Stop.
- Level 1 remains a common space with additional collaboration/study area near-term Welcome Center.

Welcome Center Long-Term



The new location of the Welcome Center, adjacent to the Administrative Building, presents an exciting opportunity to create a dynamic and engaging one-stop experience for students, staff, and the wider community. Its proximity allows for seamless coordination, accessibility, streamlining various administrative processes, and fostering efficiency and convenience, as individuals can easily navigate between the facilities.

Given its central location, the Welcome Center serves as a hub for campus-related inquiries and encourages interaction with the broader community, promoting partnerships, events, and shared resources. The new Welcome Center thus becomes a vital gateway, ensuring a positive initial experience for all who visit the university.

IMPACT

- *Greater access and ground level transparency for the Administrative Building.*
- *Enhanced usable space near the University Plaza.*
- *Improved relationship between Welcome Center function and Administrative One-Stop programming.*

Welcome Center

The new Welcome Center will serve as a central hub for visitors, prospective students, and the community, fostering a welcoming environment and a seamless engagement experience with campus resources.



VISITOR INFORMATION DESK



VIEWS OF UNIVERSITY PLAZA

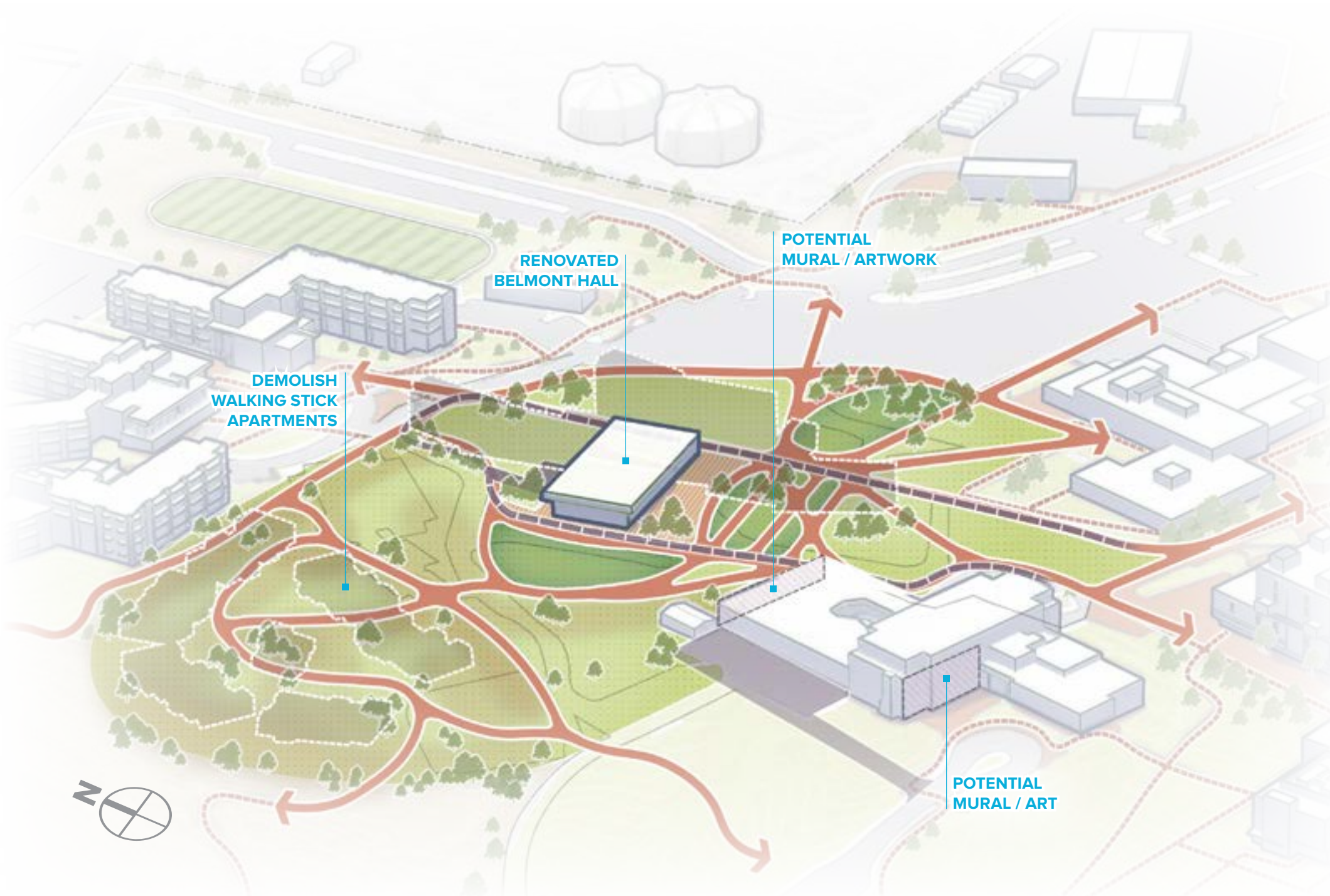


CAMPUS BRANDING AND SYMBOLISM

CULTURAL EXHIBITION SPACE



Belmont Activities Center



OPPORTUNITY

Belmont Hall sits vacant, continuing to consume financial resources and acting as a barrier between the campus core and residential community. By demolishing the residential wings and repurposing the communal building wing (D-Wing), students will gain access to a dedicated facility for socializing, organizing events, and participating in recreational activities. The renovated space will foster a stronger sense of community, while simultaneously creating a vibrant hub that contributes to the local cultural scene.

The Walking Sticks Apartments are popular with students, however are quickly nearing the end of their functional life, requiring significant financial investment to maintain. Demolishing the Walking Stick Apartments will create an opportunity to enhance the surrounding landscape with trails and connections to nature. Additionally, Kremmling Drive could be partially removed, further enhancing campus connectivity. This transformation will provide students, community members, and visitors with a serene and picturesque environment, encouraging outdoor exploration and promoting well-being.

IMPACT

- Meets student life and recreation program deficit by providing open space and trails near student housing.
- Enhance student experience with a dedicated space for socializing, events, and recreational activities with space for various recreational activities, allowing students and community members to engage in physical fitness, sports, and leisure pursuits.
- Increase community engagement and promote collaboration between students and local residents.
- Maximize existing resources and reduce need for new construction to benefit sustainability goals.

Belmont Activities Center

Transforming vacancy into vibrancy, this revitalized space will bring students, faculty, and the community together, creating new outdoor spaces and a reimagined D-Wing of Belmont Hall for gathering, recreation, and collaboration.

MOUNTAIN VIEWS



NATURAL & RESILIENT LANDSCAPE



FLEXIBLE & PROGRAMMABLE OPEN SPACE



ACTIVE HUB AT REPURPOSED BELMONT D-WING FOR GATHERING & EVENTS



CULTURAL ARTS PROGRAM



AREAS OF RESPITE



CAMPUS IDENTITY & BRANDING



WALKING WITH THE WOLVES TRAIL

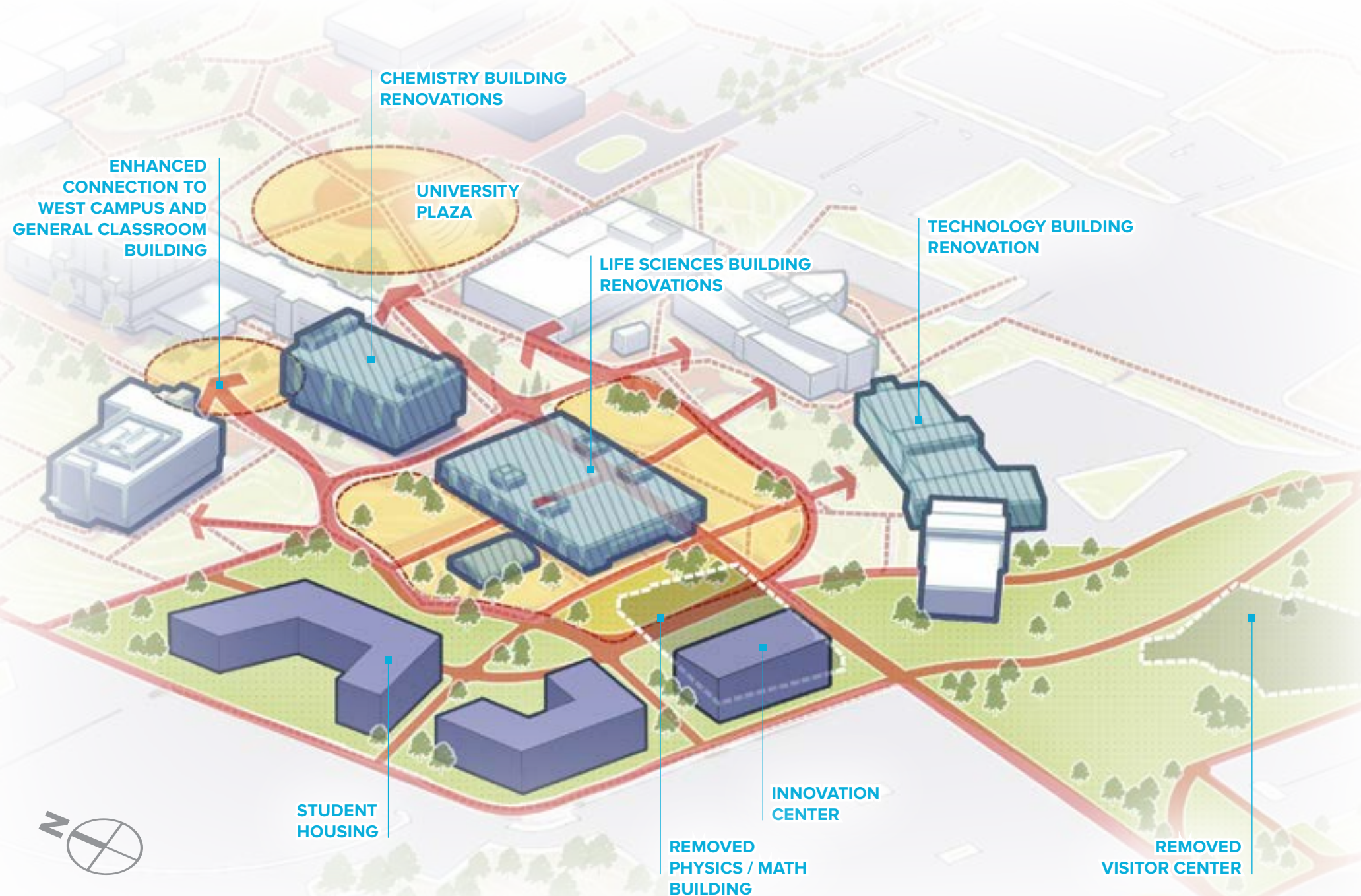


Belmont Activities Center

As a captivating destination for all seasons, this transformed space ensures year-round enjoyment for students, the community, and visitors alike where lasting memories are made in every season.



South Campus Village



South Campus Village is reimagined to combine student housing, renovated academic spaces, and an Innovation Center to create a dynamic destination for the campus community.

Renovations to science and technology related academic spaces will have smart, flexible classrooms, labs, and study areas, providing an inspiring environment for learning and research. A key element of the South Campus Village is the state-of-the-art Innovation Center, fostering creativity and entrepreneurship with its collaborative spaces and resources for innovation. New student housing replaces the Walking Sticks Apartments and brings vibrancy and life to an underutilized part of campus. This area is transformed into a destination where students can live, learn, and innovate, fostering an atmosphere of growth and limitless possibility.

IMPACT

- *Enhanced student experience with modern and comfortable housing options*
- *Revitalized academic spaces for learning, research, and collaboration, enhancing the quality of education for students.*
- *The Innovation Center serves as a hub for creativity and entrepreneurship.*
- *Mixed-use environment encourages interaction, socialization, and the development of strong connections among students, promoting a supportive and inclusive campus community.*

South Campus Village

Where innovation meets community. A re-imagined destination that combines modern student housing, revitalized academic spaces, and an Innovation Center.



IMPROVED ACCESS TO GENERAL CLASSROOM BUILDING



RESIDENTIAL VILLAGE



NATURALIZED CHANNELS AS AN AMENITY



NATURAL & RESILIENT LANDSCAPE

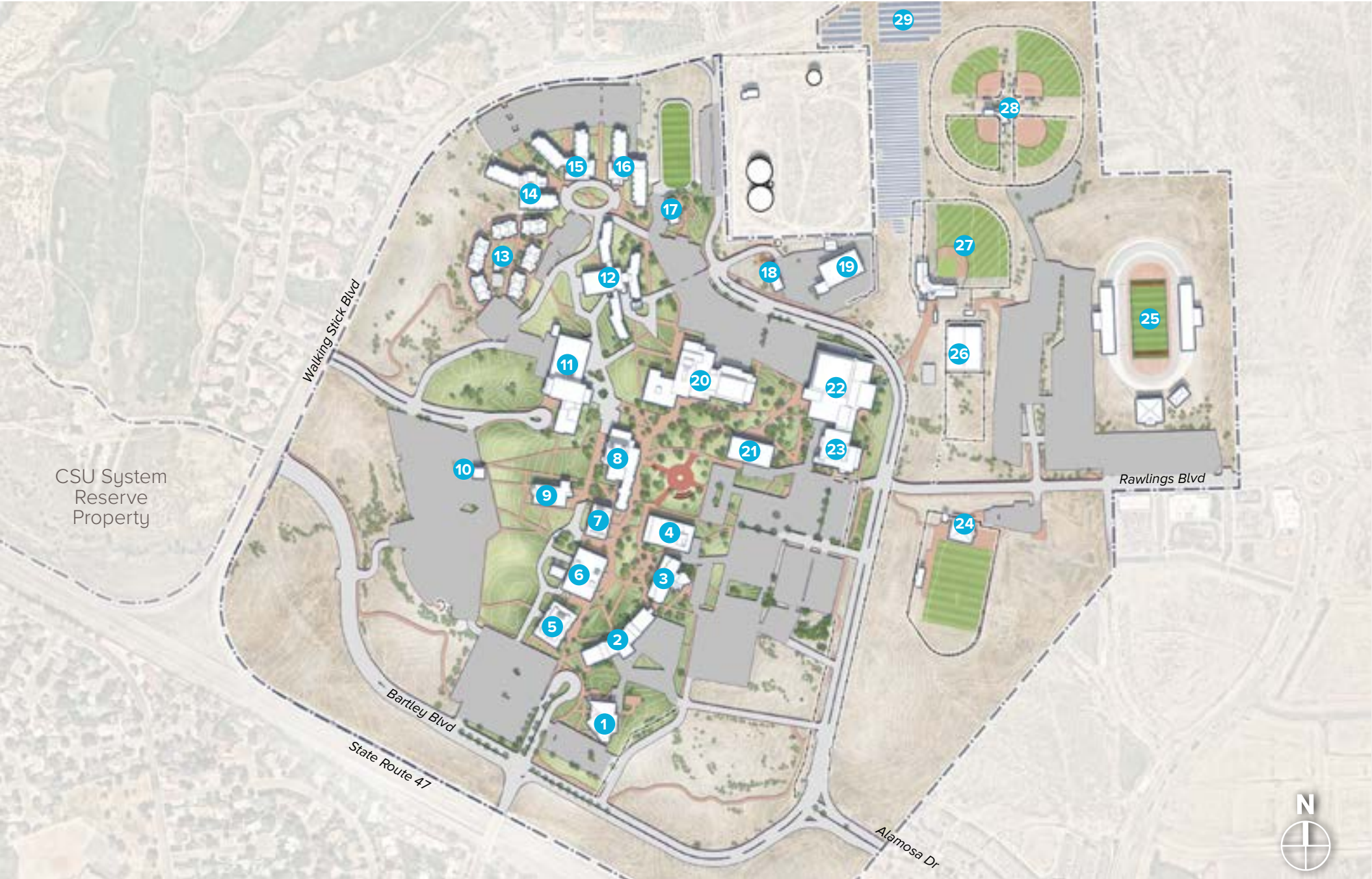


WALKING WITH THE WOLVES TRAIL



INNOVATION CENTER

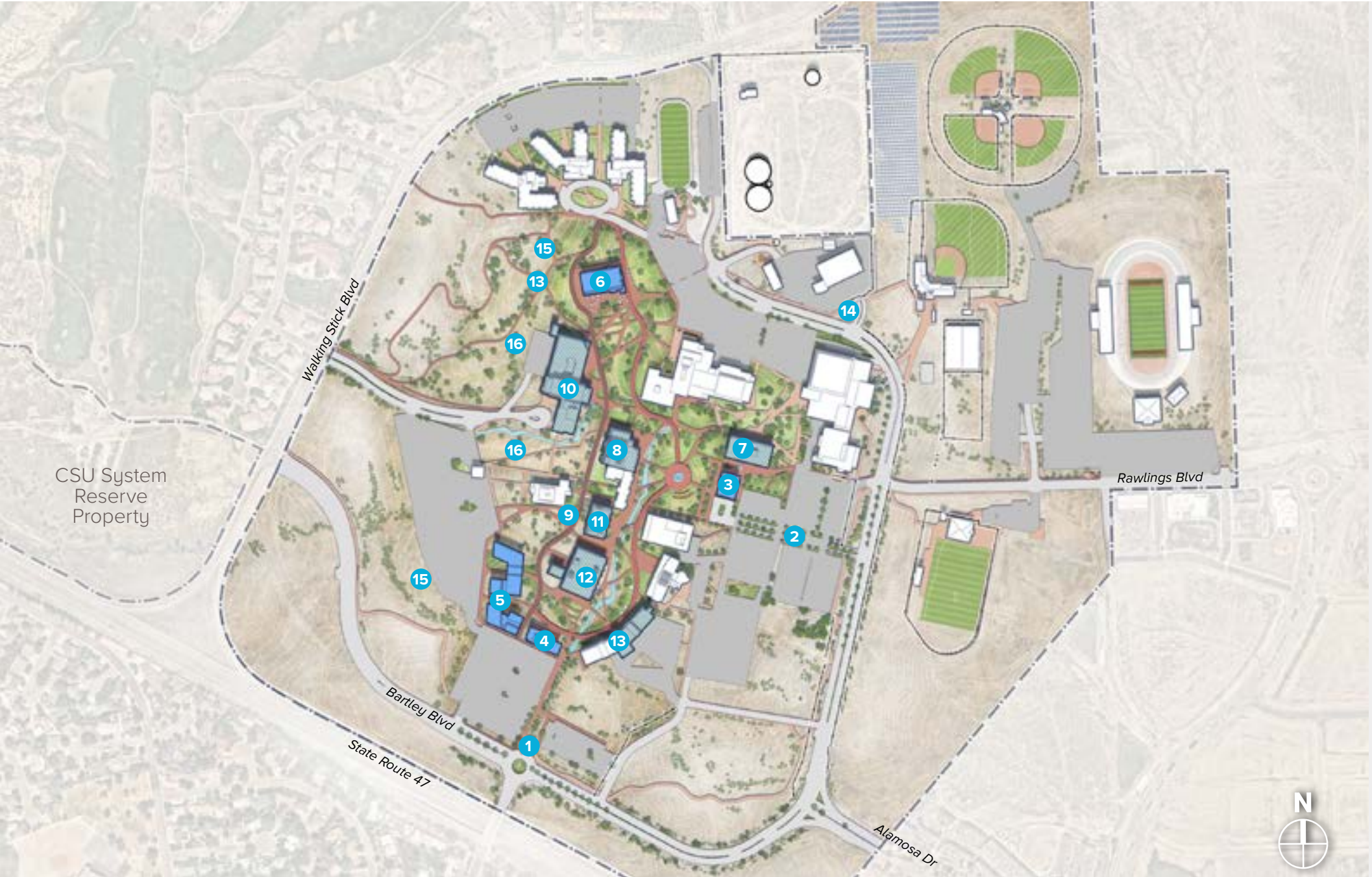
CSU Pueblo Campus Today



CSU Pueblo has evolved from a three-room junior college to a regional, comprehensive university. Today’s campus has room for enhanced connectivity, transparency, and vibrancy.

- 1 Buell Communication / Visitor Center
- 2 Technology Building
- 3 Hasan School of Business
- 4 Center for Integrated Health and Human Inquiry
- 5 Physics / Mathematics Building
- 6 Life Sciences Building
- 7 Chemistry Building
- 8 Library and Academic Resources Center
- 9 General Classroom Building
- 10 Outdoor Hasan Amphitheater
- 11 Art / Music Building
- 12 Belmont Residence Hall
- 13 Walking Sticks Apts. at Univ. Village
- 14 Greenhorn Hall
- 15 Culebra Hall
- 16 Crestone Hall
- 17 University Child Care Center
- 18 Heating Plant
- 19 Physical Plant
- 20 Occhiato Student Center
- 21 Administration Building
- 22 Massari Arena
- 23 Student Recreation Center
- 24 Art and Lorraine Gonzales Soccer and Lacrosse Complex
- 25 DeRose Thunderbowl Stadium
- 26 “The ART” Training Facility
- 27 Rawlings Field
- 28 Rawlings Softball Complex
- 29 Solar Field

CSU Pueblo Campus Future Vision



The Campus Plan is a collection of ideas intended facilitate decision-making for the next 10-years. It's based on a comprehensive and integrated approach that establishes a long-term vision based on comprehensive engagement.

- Proposed Bldg
- Renovated Bldg
- Existing Bldg

- | | |
|--|--|
| 1 Roundabout at Campus Approach | 9 Improved Paths To General Classroom Bldg |
| 2 New Main Entry Approach | 10 Arts/Music Bldg Renovation |
| 3 Welcome Center | 11 Chemistry Bldg Renovation |
| 4 Innovation Center | 12 Life Sciences Bldg Renovation |
| 5 Student Housing Village | 13 Bldg / Street Removal & Landscape Improvements |
| 6 Student and Communities Activities Center (Belmont Hall Renovation) | 14 Facilities Management Yard New Access Drive |
| 7 Administration Bldg Renovation | 15 Surface Parking Reduction |
| 8 Library/LARC Renovation and Near-Term Welcome Center | 16 Naturalized Landscape |

FORWARD TOGETHER

The Colorado State University System embodies excellence, efficiency, and access in higher education, leveraging the strengths of their three diverse campuses to serve students, Colorado, and the world.

As a regional comprehensive state university, CSU Pueblo is committed to being a leading educational institution in Colorado, focused on closing the attainment gap for low-income and first-generation students. With a diverse student body and recognition as a designated Hispanic Serving Institution (HSI), as well as being a military-friendly institution, CSU Pueblo sees itself uplifting its community, fostering collaboration, and promoting inclusion, access, and affordability as a gateway to the world through interdisciplinary learning and entrepreneurship.

Ongoing support and investment from the State of Colorado, CSU System, and the local community, are crucial to empowering CSU Pueblo's mission as a major equalizer, promoting socioeconomic mobility, and solidifying its position as an increasingly vital destination for educational enhancement and advancement.





PLANNING PROCESS

- **PROJECT BACKGROUND**
- **EXISTING CONDITIONS ASSESSMENT**
- **IMPLEMENTATION STRATEGY**



SECTION 2: PLANNING PROCESS

PROJECT BACKGROUND

- SCOPE
- SCHEDULE
- ENGAGEMENT SUMMARY

SCOPE

What is a Campus Plan?

A CAMPUS PLAN IS NOT CONCEIVED IN A VACUUM; RATHER, IT INTEGRATES WITH VARIOUS PLANNING INITIATIVES THAT PRECEDED AND INFORMED IT.

WHAT IT IS:

- A process to align strategic, academic, spatial, fiscal, and physical visioning
- A living document driven by Guiding Principles
- A resource that identifies short and long-term strategies
- A reference that is realistic, yet visionary

WHY IS IT VALUABLE?

- Provides a flexible framework for campus development
- Aligns with and responds to the Strategic Plan: *Vision 2028*
- Establishes capital priorities
- Optimizes resources and adjacencies
- Implementable
- Participatory and consensus-based

PROJECT TEAM

CSU Pueblo's Planning, Design & Construction team in collaboration with SmithGroup, a national integrated planning and design firm, actively engaged stakeholders from across the university, including university leadership, students, faculty, staff, and community members.

STUDY AREA

The study area primarily focuses on the main campus and includes a comprehensive analysis of various aspects to improve campus facilities, infrastructure, and overall student experience. Additionally, as part of the project, the downtown and convention center locations, including the Sturm Collaboration Campus location were analyzed to determine space needs.

PROCESS

Overall, this planning process ensures a thoughtful and systematic approach to envisioning and transforming the campus, taking into account the needs and aspirations of the community while promoting sustainability, functionality, and an enriching academic environment.

The campus planning process involves three steps:

Understand: The first step is to conduct a comprehensive assessment of the current campus, taking into account its physical layout, infrastructure, facilities, and the needs of the community. This includes analyzing existing buildings, open space, transportation systems, utilities, engaging with stakeholders to gather input, and identifying areas for improvement.

Explore: Once the assessment is complete, the visioning phase begins. This step involves creating a shared vision for the future of the campus, considering factors such as sustainability, accessibility, academic needs, and the campus's identity. Through workshops, surveys, and collaborative discussions, stakeholders come together to shape the long-term goals and aspirations for the campus.

Realize: The final step is to develop an actionable plan to bring the vision to life. The implementation phase involved collaboration between various departments, campus administration, and external partners to execute the plan, monitor progress, and make adjustments as necessary.

Methodology



Project Website



Digital Survey

PROJECT WEBSITE

A project website served as a centralized hub for project-related documents, fostering transparency, and providing a convenient and accessible location for stakeholders to access information, stay informed, and actively engage with the project's progress.

DIGITAL SURVEY

A digital online survey allowed students, faculty, and staff to provide feedback, voice their opinions, and actively contribute to decision-making processes through an interactive map-based survey. Users were able to convey major issues and opportunities on campus.

CAMPUS AND COMMUNITY TOWN HALLS

Town hall meetings served as a platform to promote transparency and enable campus community members to voice their concerns, provide input, and collectively shape decisions that impact the campus community in a public setting.

POP-UP BOOTHS

Pop-up booths played a pivotal role in campus engagement, serving as an informal interactive opportunity to learn about the planning efforts and share information. The booths were placed in highly visible areas of campus within the Library Academic Resource Center and Occhiato Student Center.

COMMITTEE ORGANIZATION

To ensure broad participation across the campus community, a diverse set of user groups, consisting of faculty, staff, students, and community members, were engaged as part of an inclusive outreach methodology.

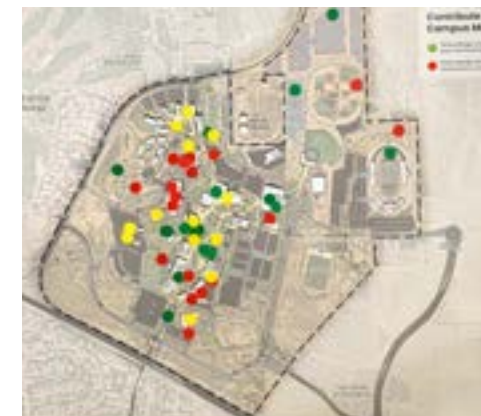
President's Cabinet: Served as the primary advisory body to provide guidance and support in the development and execution of the campus plan, ensuring alignment with the Strategic Plan: *Vision 2028*.

Steering Committee: Served to provide recommendations to the President's Cabinet, ensuring alignment with departmental and institutional goals based on comprehensive stakeholder input.

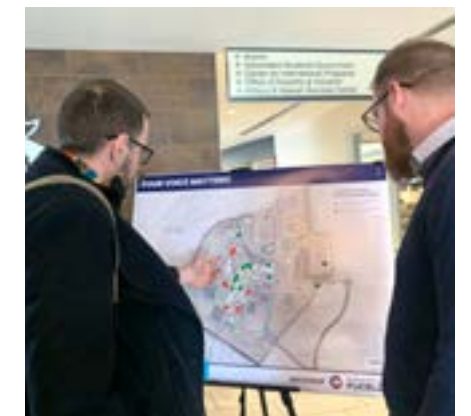
Focus Groups: Provided insights, perspectives, and feedback from diverse stakeholders, enabling informed decision-making and ensuring that the campus plan addresses the needs and aspirations across the entire campus community.



Colorado State University System Board of Governors Presentation



Community Town Hall Interactive Session



Pop-Up Booth at the Student Center



SECTION 2: PLANNING PROCESS

EXISTING CONDITIONS ASSESSMENT

- BACKGROUND
- SPACE ANALYSIS
- SITE ANALYSIS

BACKGROUND



REGIONAL CONTEXT

CSU Pueblo's campus is surrounded by the Sangre de Cristo Range to the west and rolling hills of the Great Plains to the east. The campus is conveniently located near the downtown area within the City of Pueblo, and is 40 miles south of Colorado Springs.

SITE LOCATIONS

CSU SPUR: The thriving campus in Denver is located in the National Western Center Complex and includes free programming to the public.

Sturn Collaboration Campus: This location provides selected program access in Castle Rock as part of a collaboration with the CSU System, Douglas County, and Arapahoe Community College.

Pikes Peak Collaboration Center: To meet the needs of working adults and military personnel in Colorado Springs at Fort Carson, CSU Pueblo has a presence at Pikes Peak Community College off of I-25.

Downtown Pueblo: CSU Pueblo also has a presence at the Convention Center as well as Water Tower Place.

Main Campus: The 260-acre Main Campus is located in Southern Colorado.

Community Profile



Pueblo Chile & Frijoles Festival



Colorado State Fair Parade in Downtown Pueblo



Chile & Frijoles Festival



Fountain Creek Regional Trail



Mariachi performance at the Occhiato Student Union

The City of Pueblo is deeply rooted in its diverse history and people.

Originally inhabited by Native American tribes, Pueblo became a strategic trading post for various cultures and later flourished during the Colorado Gold Rush and the expansion of the railroad. Pueblo's industrial heritage played a significant role, particularly in steel production and manufacturing, earning it the nickname "Steel City." The city has witnessed waves of immigration, including Hispanic, Italian, Eastern European communities, among many other groups contributing to its cultural diversity.

Today, Pueblo embraces its multicultural heritage, preserving historical landmarks, hosting vibrant festivals, and celebrating its unique blend of traditions, making it a captivating destination for residents and visitors.

Campus Profile

Founded in 1933 as Southern Colorado Junior College, the campus has evolved its name and academic programs to meet the needs of a changing student demographic.

Over the years, CSU Pueblo steadily expanded its academic offerings and facilities, transforming into a four-year college in 1963 and later becoming Colorado State University Pueblo in 2003. As a regional institution, CSU Pueblo has consistently adapted to the changing needs of its students and the surrounding community.

Today, CSU Pueblo emphasizes hands-on learning, community engagement, and innovation. With a forward-thinking approach, the campus continues to leverage its recent investments in renovations and facility upgrades to strengthen its position in preparing students for successful careers. As it looks to the future, CSU Pueblo remains committed to being a welcoming environment for all, fostering collaborative partnerships within the region, and providing accessible education that prepares students to thrive in an increasingly complex and interconnected world.



View of campus facing Northwest



First day of school at University Plaza

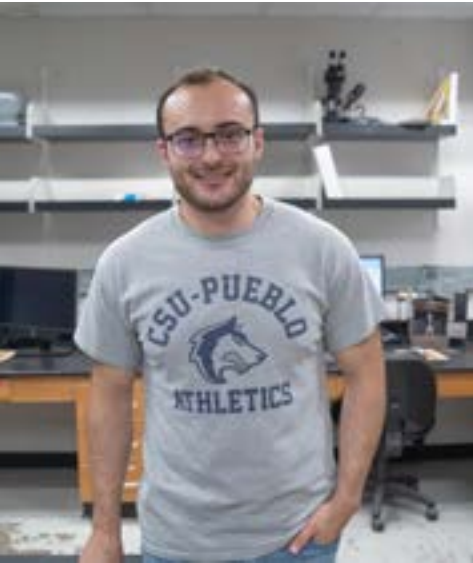


Campus branding signage



Central campus looking towards the Fountain Plaza

Student Profile



Today's students aren't only going to school, they're often full-time workers, parents, returning veterans, and caregivers.

CSU Pueblo is a designated Hispanic Serving Institution (HSI) and a military-friendly university. The majority of students come from working-class families, often the first in their families to attend college. With over 30% of CSU Pueblo students being the first in their family to attend a four-year university, and almost 50% coming from underrepresented groups, CSU Pueblo is proud of its diverse student population and the positive impact it has on the Thunderwolf experience.

Supporting student success, closing equity gaps, and increasing retention and graduation rates are primary goals for CSU Pueblo. Additional funding targeted at supporting rural student enrollment should result in closer connectivity with rural school districts and students. When choosing CSU Pueblo, some key considerations for students include:

- *Access and affordability*
- *Health and wellness*
- *Sense of belonging and community*
- *Student and career success*
- *Upward socioeconomic mobility*
- *Veteran resources*

SPACE ANALYSIS

CSU Pueblo has experienced a change in growth patterns, which has long-term implications on stabilizing enrollment.

To support an update to the campus plan, the consultant team conducted target enrollment projections, space utilization, and a space needs assessment based on space guidelines and stakeholder interviews to understand current and future space needs on campus.

The space analysis for CSU Pueblo in support of the plan was established through a process that included:

- Gathering facilities, enrollment, course, and staffing data for the Fall 2022 term. This data was used to establish a snapshot of campus activities in 2022.
- Preparing preliminary space utilization analyses for regularly scheduled classrooms and teaching laboratories.
- Visiting campus to verify the facilities inventory.
- Conducting virtual meetings with university representatives to gain an understanding of how current space is serving the campus.
- Establishing space guidelines based on typical metrics for campuses of similar size as CSU Pueblo and through discussion with campus representatives.
- Developing two space needs analyses: (1) using Fall 2022 actual data and (2) incorporating a projected increase in enrollment from 3,133 students to 4,000 students with a corresponding increase in campus personnel from 806 to 869.
- Reviewing the space needs analysis assumptions and conclusions with the University and making appropriate adjustments.

Space Analysis Goals:

Establishing space needs goals is an essential component of campus planning, focusing on understanding and evaluating the spatial requirements of an educational institution. The primary goals of a space needs assessment in the context of campus planning are to:

- 1 ***Identify current and future space requirements***
- 2 ***Optimize space utilization and functionality***
- 3 ***Support informed decision-making***
- 4 ***Enhance campus experience and functionality***

In summary, a space needs assessment in campus planning aims to understand current and future spatial requirements, optimize space utilization, inform decision-making, and enhance the functionality and experience of the campus environment. By aligning the physical infrastructure with the institution's strategic goals, a well-planned campus supports a thriving educational community.

Target Enrollment

The space analysis assumes that student enrollment will increase from 3,133 students to 4,000 students, an increase of slightly more than 27% over a 10-year time horizon. Undergraduate enrollment will increase from 2,880 to 3,600, or 25% and graduate enrollment will increase from 253 to 400, almost 60%.

Total campus personnel are projected to increase from 806 to 869. The number of faculty will remain constant. Staff will increase by 13%.

These quantitative needs were then aligned with existing space and requirements for additional or new space identified.

Assumptions:

- Fall 2022 enrollment served as the baseline for future growth. SmithGroup used the 2022 headcount data provided by the University to project enrollment data for the target years by multiplying the base year by a percent.
- To support the expected student enrollment, the number of faculty will maintain the same personnel count as student enrollment gradually increases. The number of staff will increase at half the rate of students per year.

TARGET ENROLLMENT

	2022	Target
Enrollment	3,133	4,000
Undergraduate Students	2,880	3,600
Graduate Students	253	400
Personnel	806	869
Faculty	321	321
Staff	485	548

Space Needs Assessment

EXISTING SPACE

In Fall 2022 the campus had a total of 762,119 Assignable Square Feet (ASF) in the 15 space categories included in the study. Two space classifications are not included in the study, which are:

- Inactive/Conversion Space is space that has been taken offline by the university due to renovations in progress, non-applicability for academic or support functions, etc. At CSU Pueblo most of this space is in the Technology Building and Belmont Residence Hall.
- Outside Organizations Space is space that is used by non-university organizations or for university support functions that operate independently. This space is not available for repurposing by the university and therefore not included in the study. At CSU Pueblo the Child Care Center is in this category.

The following chart highlights the quantity of space in each category. Residence Life, Inactive/Conversion, and Outside Organization space is not included to facilitate comparison with campuses similar to CSU Pueblo.

TARGET SPACE NEEDS

There was a 146,513 ASF surplus of space in 2022. This surplus was across most space types, with the greatest quantities in Administrative Offices and Library & Collaborative Learning Space. The greatest percentage surpluses were in teaching space: Classrooms and Teaching Laboratories.

FALL 2022 SPACE NEEDS 3,133 students on campus enrollment

Space Category	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
ACADEMIC SPACE				
Teaching Laboratories	35,359	16,721	18,638	53%
Open	28,958	15,665	13,293	46%
Research Laboratories	21,781	25,955	-4,174	-19%
Recreation	49,097	42,374	6,723	14%
Classrooms	62,596	30,629	31,967	51%
Academic Space Subtotal	197,791	131,344	66,447	34%
ACADEMIC SUPPORT SPACE				
Administrative Offices	88,612	55,160	33,452	38%
Academic Offices	64,429	59,285	5,144	8%
Assembly & Exhibit	20,257	16,000	4,257	21%
Physical Plant	29,651	35,755	-6,105	-21%
Athletics	61,564	61,564	0	0%
Library & Collaborative Learning Space	74,290	50,920	23,371	31%
Other Department Space	14,164	12,532	1,632	12%
Academic Support Space Subtotal	352,967	291,216	61,751	17%
OTHER SPACE				
Student Center	62,128	43,862	18,266	29%
Residence Life	146,051	146,051	0	0%
Health Care Facilities	3,182	3,133	49	2%
Other Space Subtotal	211,361	193,046	18,315	9%
CAMPUS TOTAL	762,119	615,606	146,513	19%
Inactive/Conversion Space	125,493			
Outside Organizations	3,198			

TARGET ENROLLMENT SPACE NEEDS 4,000 students on campus enrollment

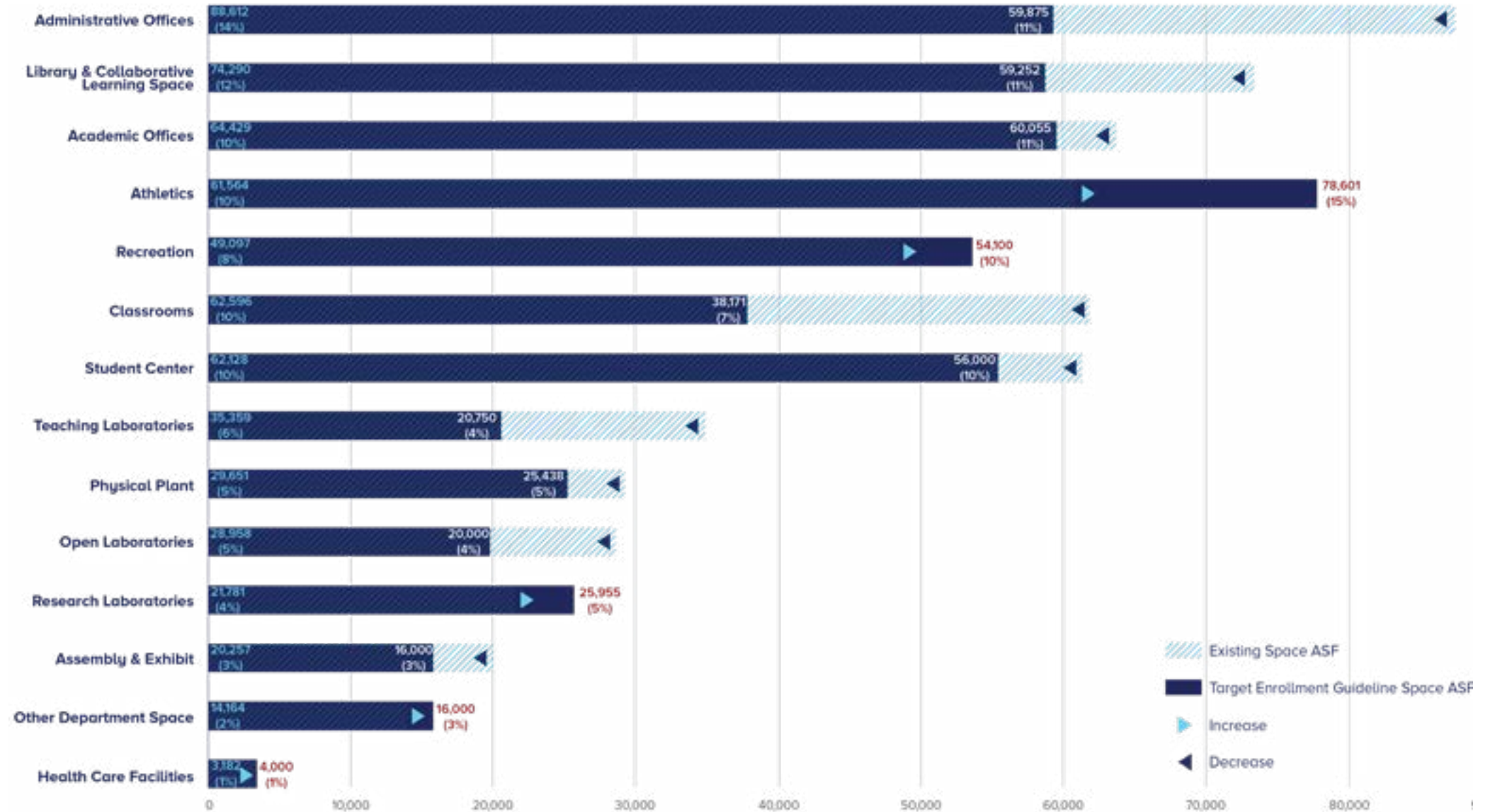
Space Category	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
ACADEMIC SPACE				
Teaching Laboratories	35,359	20,750	14,609	41%
Open Laboratories	28,958	20,000	8,958	31%
Research Laboratories	21,781	25,955	-4,174	-19%
Recreation	49,097	54,100	-5,003	-10%
Classrooms	62,596	38,171	24,425	39%
Academic Space Subtotal	197,791	158,976	38,815	20%
ACADEMIC SUPPORT SPACE				
ADMINISTRATIVE OFFICES	88,612	59,875	28,737	32%
Academic Offices	64,429	60,055	4,374	7%
Assembly & Exhibit	20,257	16,000	4,257	21%
Physical Plant	29,651	25,438	4,213	14%
Athletics	61,564	78,601	-17,037	-28%
Library & Collaborative Learning Space	74,290	59,252	15,039	20%
Other Department Space	14,164	16,000	-1,836	-13%
Academic Support Space Subtotal	352,967	315,220	37,747	11%
OTHER SPACE				
Student Center	62,128	56,000	6,128	10%
Residence Life	146,051	146,051	0	0%
Health Care Facilities	3,182	4,000	-818	-26%
Other Space Subtotal	211,361	206,051	5,310	3%
CAMPUS TOTAL	762,119	680,247	81,872	11%
Inactive/Conversion Space	125,493			
Outside Organizations	3,198			

SPACE NEEDS COMPARISON

Space deficits were found in two categories: Research Laboratories and Physical Plant space.

Incorporating the projected enrollment and personnel increases, the overall space surplus decreases from 19% to 11%. Surpluses are reduced and deficits appear in Recreation, Other Department Space, and Health Care Facilities.

Comparing existing space to the space needs generated by the projected enrollment yields the following campus space percentages.



Space Utilization

In order to establish space need guidelines for classrooms and teaching labs, the utilization of these scheduled teaching spaces in Fall 2022 was evaluated.

TEACHING LABORATORY USE BY DAY AND TIME

Of the 24 teaching laboratories on campus, the greatest number in use at one time was 12, or 50%, at 2:00pm on Tuesday and 12:00pm on Thursday.

CLASSROOM USE BY DAY AND TIME

Classrooms were most heavily scheduled Monday through Thursday from 9:00am to noon. Of the 59 general purpose classrooms, the greatest number in use at one time was 42, or 71%, at 9:00am on Tuesday.

TEACHING LAB UTILIZATION

Time of Day	Monday		Tuesday		Wednesday		Thursday		Friday		Average	
	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use
8:00 AM	4	17%	1	4%	6	25%	1	4%	0	0%	2	10%
9:00 AM	5	21%	8	33%	7	29%	8	33%	3	13%	6	26%
10:00 AM	5	21%	11	46%	6	25%	12	50%	2	8%	7	30%
11:00 AM	7	29%	7	29%	9	38%	7	29%	2	8%	6	27%
12:00 PM	6	25%	5	21%	7	29%	4	17%	2	8%	5	20%
1:00 PM	6	25%	9	38%	7	29%	8	33%	2	8%	6	27%
2:00 PM	6	25%	12	50%	9	38%	9	38%	4	17%	8	33%
3:00 PM	5	21%	11	46%	6	25%	8	33%	3	13%	7	28%
4:00 PM	2	8%	1	4%	3	13%	1	4%	0	0%	1	6%
5:00 PM	1	4%	0	0%	2	8%	0	0%	0	0%	1	3%
6:00 PM	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7:00 PM	1	4%	0	0%	1	4%	0	0%	0	0%	0	2%

Total laboratories = 24

(Darker colors indicate a large percentage of rooms are scheduled.)

CLASSROOM UTILIZATION

Time of Day	Monday		Tuesday		Wednesday		Thursday		Friday		Average	
	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use
8:00 AM	17	29%	19	32%	18	31%	20	34%	11	19%	17	29%
9:00 AM	39	66%	42	71%	40	68%	41	69%	26	44%	38	64%
10:00 AM	41	69%	36	61%	41	69%	40	68%	23	39%	36	61%
11:00 AM	39	66%	35	59%	39	66%	34	58%	23	39%	34	58%
12:00 PM	32	54%	37	63%	32	54%	33	56%	16	27%	30	51%
1:00 PM	27	46%	30	51%	27	46%	23	39%	15	25%	24	41%
2:00 PM	27	46%	32	54%	28	47%	29	49%	11	19%	25	43%
3:00 PM	14	24%	21	36%	13	22%	22	37%	5	8%	15	25%
4:00 PM	7	12%	6	10%	7	12%	5	8%	3	5%	6	9%
5:00 PM	16	27%	13	22%	11	19%	9	15%	0	0%	10	17%
6:00 PM	15	25%	11	19%	11	19%	7	12%	1	2%	9	15%
7:00 PM	12	20%	9	15%	8	14%	5	8%	1	2%	7	12%

Total classrooms = 59

(Darker colors indicate a large percentage of rooms are scheduled.)

TEACHING LABORATORY UTILIZATION BY BUILDING

The campus-wide lab utilization is 10.2 hours per week, with 66% of the student stations occupied.

CLASSROOM UTILIZATION BY BUILDING

The average weekly hours a classroom was scheduled is 19.6, with 49% of the seats filled. The average student station size of 22.4 ASF is close to the 25 ASF typical for high quality, flexible, educational environments.

TEACHING LAB UTILIZATION

Building Name and ID		No. of Rooms	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Seat Fill Rate
Art/Music Building	ARM	9	1,343	111.9	11	7	5	119%
Chemistry Building	CHM	5	1,328	51.9	11	5.6	13.4	42%
Health, Physical Education, & Recreation (HPER)	HPER	1	1,270	63.5	12	11.7	19	61%
Life Science Building	LFS	6	1,088	47.3	14	8.8	14.2	61%
Physics/Math Building	PHM	3	928	37.6	13	5.6	9.6	57%
		Total No. of Rooms = 24	AVERAGE	1,221	12	7.1	10.2	66%
		Total No. of Stations = 468	Total ASF	29,310				

KEY USAGE METRICS

- 10 weekly room hours
- 66% seat fill

CLASSROOM UTILIZATION

Building Name and ID		No. of Rooms	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Seat Fill Rate
Art/Music Building	ARM	5	601	18.1	11	5.6	13.2	40%
Buell Communication Center	BCC	1	580	36.3	14	13.3	15	89%
Chemistry Building	CHM	5	1,280	23.4	18	7.7	23.7	38%
CIHHI Building	PSY	4	721	28.3	10	10.5	20.1	53%
Crestone Hall	CRE	1	778	32.4	4	3.4	23	15%
General Classroom Building	GCB	9	1,360	21.4	0	0	0	0%
GreenHorn Hall	GHH	1	772	32.2	8	3.2	13	24%
Hasan School of Business	HSB	9	1,174	22	23	11.7	28.7	49%
Health, Physical Education, & Recreation (HPER)	HPER	3	895	16.3	15	9.7	23.2	32%
Library / Academic Resource Center (LARC)	ARC	4	1,009	26.9	24	15.7	25.6	69%
Life Science Building	LFS	5	1,715	26.1	29	11.4	26.3	48%
Physics/Math Building	PHM	12	648	19.9	17	11.8	23.2	53%
		Total No. of Rooms = 59	AVERAGE	1,022	15	8.3	19.6	49%
		Total No. of Stations = 2,692	TOTAL ASF	60,302				

KEY USAGE METRICS

- 20 weekly room hours
- 49% seat fill
- 22 ASF/ station

Space Guidelines

OVERVIEW

Space guidelines and standards were applied to provide a complete understanding of current and future space needs based on the following categories:

- Laboratories (Teaching, Open, Research)
- Administrative & Academic Offices
- Recreation
- Classrooms
- Assembly & Exhibit Space
- Physical Plant
- Athletics
- Library & Collaborative Learning Space
- Other Department Space
- Student Center
- Residence Life
- Health Care Facilities

Teaching Laboratories

Teaching laboratories are defined as rooms used primarily for regularly scheduled classes that require special purpose equipment to serve the needs of a particular discipline for group instruction, participation, observation, experimentation, or practice. Space requirements are calculated using a formula that is similar to that used to determine classroom space with the exception that the ASF per student station varies by discipline.

A utilization expectation of 20 weekly rooms hours and 80% student station occupancy was combined with the following factors for teaching lab and support space per student station.

Open Laboratories

Open labs are rooms that are available for unscheduled or informally scheduled instruction and student use in a particular discipline. Types of rooms in this category typically include computer labs with specialized software, language labs, nursing and other health care education labs, music practice rooms, maker space, tutorial and testing facilities.

The guideline for open labs varies by campus. Pulling from prior experience and best practices at similar institutions, the guidelines for CSU Pueblo were established at 5 ASF per student.

Research Laboratories

Research space needs at research intensive institutions is typically established by applying a factor per square foot to research expenditures. At regional institutions, where all faculty are expected to participate in funded or unfunded research and scholarly activity, an appropriate amount of space in this category can be established by applying a factor per faculty member. This establishes an overall quantity of space to be allocated by the institution as appropriate for individual faculty research endeavors. The following factors were applied at CSU Pueblo.

Administrative and Academic Offices

The guideline for office space is based on an allocation per employee type for private offices and workstations plus additional space amounts for conference space, workrooms, and office storage. The individual allocation varies from 30 ASF to 300 ASF. The conference, workroom, and storage allocation varies from 15 ASF to 150 ASF.

TEACHING LABS

DISCIPLINE	ASF/ STATION	WEEKLY ROOM HOURS	SEAT FILL RATE
Anthropology	60	20	80%
Biological Sciences	65	20	80%
Chemistry	75	20	80%
Electrical/Electronics/Communications	100	20	80%
Engineering	120	20	80%
Exercise Physiology and Kinesiology	80	20	80%
Industrial & Management Engineering	120	20	80%
Mathematics	30	20	80%
Music	60	20	80%
Nursing	65	20	80%
Psychology	50	20	80%

RESEARCH LABS

College/Unit	Department	RL Use
College of Health, Education & Nursing	NURSING	50
	TEACHER EDUCATION PROGRAM HE	90
	ART	200
	CHASS	85
	CHICANO STUDIES	100
	COMMUNICATION & RHETORIC	100
	ENGLISH/WORLD LANGUAGES	90
	HISTORY/PHIL/POL SCIENCE	100
	MEDIA COMMUNICATION	100
	MUSIC	50
College of Humanities, Arts & Social Science	PSYCHOLOGY	225
	SOCIAL WORK	100
	SOCIOLOGY/CRIMINOLOGY/ANTHROPOLOGY	100
	BIOLOGY	350
	CHEMISTRY	375
	CIVIL ENGINEERING TECHNOLOGY	425
	COLLEGE SCIENCE TECH ENGINEERING	375
	ENGINEERING	375
	MATHEMATICS	85
	PHYSICS/PHYSICAL SCIENCE	375
Graduate Studies	INSTITUTE OF CANNABIS RESEARCH	375
	ATHLETIC TRAINING	300
Health Sciences & Human Movement	EXER SCIENCE & HEALTH PROMOTION	300
	EXERCISE SCIENCE, PHYSICAL ED & REC	300
	HEALTH SCIENCE	300
Hasan School of Business	AUTOMOTIVE INDUSTRY MANAGEMENT	80
	HASAN SCHOOL OF BUSINESS	80
Library Services	LIBRARY SERVICES	85
Undergraduate Studies & Student Success	CENTER FOR HONORS AND LEADERSHIP	85
	STUDENT SUPPORT SERVICES	85

Note: Total Research Space Based On Council Of Educational Facility Planners International Guideline Average Space Allocation Factor Per Faculty

ACADEMIC & ADMINISTRATIVE OFFICES

Employee Type	WORKSPACE ASF	SUPPORT ASF	TOTAL ASF
Chancellor	300	150	450
Dean	160	80	240
Vice Chancellor	160	80	240
Assoc Dean	120	60	180
Asst Dean	120	60	180
Asst Vice Chancellor	160	80	240
Assoc Vice Chancellor	160	80	240
Executive/Administrative	160	80	240
Director	120	60	180
Program Director	120	60	180
Chair	160	80	240
Assoc Director	120	60	180
Asst Director	120	60	180
Coach	120	60	180
Faculty	120	60	180
Professor Emeritus	120	60	180
Research Faculty	120	60	180
Faculty Adjunct	20	10	30
Instructor	20	10	30
Postdoctoral	120	60	180
Professional	120	60	180
Research Professional	120	60	180
Technical	130	65	195
Administrative Support	80	40	120
Teaching Assoc/Asst	40	20	60
Graduate Assistant	40	20	60
Student Worker	40	20	60
Police Officer	30	15	45

Recreation

To establish the recreation space need, NIRSA: Leaders in College Recreation (formerly the National Intramural-Recreational Sports Association) guideline recommendations were applied to the 2022 and projected enrollments.

Classrooms

Classrooms are defined as any room primarily used for scheduled instruction requiring no special equipment. The rooms are generally referred to as “general purpose” classrooms, seminar rooms, or lecture halls. Classroom space need was determined by a formula that combines expected utilization of 32 hours per week with 65% of the seats filled and 25 ASF per student station. Many higher education institutions have increased their classroom utilization expectation to 40 to 45 hours per week, which was determined to not be appropriate for CSU Pueblo.

Assembly & Exhibit

A Council of Educational Facilities Planners International (CEFPI) standard guideline was used for the CSU Pueblo analysis. This guideline establishes a core of 16,000 ASF for institutions with active fine arts programs and up to 5,000 students.

Physical Plant

Plant operations space typically includes shops, central storage, and central services, but can also include other space types assigned to the physical plant. The factors considered when determining the appropriate guideline include purchasing

practices that affect warehousing needs, storage space adjustments due to climate, extent of grounds maintenance, and the types of facilities being maintained. A typical range is 4% to 5% of the campus ASF being maintained. A factor of 5% was used for CSU Pueblo.

Athletics

Discussion with campus representatives determined that existing athletics space is balanced with need. The applied guideline assumes that athletics space need will increase at the same percentage as student enrollment.

Library & Collaborative Learning Space

This category recognizes that the tradition of all campus study space being located in the library has been superseded by distributed informal learning and collaborative study space across campus.

The contemporary academic library is best defined as a blend of the traditions of the past integrated with digital media. Space such as stack areas, individual study space, group study rooms, staff offices, and processing or technical areas comprise the library.

Collaborative learning space is informal study space located outside of the library. It is typically adjacent to scheduled teaching space to facilitate group and individual study prior to class and as a place to continue class discussions outside of the classroom. As a relatively new space type, analysis is ongoing with respect to the ideal quantity.

The guideline for this category includes a factor for the library collection, study space, and service space. The space factors for CSU Pueblo include 0.09 ASF for the 179,195 volume equivalent

items in the collection and a study space allocation for 40% of the undergraduate population, 20% of the graduate student population, and 10% of the faculty.

Other Department Space

Other department space consists of spaces that are not included in the space categories above, such as media production, instructional clinics, demonstration space, field buildings, non-assigned meeting rooms, and animal facilities. The guideline of 4 ASF per student is based on averages of similar institutions to CSU Pueblo’s type and enrollment.

Student Center

Examples of the various functions that are typically found in the student center space category include food service, bookstore, lounge, meeting space, student government, and student organization space. An allocation of 14 ASF per student is recommended by the Association of College Unions International (ACUI) for campuses with robust on campus housing.

Residence Life

Residence Life space is typically analyzed per bed not by ASF. It is frequently not included in the existing space total if maintained separately from the campus academic and academic support space. For CSU Pueblo, the existing space is included in the analysis.

Health Care Facilities

A factor of 1 ASF per student headcount was applied to establish the space requirement for student health care facilities.

SITE ANALYSIS

PROCESS

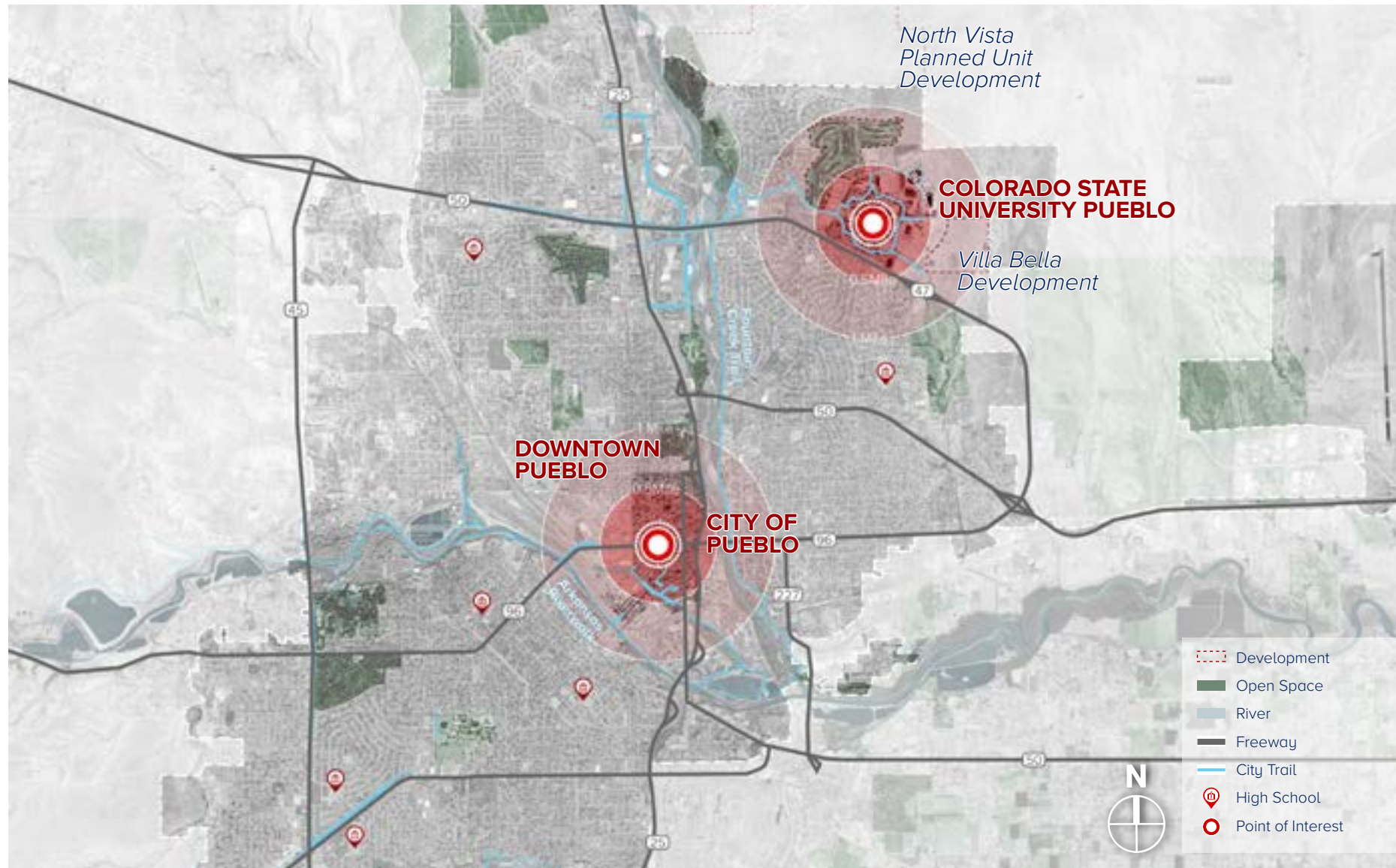
Throughout the campus planning process, several key themes emerged to inform the basic issues, opportunities, strengths, and weaknesses of the physical campus site resulting in the formation of guiding principles and of a flexible framework that aligns with the university's Strategic Plan, Mission, and Vision.

Neighborhood Context

CSU Pueblo is considered a suburban campus undergoing considerable change, particularly at the campus edges where North Vista and the Villa Bella developments will impact the campus long-term.

Planned & Future Development

Connectivity between campus and community is critical to the relationships between CSU Pueblo and the city. The campus is joined by state and local roadways, including the Fountain Creek Regional Trail.



Main Campus



- 1 Buell Communication /Visitor Center
- 2 Technology Building
- 3 Hasan School of Business
- 4 Center for Integrated Health and Human Inquiry
- 5 Physics / Mathematics Building
- 6 Life Sciences Building
- 7 Chemistry Building
- 8 Library and Academic Resources Center
- 9 General Classroom Building
- 10 Outdoor Hasan Amphitheater
- 11 Art and Music Building
- 12 Belmont Hall
- 13 Walking Sticks Apts. at Univ. Village
- 14 Greenhorn Hall
- 15 Culebra Hall
- 16 Crestone Hall
- 17 University Child Care Center
- 18 Heating Plant
- 19 Physical Plant
- 20 Occhiato Student Center
- 21 Administration Building
- 22 Massari Arena
- 23 Student Recreation Center
- 24 Art and Lorraine Gonzales Soccer and Lacrosse Complex
- 25 DeRose Thunderbowl Stadium
- 26 "The ART" Training Facility
- 27 Rawlings Field
- 28 Rawlings Softball Complex
- 29 Solar Field

Strength: Resourcefulness

CSU Pueblo has demonstrated remarkable resourcefulness by strategically leveraging modest funds to bring about meaningful improvements that enhance the campus experience. Examples such as “The Rooftop” and “The Patio” showcase the institution’s innovative approach to transforming underutilized spaces into vibrant gathering areas, providing students with scenic outdoor venues for socializing and relaxation.

By maximizing the potential of limited resources, CSU Pueblo has demonstrated its commitment to continuously enhancing the campus experience cost-effectively and should continue to build upon its resourcefulness to bring about transformative changes.



Occhiato Student Center Patio



Thundertruck Mobile Food Truck



Campus Hammocks



Hasan School of Business Plaza



Arts/Music Building Rooftop



Campus Identity Signage



Movable Adirondack Chairs



Maker Space in LARC

Strength: Impactful Recent Renovations & Improvements

CSU Pueblo has prioritized the improvement of learning environment spaces through strategic renovations. The following renovations collectively signify dedication to continuous improvement and its unwavering commitment to providing students with the best possible learning experiences.

CENTER FOR INTEGRATED HEALTH & HUMAN INQUIRY

The renovation of the Center for Integrated Health & Human Inquiry (CIHHI) stands as a testament to this commitment. By revamping the CIHHI, the university has created modern and collaborative spaces that foster interdisciplinary learning and research. The upgraded facilities provide students and faculty with state-of-the-art classrooms, laboratories, and study areas, enabling a more immersive and enriching educational experience.

LIBRARY & ACADEMIC RESOURCE CENTER

Additionally, the Library & Academic Resource Center (LARC) renovation project has enhanced the learning resources and services available to the campus community by modernizing the library's infrastructure and reimagining its layout. The improved library features comfortable seating areas, collaborative workspaces, and updated technology infrastructure, empowering students to engage in effective learning and knowledge discovery.

GENERAL CLASSROOM / TECHNOLOGY BUILDINGS

A successful remediation of the General Classroom Building (GCB) and Technology Buildings will address long-standing infrastructure challenges, ensuring a safe and collaborative environment for teaching and learning.



Remediation of the General Classroom Building



Library and Academic Resource Center Space Optimization



Center for Integrated Health and Human Inquiry Building Renovation



Occhiato Student Center Building Renovation

Strength: Personalizing the Student Experience

PACK CENTER

CSU Pueblo is known for its commitment to providing personalized service to its students, recognizing the importance of individualized support throughout their academic journey. The university understands that each student has unique goals, aspirations, challenges, and strives to meet their needs through personalized attention. The PACK Center is a resource that exemplifies customized and tailored career services.

PERSONALIZED PEOPLE FOCUSED SERVICES

CSU Pueblo extends its personalized service beyond career services to encompass various aspects of student life. Academic advisors work closely with students to create personalized academic plans, provide guidance on course selection, and monitor progress toward degree completion. Faculty members are accessible and approachable, offering mentorship and personalized support that helps students succeed academically.

The university also provides personalized support through tutoring services, counseling services, and student organizations, fostering a supportive community that recognizes and addresses the unique needs of each student.



Student Project Presentations



Graduation Ceremony



Professional Academic and Career Knowledge Center

Strength: School Spirit & Culture

VIBRANT STUDENT LIFE

CSU Pueblo boasts a vibrant student life intertwined with the Thunderwolves experience that resonates throughout the campus community. The university's strong sense of school spirit in various sports at the NCAA Division II level brings a collective spirit fostering a sense of pride and camaraderie among students that extends to the broader Pueblo community.

COMMUNITY CONNECTIONS

The university actively collaborates with the city to organize community events, cultural festivals, and service projects that promote civic engagement and deepen the connection between students and the local community. This integration of the campus and the city of Pueblo allows students to experience a sense of belonging.



Colorado State Fair Parade



Game Day Event



Wellness Courses



CSU Pueblo's mascot Roch set to take the field



Walking with the Wolves Trail

Strength: Unique Campus Context

MOUNTAIN VIEWS AND NATURAL BEAUTY

CSU Pueblo's regional context is a notable strength that enhances the overall campus experience as it enjoys views of the majestic Sangre de Cristo Mountains and the expansive beauty of the Great Plains. This natural setting provides a picturesque backdrop for learning and offers ample opportunities for outdoor exploration and recreational activities. The proximity to regional trails, such as the Fountain Creek Regional Trail, allows students to engage in hiking, biking, and other outdoor pursuits, promoting an active and healthy lifestyle.



General Classroom Building with San Cristóbal Mountain peaks in background



Facing north towards the Sangre de Cristo Mountain Range in the distance



Fountain Creek Regional Trail

Strength: NetZero Efficiency

THE FIRST NET ZERO CAMPUS IN COLORADO

CSU Pueblo signed on to a \$17 million solar panel power project at the university that will be the main generating source for the academic campus. The energy offset is possible with a new 7.8-megawatt solar field located on the north side of campus.

The university understands that addressing climate change and reducing its carbon footprint is essential for a sustainable future. Leading the way as the first campus in the state to achieve Net Zero efficiency, CSU Pueblo not only sets a precedent for other educational institutions but also reinforces its commitment to environmental stewardship and sustainable practices, inspiring the campus community and beyond to make positive contributions towards a greener future.



Solar Fields



Massari Arena in the evening



Renovated CHHI building with energy efficiency enhancements



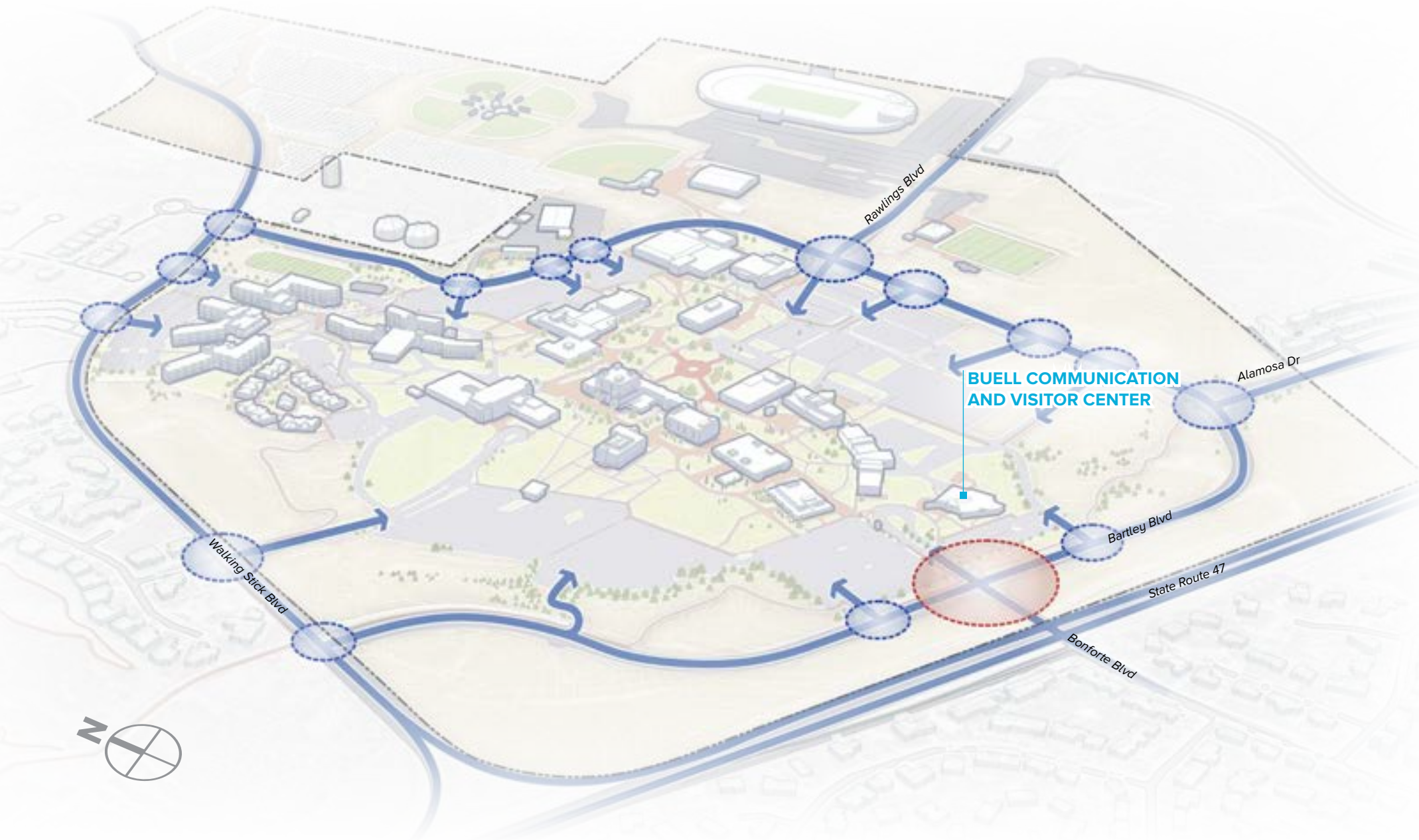
Aerial view of Solar Fields with City of Pueblo water tower

Challenge: Confusing Arrival Experience

The campus arrival experience is confusing which can be overwhelming for visitors. The lack of clear and well-defined wayfinding may contribute to a sense of disorientation upon arrival. Current campus entrances are too numerous and lack hierarchy. The most highly utilized entrance from Bonforte Blvd does not project a positive first impression of campus.

Additionally, the Buell Communication and Visitors Center, which serves as an important point of contact for guests, has been perceived as underwhelming and in the wrong location.

These aspects collectively suggest the need for improvements in the campus arrival experience ensuring a more welcoming and user-friendly environment for visitors and guests.



Visitors/Buell Communication Center exterior and interior areas

- Vehicular Circulation
- Existing Campus Entrance
- New Primary Campus Entrance

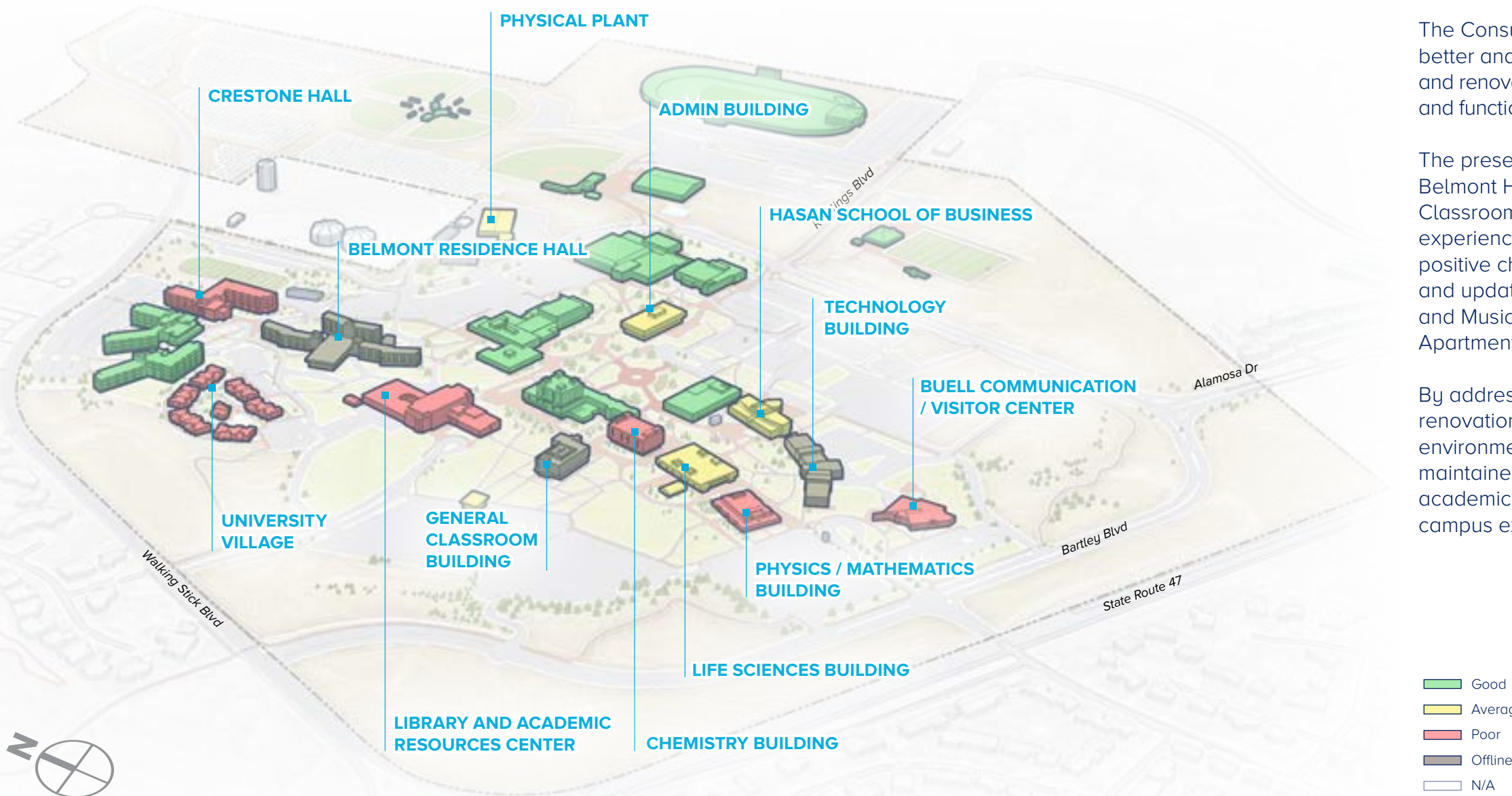
Challenge: Aging Facilities & Space Adequacy

This diagram demonstrates building condition, age, and quality of space, as combined variables to better analyze existing conditions.

The Consulting Team combined multiple variables to better analyze and make recommendations to rehabilitate and renovate structures that lend to the campus character and function.

The presence of offline or vacant buildings, such as Belmont Hall, the Technology Building, and the General Classroom Building, detracts from the overall campus experience. While recent renovations have brought about positive changes, many other facilities need renovations and updates, including the Chemistry, Life Sciences, Art and Music, and Business Buildings. The Walking Stick Apartments at University Village require replacement.

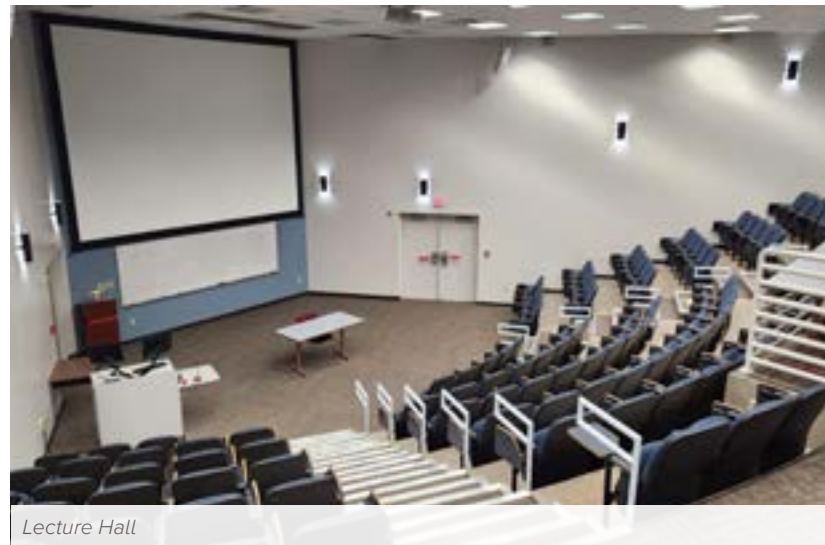
By addressing these concerns through comprehensive renovations, CSU Pueblo can modernize its learning environment, ensuring that students have access to well-maintained and state-of-the-art facilities that support their academic endeavors and contribute to an enhanced campus experience.



- Good
- Average
- Poor
- Offline
- N/A



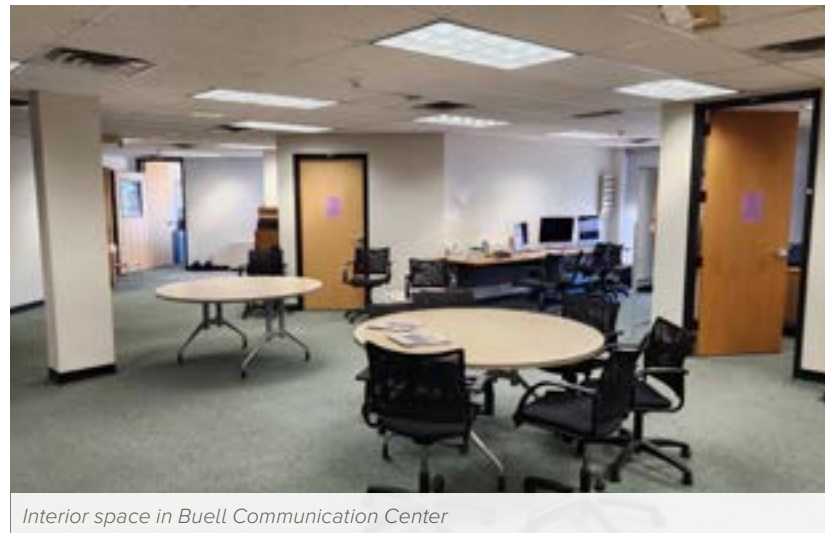
Walking Stick Apartments Pedestrian path with Belmont Hall in the background



Lecture Hall



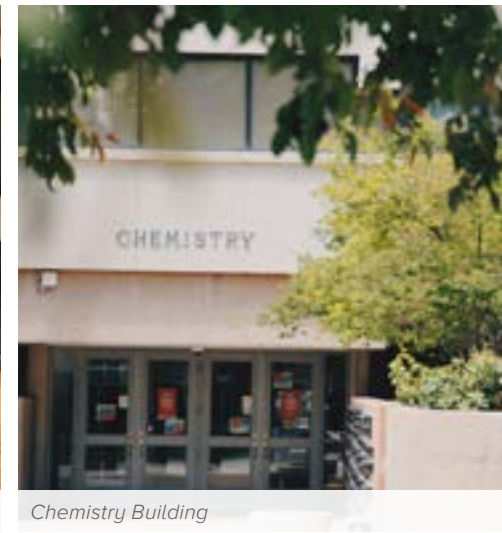
Physics/Math Building



Interior space in Buell Communication Center

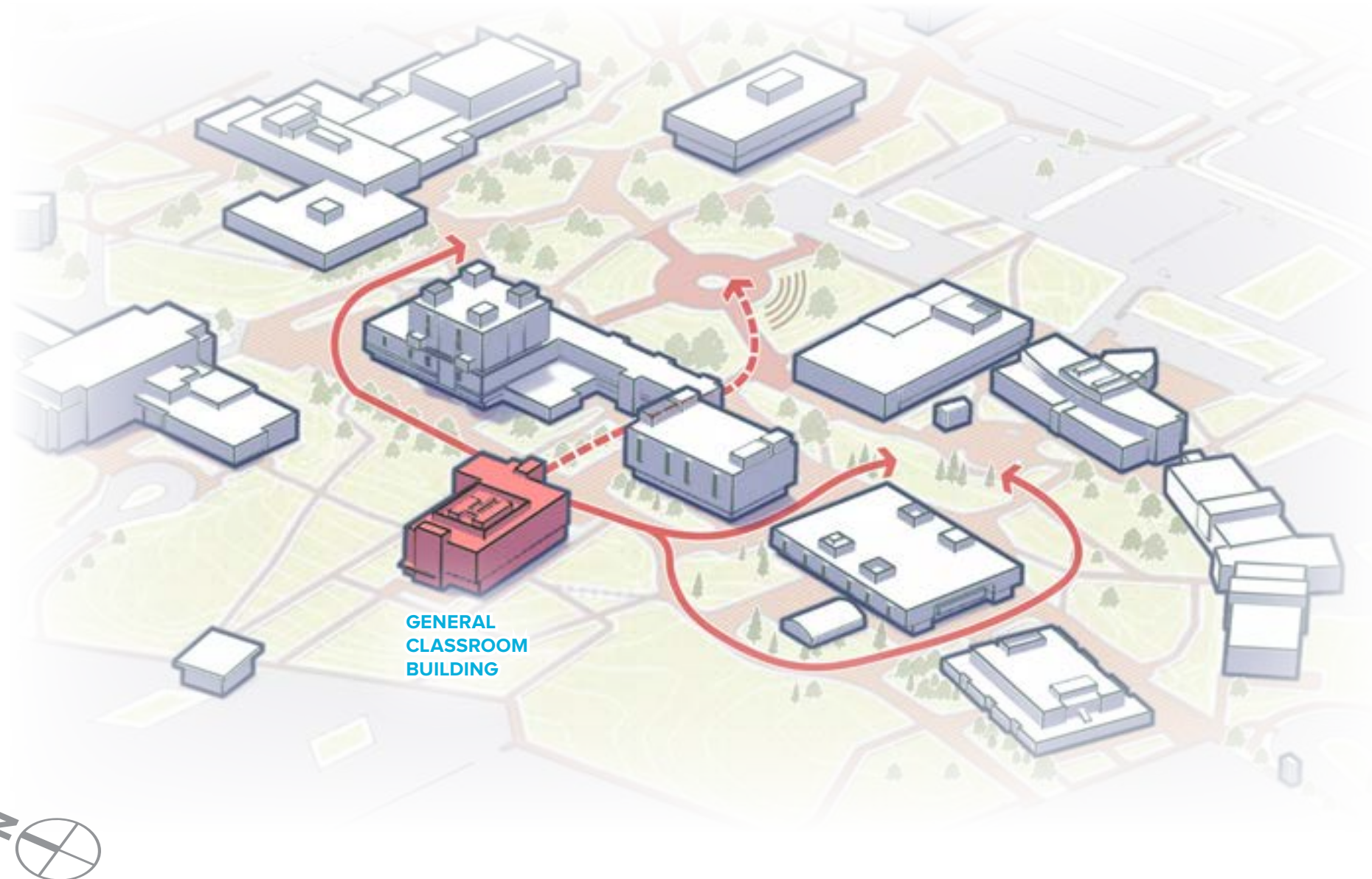


Art/Music Building



Chemistry Building

Challenge: Physical Barriers Limit Access



Some campus facilities, unfortunately, can act as barriers, limiting access to buildings such as the General Classroom Building (GCB). Outdated infrastructure, lack of clear wayfinding signage, and poor accessibility measures can impede navigation of the campus. These limitations hinder the ability to fully discover and utilize all available resources and contribute to a sense of frustration and confusion. When facilities like the GCB are difficult to access or lack proper maintenance, it can restrict students' ability to engage in their academic pursuits effectively.

CSU Pueblo should address these barriers by investing in facility upgrades and increasing ground-floor transparency while ensuring that all spaces are accessible to promote a seamless and rewarding educational experience.



Student housing area on north campus



Pathway near Crestone Hall



Stormwater channels and retaining walls outside of CIHHI



Arts/Music plaza



Open space between Life Science and Physics/Math Buildings



Retaining wall near LARC



Large retaining wall near Belmont

Challenge: Open Space is Underutilized

Open spaces on campus are generally underutilized and face several challenges. Concrete stormwater drains act as physical barriers, limiting accessibility, and hindering movement throughout the campus. These drains can detract from aesthetic appeal and pose challenges for students and visitors alike.

Additionally, the lack of seating and shade in these areas can deter students from using for relaxation and socialization purposes. The absence of inviting gathering spots and comfortable seating arrangements restrict opportunities for students to connect, collaborate, and enjoy outdoor activities.

The prevalence of concrete buildings with a brutalist architectural style creates a monotonous environment in some parts of campus that does not inspire a sense of warmth or vibrancy. To address these concerns, CSU Pueblo should explore strategies to incorporate more green spaces, introduce shaded seating areas, and add natural elements to create more inviting and inclusive open spaces that foster a sense of community and enhance the overall campus experience.



- Campus Core Open Space
- Campus Circulation



Main entrance outside of the CIHHI Building



Concrete irrigation ditches are prevalent around campus



University Plaza lawn



Open space between Physics/Math and Life Sciences Buildings



Vacant Pavilion Store near the Business Building



SECTION 2: PLANNING PROCESS

IMPLEMENTATION STRATEGY

- **PHASING**
- **SPACE MANAGEMENT**
- **UPGRADES & CONSIDERATIONS**

PHASING

As a flexible plan, phasing considerations are accounted for as part of a strategic approach to maintain and enhance the campus. As goals and priorities inevitably change, phasing helps determine appropriate renovation strategies and programming for existing buildings to create a vibrant campus.

OPTIMIZING RESOURCES

The long-term value of the Campus Plan is in its power to establish capital priorities and optimize resources. Through the planning process, a series of renovations, upgrades, open space improvements, and new facilities were identified as potential projects. If a project is considered for implementation, the sequencing strategies on the following pages help the University determine if there are enabling projects that must first be completed for the proposed project to move forward.

IMPLEMENTING THE VISION

The phasing plan formulates a vision that guides campus development on both short-and-long-term timelines. While the plan created a general timeline by which the campus anticipates projects to be implemented, it is not meant to be prescriptive. Instead, the plan is designed to support ongoing decision making about prioritization and implementation.

TIMELINE

0-5 Years Near-term

5-10 Years Mid-term

10 Years and Beyond Long-term

Continued Planning will inevitably shift as time passes, new variables and needs arise, funding sources identified, and periodic updates to campus space projections occur.

In recent years, the changing scope and mission of the university, as well as stabilizing enrollment growth, has yielded an emerging need to increase CSU Pueblo's capital funding for the renovation, upgrade, and management of existing space throughout the campus.

Today, the utilization and allocation of space currently significantly impact CSU Pueblo's ability to deliver instruction for its students, conduct research, hire and retain faculty and staff, and provide functional workspaces for its employees.

Physical space on campus must be managed as a strategic resource for the desired goals laid out in this forward-thinking plan.

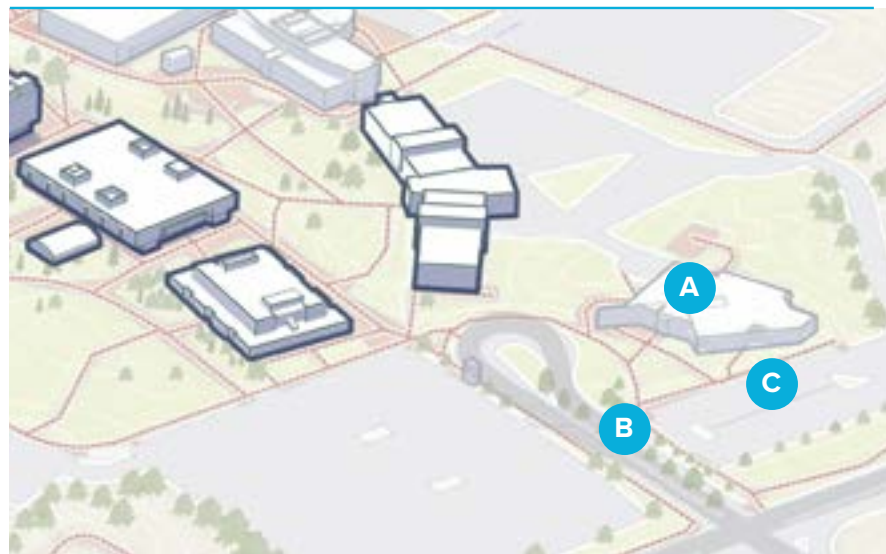
PHASING FOR PRIORITY PROJECTS

- Welcome Center
- Belmont Activities Center
- South Campus

Welcome Center Phasing

SHORT-TERM

Relocate Existing Program from Visitors Center

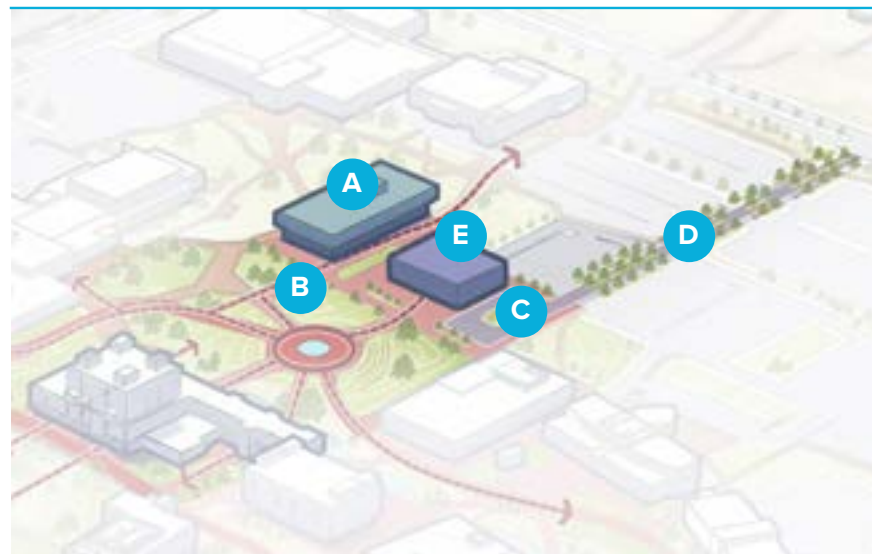


The Welcome Center will be temporarily moved to the library to enhance its visibility and accessibility, ensuring a more prominent presence for visitors. This relocation aims to create a centralized hub for information and assistance while long-term plans are being developed.

- A. Existing program in Visitors Center vacates to other facilities.
- B. Removal and re-routing of circulation.
- C. Optional retainment of the surface parking lot.

MID-TERM

Enhance Entry Sequencing Experience and University Plaza Area



The Welcome Center will settle into its permanent location as a state-of-the-art facility east of University Plaza. This dedicated space will offer an enhanced visitor experience, serving as a hub for campus information, tours, and other visitor services. The proximity to the administrative building and one-stop service will ensure seamless coordination and accessibility for students, faculty, staff, and guests.

- A. Renovate Administration Building.
- B. Enhance outdoor entrances and pedestrian pathway connections between the existing University Plaza, new, and renovated facilities.
- C. New Drop-Off Area.
- D. New Campus Entry Blvd.
- E. Construct New Welcome Center.

LONG-TERM

Relocate Visitors Center from LARC to New Facility



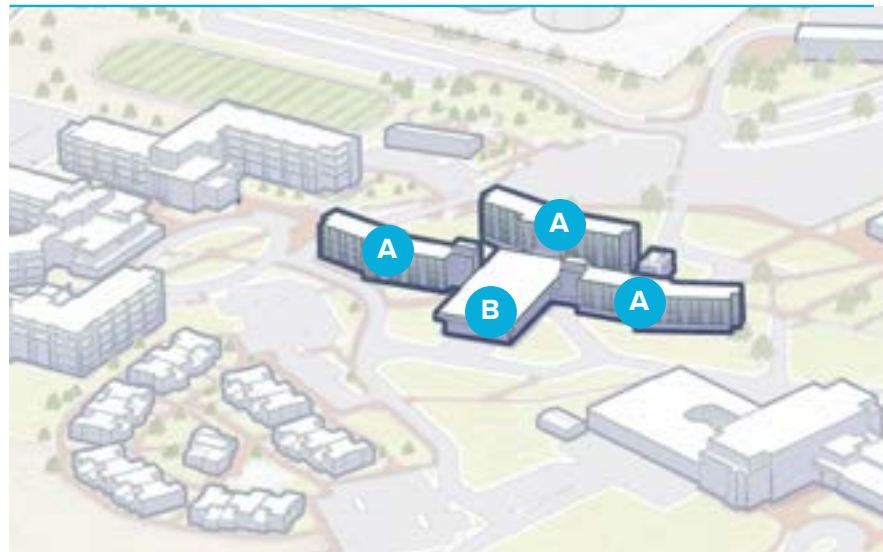
Construction of a single-story 6,000 to 8,000 gross square feet (GSF) facility to the east of University Plaza could occur while the Welcome Center is housed in the LARCH. This location will be adjacent to the Administration Building thereby strategically positioning it near the administrative one-stop service. This move will enhance synergies and streamline services by providing convenient adjacencies to administrative support functions.

- A. Relocate Welcome Center Program from LARC to new building.

Belmont Activities Center Phasing

SHORT-TERM

Remediation and Belmont Hall Demolition/Renovation

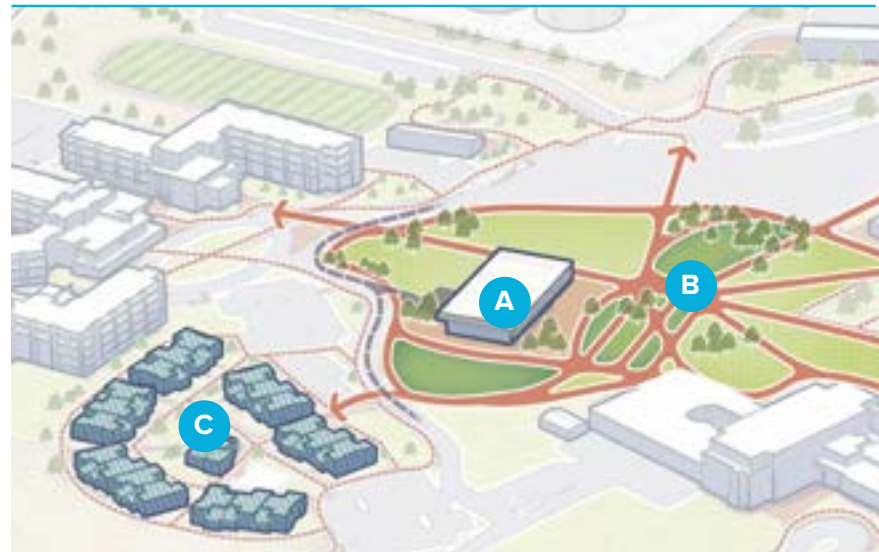


Belmont Hall needs to address the presence of asbestos, including secure funding, and re-imagine its purpose as a hub for student and community activities.

- A. The first crucial step is to safely remove the asbestos, addressing the health, safety, and welfare of students and staff then partially demolishing the housing wings to open up the area for new outdoor activities.
- B. Renovation of the D-Wing of Belmont Hall.

MID-TERM

New Activities Center, and Relocation of Student Housing

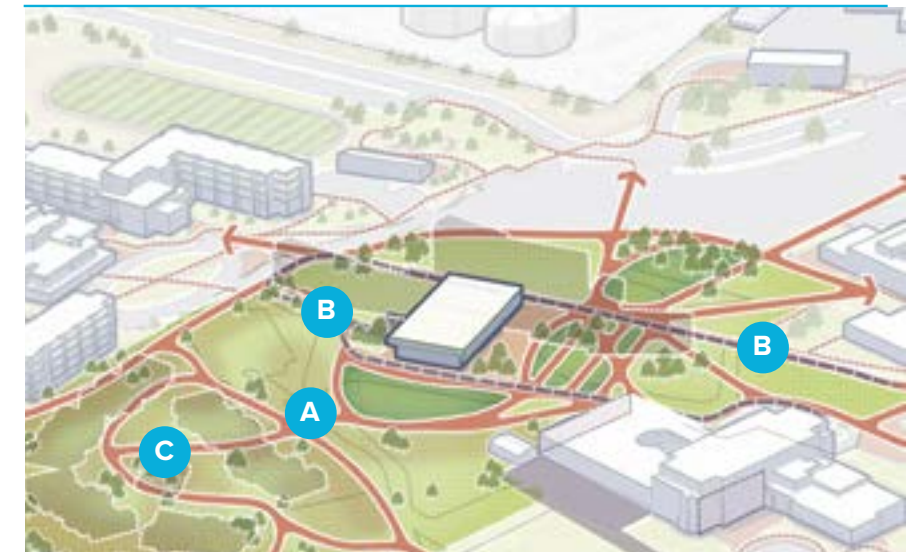


Re-imagined open space will serve to complement the renovation of Belmont Hall with flexible programming, accessible pathways, and common open space.

- A. Renovation of Belmont Hall to become the New Activities Center.
- B. Newly Imagined Open Space.

LONG-TERM

Expand Recreation and Naturalized Open Space



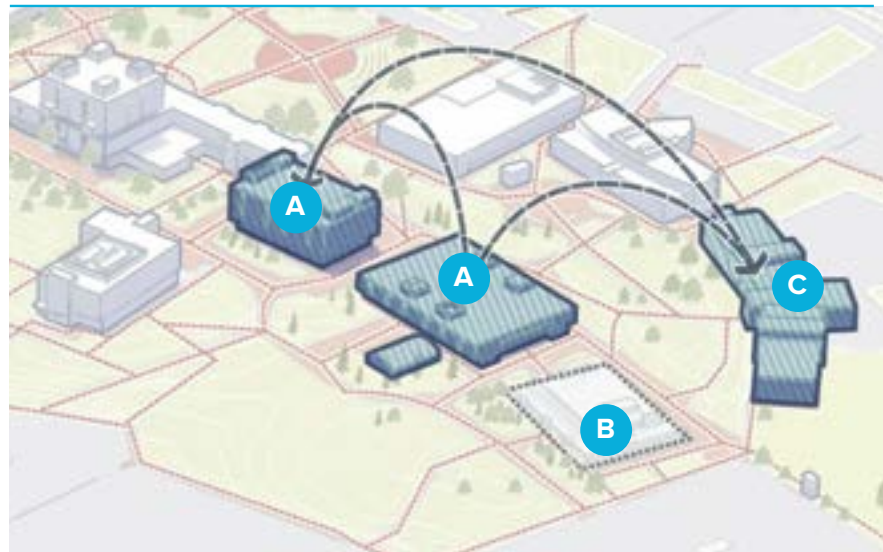
The final stage of the Belmont Activities Center will transform what was once a physical barrier into a dynamic and active area of campus.

- A. Enhance connection between Activities Center and naturalized area.
- B. Reroute and simplify circulation.
- C. Demolish Walking Stick Apartments at University Village, Relocate Student Housing to South Campus.

South Campus Village Phasing

SHORT-TERM

Optimize and Consolidate Program

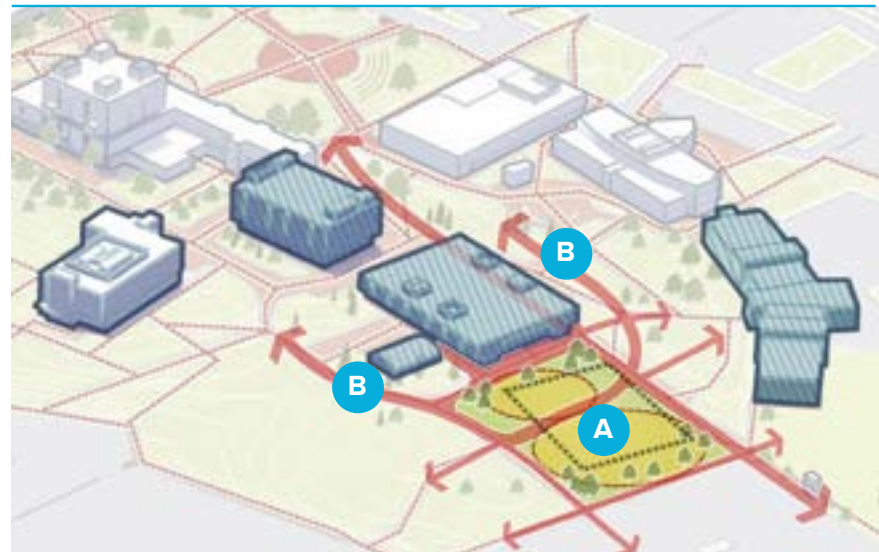


Academic square footage is reduced by demolishing the Physics/Math Building, allowing renovation funding to be focused on improvements to the Life Science, Chemistry, and Technology buildings.

- A. Space migration and optimization between Chemistry, Life Sciences, and Technology Buildings, including Physics and Math Building Program.
- B. Demolish Physics and Math Building.
- C. Completed renovation of Technology Building.

MID-TERM

Remove Physics/Math Building



A new open area is made possible with the demolition of the Physics/Math building and will create new connections to south and west campus.

- A. Demolish Math / Physics Building, create new temporary open space.
- B. New pedestrian paths and landscape enhancements.

LONG-TERM

Relocate Student Housing and Create Innovation Center



A fully integrated mixed-use environment is made possible by new student housing, an Innovation Center, and reconnected open spaces on campus.

- A. New Student Housing.
- B. Innovation Center.
- C. Newly connected open space and paths to West Campus.

Recommendations

Campus Scale

Site Scale



RE-IMAGINE THE FRONT DOOR OF CAMPUS

- Reduce campus entry points to add clarity.
- Add wayfinding at key campus entry and decision points.
- Create a new “Front Door” on the east side of campus that brings visitors directly to the new Welcome Center.

CREATE A NEW VISITOR’S CENTER & ONE-STOP EXPERIENCE

- Create an Administrative One-Stop experience at the new Welcome Center and Administrative Building.
- Create a Student Services One-Stop at the Library.
- Use the new Welcome Center as a space to showcase the campus to local high schools and other prospective students.

RIGHT-SIZE SPACE PROGRAM

- Focus on strategic renovations and reduce square footage by taking underutilized facilities offline.

INVEST IN FACILITIES MAINTENANCE

- Walking Stick Apartments are approaching the end of their life-cycle; construct new housing to accommodate.
- Renovate the Art and Music Building to create the appropriate types of space for enhanced learning.
- Identify opportunities to incrementally improve the infrastructure at Crestone Hall.
- Life Sciences, and Math/Physics building have poor academic quality, and need better collaborative and social spaces. Remove Math/Physics and consolidate financial resources to renovate Life Sciences.
- New renovations should include a high level of ground-floor transparency to create a sense of belonging.

INCREASE ADAPTABILITY & FLEXIBILITY OF SPACE PROGRAM

- Current building naming convention limits flexibility and diversity of space functions. Consider renaming so that the function is not specifically stated.
- Focus on new uses for underutilized office space while also ensuring there are places for private and sensitive conversations.
- Maximize use of inefficient and underutilized spaces in large lecture halls, storage areas, and computer centers.

CREATE PLACES TO SOCIALIZE & COLLABORATE

- Create a more diverse mix of outdoor spaces for users to socialize, relax, and recreate.
- Naturalize manicured landscapes at campus edges to reduce maintenance, improve environmental health, native ecology, and outdoor learning opportunities.
- Re-envision Belmont Hall as a community destination that enhances the campus identity and utilization.

SMITHGROUP