

**Assurance Argument**  
**Colorado State University-Pueblo - CO**

1/13/2017

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### **1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

Colorado State University-Pueblo (CSU-Pueblo) is a regional comprehensive university guided by two complementary mission statements. The first, its statutory mission, was developed by the state legislature and is updated by them as needed to effectively describe the purpose of CSU-Pueblo and its role within the higher education system of Colorado. This legal description of CSU-Pueblo was most recently updated in April 2011 when it was expanded to allow the institution to add a limited number of doctoral programs, removing wording that had limited the mission to selected masters level graduate programs.

*There is hereby established a university at Pueblo to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The university shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The university shall also offer a limited number of graduate programs. ([Colorado Revised Statutes 23-31-101](#))*

Expanding on that definition is the mission statement approved by the Colorado State University System Board of Governors in 2005. At that time the Board wished to create a mission for the system itself and to update the missions of both the Pueblo and the Fort Collins campuses. To that end, it hired an external consultant who gathered input from faculty, students, administration and the community. The feedback from this inclusive process resulted in the following official mission statement ([HLCSelfStudy2006](#)).

*Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research, and service by providing leadership and access for its region while maintaining its commitment to diversity. ([Mission Website](#))*

The goal of this new mission statement was to be more inspirational and more readily understood than

the statutory mission statement. This mission has guided the institution's current strategic planning effort and campus stakeholders recently [voted to re-affirm](#) this mission. This mission is presented consistently throughout the University's print and electronic publications, including its [website](#), [catalog](#), and [strategic plan](#) documents. Individual colleges, departments, and units are developing individual strategic plans building upon the campus' strategic plan.

In addition to the mission statement itself, the Board of Governors adopted a set of values to be shared by both CSU-Pueblo and CSU-Fort Collins. These values are found on the campus [mission website](#) and referenced in the campus strategic plan:

Be ACCOUNTABLE  
Promote CIVIC RESPONSIBILITY  
Employ a CUSTOMER FOCUS  
Promote FREEDOM OF EXPRESSION  
Demonstrate INCLUSIVENESS and DIVERSITY  
Encourage and reward INNOVATION  
Act with INTEGRITY and MUTUAL RESPECT  
Provide OPPORTUNITY and ACCESS  
Support EXCELLENCE in TEACHING and RESEARCH

Key components of this mission, including a focus on excellence, regional access, service, and diversity, guide the day-to-day operations of the institution.

**2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

CSU-Pueblo's current [strategic plan](#) calls for high quality and relevant academic programs. During the review period, the University operated under two different strategic plans; both of which included an emphasis on academic quality. As a regional comprehensive university, CSU-Pueblo's academic programs and research emphases are designed to meet the needs of students from southern Colorado, as well as to meet the needs of the region. This goal is also expressed in the missions of individual colleges. For example, the [mission statement of the Hasan School of Business](#) (HSB) states, "We seek to improve and implement best practices. We also work to encourage innovation at our university and in regional business, government and non-profit organizations." To ensure that programs serve the community's needs, many units such as HSB, the Engineering Department, the Nursing Department and President's Leadership Program, [among others](#), have community advisory boards. In addition, each college has student advisory groups who provide guidance, ensuring that programs are aligned with the needs and expectations of students.

The broad array of liberal arts and science offerings meet the needs of all students in the region. Some selected examples of programs that specifically meet the workforce needs of southern Colorado include the Nursing Department, which works closely with local hospitals to provide practicum sites for nursing student clinical experiences and the Mass Communications Department which contributes to the community and region by producing media content for public consumption (Rev 89 radio and Today website/magazine) and partners with KTSC/Rocky Mountain PBS to create and deliver media programming for the southern Colorado region. The Hasan School of Business houses the [Thomas V. Healy Center for Business and Economic Research](#) which engages students and faculty in conducting applied research projects that promote sustainable economic development in southern Colorado. A few examples of projects from the many completed within the Healy Center include an economic impact study of CSU-Pueblo Athletics, a marketing plan for the Pueblo Convention Center, and a marketing survey and plan for the Pueblo West Chamber of Commerce. An English Department

faculty member is the principal investigator for a \$1.9 million [U.S. Department of Education grant](#) that is training K-12 teachers to work with English language learners. As a result, 100 teachers will be certified and 200 teachers will receive professional development. Teachers currently in the program represent 17 school districts in southern Colorado. Another example is the Social Work Department, which has an off-site program, and does outreach to the entire southern Colorado region. Students in this program take courses in Women's Studies and Chicano Studies, as well as electives in American Indian issues, Chicano issues, child welfare, aging, military social work, and spirituality and social work to prepare them for specific issues they may face in this region. The Chicano Studies Minor pairs students with community members to conduct oral history interviews which the students use to produce mini documentaries that, in turn, are added to the University archives' [Colorado Chicano Movement Collection](#).

The campus has plans to develop new programs to reach out to other potential markets in the region. For example, HSB recently developed new degree emphases in sports industry management and cyber security. Additionally, HSB is currently working on new emphases in risk/security management and agribusiness. Working closely with CSU-Pueblo's [Division of Extended Studies](#), HSB has also recently launched an executive leadership series to meet the ongoing development needs of area managers and leaders. They are also initiating, under the auspices of Extended Studies, a certificate series in cyber defense. Likewise, an educational program encompassing both web design and entrepreneurship is being developed for the local prison population to facilitate inmates' successful integration into society upon release. An accelerated MBA program for military personnel is being developed and will be initiated in 2017. The College of Science and Mathematics has developed a 2+2 program in soil and crop sciences as well as one in horticultural science that will allow students to complete the first two years of the degree at CSU-Pueblo before transferring to CSU-Fort Collins to complete the degree. These agreements have been developed and approved by departments at each institution and are currently going through the official approval process. Additional preliminary discussions are in place for a possible 4+1 program for a master's degree in agricultural science. The College of Science and Mathematics has also submitted a new [wildlife and natural resources major](#) that was approved by the CSU System for fall 2017 start-up funding. Other new academic programs to be launched in the next two academic years, pending approval processes, include a masters in athletic training, a masters in social work, a bachelors in early childhood education and a doctorate in nursing practice.

In addition to program relevance, the University's mission and strategic plan also mandate that academic programs should be rigorous and focused on academic quality. CSU-Pueblo has processes in place to ensure program quality. Programs are regularly reviewed by the [Curriculum and Academic Programs Board](#) of the Faculty Senate, to gauge program effectiveness and relevance. In addition, many programs are accredited by [external accrediting bodies](#) which also review academic programs for quality.

CSU-Pueblo's mission also emphasizes diversity in providing excellent programs relevant to its region. Approximately 46% of its undergraduate student FTEs (full time equivalents) are from underserved populations, in particular the undergraduate degree-seeking Hispanic population. Because 32% of students self identify as Hispanic ([Fact Book](#)) the University qualifies as an Hispanic Serving Institution (HSI). The student body also represents diverse socio-economic groups. In fall 2014, 74.5% (653 of 877) of first-time, full-time, students were determined to have financial need ([2014-2015 Common Data Set](#)), 50% of students were Pell-eligible, and 35.5% were first generation college students. Further demonstrating the institution's commitment to meet the needs of non-traditional students in its region, in fall 2014, the average age of our undergraduates was 24 years old ([2014-2015 Fact Book](#)). CSU-Pueblo students are also diverse in their level of academic preparedness. The number of students admitted whose [index scores](#) (comprised of high school grade

point average, ACT score, and class rank) were below 86 ranged from 12.5% in FY13 to 6% in FY15. ([Institutional Research Fall Admissions Reports](#)) This shift is consistent with the campus [strategic plan goal](#) to increase the average index score of admitted students while still demonstrating the institution's commitment to serving the region. Finally, 43% of students at CSU-Pueblo come from Pueblo County ([Fact Book 2014-2015](#)). The diversity of the student body and the high percentage of local students illustrate the institution's commitment to its role as a regional comprehensive university.

CSU-Pueblo offers support services that are designed to meet the needs of our student population. Services provided to students through the [Center for Academic Enrichment](#) include first-year advising, advising of undeclared students, writing assistance through the writing center, tutoring for general education courses, and academic improvement services for students on academic probation. In addition, the University provides tutoring for math in its Math Learning Center and for science, technology, engineering and mathematics (STEM) courses through its [STEM Learning Center](#). Other units provide [tutoring](#) for general education and within majors. For those students that qualify for their services, the University has [TRIO](#) grant funded programs including Student Support Services, Veterans Upward Bound, Upward Bound, and the College Assistance Migrant Program. All students can take advantage of the [Career Center](#)'s services, the [Counseling Center](#), [Student Health Services](#), and more. The [University Library](#) provides a research help desk that is open late nights and weekends and also offers consultation services for students to assist with research projects. Finally, students with disabilities find support at the [Disability Resource and Support Center](#). Most of these mentioned services are co-located in the institution's [Library and Academic Resources](#) building to maximize accessibility to students. Each of these units tracks how many students utilize their services and how many times these students visit; some track academic success of their caseload. Annual assessment of these data is done in all areas. For example, see the [Academic Improvement Program Assessment Report for 2014](#), showing this unit assesses the effectiveness of their interactions with students and can demonstrate that they have a positive impact on student success.

[Student Affairs](#) provides supportive services such as programming activities and leadership opportunities for students to become involved within the University whether they live on or off campus; in particular, Student Affairs assists with helping students enhance their experiences outside of the classroom and develop a sense of belonging. Some of those co-curricular activities and leadership engagement opportunities include [Student Organizations](#), Fraternity and Sorority Life, New Student Orientation, Associated Student Government and the I-Commute program. For example, CSU-Pueblo had a total of 55 active, registered students organizations in fall 2016. In addition, Residence Life and Housing provides opportunities for students to become involved through leadership with the Resident Assistant and Desk Assistant programs.

### **3. The institution's planning and budgeting priorities align with and support the mission.**

In order to achieve the mission outlined above and to provide appropriate academic programs and services to its diverse student body, CSU-Pueblo must strategically allocate its resources. Several steps have been put in place to ensure that budget allocations are prioritized to support the University's strategic plan. The University's [Budget Guidelines and Procedures](#) document, approved in September 2014 and updated in September 2016, provides a process to ensure strategic budgeting. At the end of each October, managers will make budget requests to indicate which objectives of the strategic plan their requests support. Each fall, the Strategic Plan Implementation Team will solicit input from campus constituents about strategic priorities for the following year to provide input to the President's cabinet about which strategic plan objectives should be prioritized. The President's cabinet

along with the Strategic Plan Implementation Team will use that information to provide the campus with a list of priorities for the upcoming year. Requests will be prioritized and budgets may be adjusted to align with strategic priorities. For more information about the campus budgeting process, see section 5.C.2.

## Sources

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- EMSA\_SEAL\_Student Organizations Website
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- PRES\_Mission & Vision Website
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## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### **1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

In its 82-year history, Colorado State University-Pueblo's mission has continually evolved in response to the higher education needs of its region. From its incorporation in 1933 as a junior college until becoming CSU-Pueblo in 2003, this institution has revised and enlarged its mission to continue to best serve the people of southeastern Colorado. Historically, the University of Southern Colorado formally adopted new mission statements in 1978, revised them in 1985, and then, in preparing to become CSU-Pueblo, adopted a new statutory mission in 2002, which was revised in 2011. As a member institution of the Colorado State University System, allied with its partner institutions, Colorado State University-Fort Collins and Colorado State University Global, CSU-Pueblo is poised to continue to provide excellent educational resources for the region as it strives to become a model of distinction as a regional comprehensive university.

In January 2016, the University adopted a new [vision statement](#) further articulating our mission and goals. This had been drafted by President Lesley Di Mare and shared at open campus meetings before it was [formally adopted](#).

*Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society.*

This vision statement, along with the university-wide mission statement and supported by various unit and college mission statements, shapes the program goals and expected student outcomes for all programs of study. The mission of the University is clearly displayed to the public through the [website](#), the [Strategic Plan](#), the CSU-Pueblo [Student Organization Handbook](#), and University Employment Handbooks for [Faculty](#), [Administrative Professional Staff](#), and [Classified Employees](#).



Finally the [University Catalog](#), which serves as the primary public, legal, declaration of the institution's mission, can be accessed either online or in print. Not only are the mission statements clearly highlighted at the beginning of the catalog, they are followed by several paragraphs that elaborate and clarify the full impact and meaning of the mission. These passages explain the University's educational focus, the kinds of degrees offered, the relationship between CSU-Pueblo and CSU-Fort Collins, the importance of teaching excellence as the top priority, the diversity of the learning community, and the University's commitment to serving its region and the state.

**2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission.**

The CSU-Pueblo campus voted to reaffirm its current mission statement in August 2015. Also in 2015, the University adopted a new [Strategic Plan](#) guided by the campus mission and core values and focused on student success. This plan is a guide for accomplishing our mission during 2015-2020. (also see section 5.C.2.)

The four goal areas articulated in the Strategic Plan map clearly to the institution's mission statement and include:

1. Excellent Academics
2. Affordable Education
3. Transformational Opportunities
4. Supportive Student Life

Goal 1, "Excellent Academics", builds on the first component of the mission statement which states that the university is "*committed to excellence, setting the standard for regional comprehensive universities in teaching, research, and service.*" The [Strategic Plan](#) focuses on "attracting motivated students capable of academic success," "attracting and retaining high quality, motivated faculty and staff who provide outstanding instruction, scholarship, and service," and "providing high quality and relevant academic programs that prepare students for professional and academic success." By focusing on excellence and relevance, the plan encourages academic programs to continually assess their curricula to ensure that graduates have the knowledge and skills needed to serve the region. In addition, the plan encourages faculty and students to engage in research that impacts southern Colorado. As one example, the University recently established the [Institute of Cannabis Research](#) (ICR) with funding from both the state and the county to carry out research relating to all aspects of cannabis. Among these efforts the University will be studying the [economic and environmental impact](#) of the legalization of cannabis on Pueblo County. In another example, faculty members from Biology have been involved in [water related research](#) that was specifically requested by the Lower Arkansas Water Conservancy District, the Pueblo Board of Water Works, the City of Pueblo, and Pueblo County, all of whom contributed funding.

Goals 2, 3 and 4 focus on steps the campus will take to ensure access to education for regional students and its commitment to diversity. These goals are centered on keeping education affordable, providing transformative opportunities, and delivering supportive student services. Goal 3, for example, calls for improved student advising and tutoring services, efforts that will increase the number of students from underrepresented groups to 50%, and continued efforts to implement experiential education, our successful [HLC Quality Initiative](#), which is designed to make education more relevant for our students and their community. Goal 4 outlines steps to provide better support for sophomore students and continued development of engaging campus life opportunities.

**3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

The [mission and vision statements](#) clearly define CSU-Pueblo as a regional, comprehensive, institution and identify the intended constituents of the university's educational programs and services. This focus on serving the region is further articulated by the vision statement's focus on serving "southern Colorado's culturally and ethnically diverse student body, including first generation students."

## Sources

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## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### 1. The institution addresses its role in a multicultural society.

The role of Colorado State University-Pueblo is to provide leadership and educational access to its community. In so doing, it must reflect the multicultural nature of Southern Colorado. The university accomplishes this through teaching, research, and service activities that promote and build upon the university's commitment to diversity. The institution's mission and core values ensure that diversity is a priority for the institution, both in its core operations on campus and in its outreach activities in the community.

The mission and vision statements of the University emphasize the importance of its status as an Hispanic-Serving Institution (HSI). In addition, the University [Strategic Plan](#) includes a focus on diversity. The most relevant objective from that plan is 3.2., "Enhance ethnic, racial, and cultural diversity across the campus". According to the University student enrollment profile approximately 46% of its student undergraduate FTE is from [minority groups](#), including 32% of undergraduate students who self-identify as [Hispanic](#). This plan objective includes strategies to increase the percentage of students from minority populations to 50%, potentially qualifying the CSU-Pueblo as a Minority-Serving Institution.

#### 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The CSU-Pueblo student body is diverse in its racial and ethnic makeup, its socio-economic makeup, the number of non-traditional students it serves, and the presence of diverse learners. Campus services and [student organizations](#) exist to support the diverse student body including the institution's Office of Diversity and Inclusion, the Black Student Union, Latin Students Unidos, Movimiento Estudiantil Chicano de Aztlan (MECHA), Alpha Psi Lambda, the Ballet Folklorico, and others.

Gender diversity is also important for CSU-Pueblo. Women are well-represented in both the student body and the faculty and staff. From the 2014-2015 Fact Book, in fall 2014, 53.3% of students enrolled in resident instruction (headcount) were [female](#). In addition, the total percentage of female faculty and staff, including all staffing categories [was 52%](#). For full-time faculty, the ratio was slightly lower, with [45% being female](#).

In addition to gender, ethnic, and racial diversity, other types of diversity are supported. The [Strategic Plan](#) includes objectives that promote services for diverse learners. Objective 3.1 focuses on "Providing academic advising, counseling, and tutoring services that support student success and graduation". The University realizes its diverse student population includes many students who differ in level of preparedness for entering college, so a comprehensive range of student support services is

provided to help all students needing academic support. The [Center for Academic Enrichment](#) includes first-year advising and undeclared advising, tutoring for general studies, and academic improvement services for students on academic probation. In addition, the university offers [tutoring](#) for math in the Math Learning Center and for STEM courses through the STEM Learning Center. Finally, the [Disabilities Resource and Support Center](#) provides accommodations for students with documented learning disabilities. The center helps create an environment that supports all students regardless of ability and positively affects the campus community by facilitating a shared learning experience.

The [Office of Diversity and Inclusion](#) (ODI) at CSU-Pueblo values and embraces people from all walks of life and is committed to the academic success of each student. The ODI helps stimulate, promote, and support a welcoming environment for underrepresented students, faculty, and staff. In addition to the ODI, several clubs and organizations exist at the institution to provide support for underrepresented student groups, including Prizm, a group that is the on-campus Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Ally activist and support group for students, staff, faculty, and community members.

CSU-Pueblo also has a large international population on campus. In fall 2014, 130 international [students from 38 countries](#) were enrolled. The [Center for International Programs](#) (CIP) provides services to prospective, new, and continuing international students at CSU-Pueblo. The CIP was established to support and promote international education at the University, and to help create a community that is responsive to the increasing needs and obligations of our international students and faculty.

The University makes it a priority to provide programs for veterans. The [Veterans Educational Benefits](#) Office serves veterans at CSU-Pueblo by providing scholarship benefits, work-study opportunities, and resources such as the Veteran's Resource Center. Through its grant-funded [TRIO](#) programs, the University also offers Veteran's Upward Bound to assist veterans in attending the University.

In addition to taking positive steps to increase the diversity of its student body, CSU-Pueblo also strives to increase the diversity of its faculty and staff. The Human Resources department provides guidance to departments throughout the [search and screen process](#) to assist them in attracting the most diverse applicant pool possible. While the percentage of staff members who are classified as minorities is fairly representative of the student population, the University faculty is much less diverse. According to the University's strategic plan ([Appendix B](#)), 45% of the classified staff indicated that they are either Hispanic, Black, multi, Asian, or American Indian; however, only 33% of the administrative professional staff self-reported in these categories, and only 22% of the faculty members. Increasing the diversity of faculty and staff is a goal of the [strategic plan objective 3.2.2](#).

In addition to serving a diverse student population, CSU-Pueblo is focused on collaborating with the community in research and service that complements and supports the diverse nature of southern Colorado. As one method to ensure that this collaboration occurs, the University has created a [Latino Advisory Council](#) to the President.

Selected examples of community-based research projects that focus on building ties to diverse community groups include the following, from a [Summary of Community Based Research](#), provided by the University's U.S. Department of Education Title V grant-funded Regional Access to Graduate Education (RAGE) program. While this program no longer exists since its funding ceased in 2015, community based opportunities for students continue to take place at CSU-Pueblo under the auspices of the campus's experiential education initiatives.

- El Centro del Quinto Sol Music & Words Program: in partnership with El Centro del Quinto Sol community center, faculty from Music and English programs have provided music and writing lessons to K-12 students. Children who would otherwise not have access to music and writing instruction have been able to gain valuable knowledge and new skills.
- Sidewalk Study for the Americans with Disabilities Act (ADA) Advisory Committee for the City of Pueblo: The Healy Center collected data about the condition of sidewalks in the City of Pueblo's downtown area.
- Diverse Learners Restorative Justice/Diversion Program: during the spring of 2015, seventeen students in the Teacher Education Diverse Learners course planned, organized and provided differentiated instruction for middle and high school students.

## Sources

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- EMSA\_Center for International Programs Website
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## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### **1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

Colorado State University-Pueblo has a long history of serving the community and responding to the growing needs of higher education in our region. It has evolved from a three-room junior college to a regional, comprehensive university offering 28 baccalaureate and ten master's degree programs, serving students from all 50 states and 38 countries. Today, [over 20,000 graduates live in Colorado](#), and many of those in the immediate southern Colorado region. Thousands of students who have jobs and serve our local region graduated from this institution. As a four year comprehensive university, CSU-Pueblo has served the changing needs of the citizens of Colorado for more than 80 years. CSU-Pueblo strives to continue its tradition of teaching effectiveness and to increase its efforts in basic and applied research while maintaining a high degree of service to the citizens of Pueblo, the region and the state. CSU-Pueblo is committed to its educational role of serving the public. Actions and decision made by the institution reflect its mission to provide leadership and access for its region while maintaining its commitment to diversity. The institutional values of civic responsibility, customer focus, freedom of expression, opportunity, access and diversity also demonstrate our commitment. Service to the public good is embedded in the [CSU-Pueblo Strategic Plan](#).

For Example, the Strategic Plan identifies a [specific objective \(4.2\)](#) to provide opportunities for networking, leadership, and mentoring for students both on and off-campus. In order to meet the needs of a changing global market and to enhance career development, we need to provide opportunities for students to learn how to network and expand their leadership abilities. Specific strategies include increasing the number of student internships in the community, enhancing alumni engagement with students, implementing mentoring of students by faculty, staff, or alumni, and providing leadership opportunities.

As another example [Strategic Plan objective \(3.3\)](#) focuses on integrating experiential education (EE) throughout the students' curricular and co-curricular activities. As a philosophy of education, EE informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. In addition, EE was selected as the University's successful [Quality Initiative](#) for the Higher Learning Commission's Open Pathway to accreditation and we have made strides to incorporate this focus more fully in our campus. Inherent in experiential education is volunteerism and service learning which serves the region as well as the University.

**2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

As a state funded institution of higher education, CSU-Pueblo is necessarily a non-profit organization. The Colorado Legislature, the Colorado Department of Higher Education and the CSU System Board of Governors regulate the institution's capacity to increase tuition and fees. Approximately 25% of any tuition increases is set aside for financial aid for students. Neither the University itself nor its governing board receive any monetary benefit from the institution. Since there are no investors, the institution does not have any external pressure to place profits ahead of its educational responsibilities.

**3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

As a result of CSU-Pueblo's mission and objectives, its primary responsibility is serving the student. One way of achieving this goal and engaging with external constituencies and communities of interest is to combine the two. The value of experiential education, engaging students in community-based research, internships and service learning is that it focuses on multi-dimensional factors of serving the students. Service learning can and will result in service to the local community and region. The students benefit, the faculty and staff benefit and the region benefits. Although our first responsibility is to the students, this responsibility can be met by serving the region which, in turn, results in a significant benefit to the student as well.

Community and region-based research and scholarship produced by the faculty provide additional evidence of the institution's commitment to the public good. Basic and applied research and scholarship adds value to the region, its government, businesses, organizations and residents. Discoveries in science, technology, engineering, math, business, nursing, social sciences, art, education, and the humanities make our region a better place to live and enhance the quality of life of the residents. Many examples of community collaboration, experiential education, service learning and research produced by the faculty, staff and students at CSU-Pueblo exist. A select sample of initiatives that serve the good of the region are listed below.

Campus Infrastructure and Space Impacts: The addition of state-of-the-art equipment and instrumentation in the Biology, Biochemistry, Chemistry, and Engineering departments (see also 3.D.4) has had a positive impact on the institution by increasing its physical assets and has expanded the capacity and capability for community-based research as well as the capacity to seek additional external financial resources to support graduate research and community-based research. New residence halls, auditoriums, meeting rooms and athletic facilities bring the community to the campus (see also 5.A.1). Many meetings, conferences, and community events utilize University facilities.

Community Outreach Efforts: during the review period, many community outreach initiatives were centralized through a U.S. Department of Education Title V grant-funded program, Regional Access to Graduate Education (RAGE). While this program existed, engagement in some capacity with ninety-two different organizations was documented and numerous projects resulted from those relationships. A selection of community outreach efforts are listed below and many continue today. Details about the initiatives can be read in RAGE's [Community Based Research Summary](#). Many community based opportunities for students still exist in a decentralized fashion under the umbrella of service learning and experiential education through academic departments and the Career Center.

- Workshops on community engaged learning for faculty and staff

- Experiential Education Scholars Program
- Community-based Research projects with: Care & Share Food Bank of Southern Colorado, Pueblo County Health Department, Lower Arkansas Valley Water Conservancy District History Project, Southwest Chief/AMTRAK, City of Pueblo Wastewater Department, and East 4th Street Business Owners
- Community Partner Speaker Series: The series was designed to connect faculty, staff, and students to community organizations and their leaders
- Campus Compact of the Mountain West (CCMW) Advisory Board supports member institutions that are engaged in community-connected work
- 2013 President's Higher Education Honor Roll for Community Service.
- Health Informatics Research Symposium.
- Mindfulness project by Exercise Science, Health Promotion and Recreation faculty in collaboration with District 60 schools.
- Nursing student study of healthcare efficiency in local hospitals
- Library archiving of historical data important to our local culture and community
- Fine Arts creative works exhibits and guest performances with community artists or ensembles
- The "Annual Summer Mathematics Academy" brings together university faculty with students from Pueblo county entering grades 7-10. This two-week free mathematics day camp develops and strengthens key problem solving mathematical skills.
- The "National Summer Transportation Institute," held by civil engineering technology faculty, introduces students in grades 6-9 to careers in transportation through seminars, field trips, and hands on activities.
- Our Student Recreation Center offers "Multi-Sport & Adventure Camps" for students entering grades 1-5 so they can experience the wonders of the Colorado terrain. The "Rocky Mountain Cooperative," hosted by CSU-Pueblo, provides a summer workshop that gives high school students the opportunity to hone their parliamentary debate skills working with debate coaches from across the country and run by our own Director of Forensics.
- Upward Bound offers a "Summer Bridge College Preparation Program" which affords high school graduates the opportunity to earn college credits.
- Over 3,000 students who belong to Future Farmers of America held their state conferences on our campus and occupied our residence halls.
- Boys State has been hosted on campus each summer for 28 years.
- Multiple athletic camps in many sports, including cheerleading, were hosted during recent summer by our coaches and staff. These sports camps provide opportunities to about 2000 students each year, many from the local community, for improving their skills and teamwork, and helping develop a familiarity with a campus environment.

The examples listed provide evidence of CSU-Pueblo's commitment to its educational role first and foremost. These examples also illustrate how the University serves its region and community through its educational programs, student internships, experiential education, and faculty and student research.

## Sources

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- ACAF\_HLC-QualityInitiativeReport\_&\_Acceptance
- ACAF\_RAGE\_CommunityBasedResearchSummary
- EMSA\_ALUM\_ReportsbyStateandCounty
- PRES\_Strategic Plan 2015-2020
- PRES\_Strategic Plan 2015-2020 (page number 10)
- PRES\_Strategic Plan 2015-2020 (page number 11)



## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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Colorado State University-Pueblo has a clear mission and vision that guides its strategic planning and core operations. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. The mission statement is clearly published on the University's website, in its catalog, and in other appropriate locations. The University's role in promoting diversity and serving a multicultural society is central to its mission. As a Hispanic-Serving institution, CSU-Pueblo has appropriate and effective programs and services in place to support its diverse student body. Its strategic goals acknowledge the importance of increasing diversity. Finally, the University places high priority on its educational role and position of providing a public good for its community. Its academic programs and research emphases meet the needs of its service area. Academic excellence is a cornerstone of the institution's strategic plan.

While, overall, the University's core mission is clearly understood and articulated and its strategic plan is clearly built on that mission, one challenge does exist that the University is working to address. Budgeting strategically to allow the University to meet its goals has been a challenge. As one step in addressing this challenge, the campus has recently adopted a new budget process and timeline to facilitate more iterative communication about its budget priorities and has also revised budget request forms to require department heads to clearly state which strategic plan goals their requests support.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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Colorado State University-Pueblo operates with integrity through a shared governance structure that encourages openness in its constituents and attentiveness to processes and procedures.

CSU-Pueblo has developed policies and procedures for the faculty, students, staff and governing board regarding expectations and ethical practices and behavior. Many of the ethical procedures and processes are outlined in the following documents: [University Catalog](#), the [Student Code of Conduct](#), [Pack Guide](#), [Student Athlete Handbook](#), [Residence Life and Housing Handbook](#), [Administrative Professional Handbook](#), [Classified Handbook](#), [Faculty Handbook](#), [Conflict of Interest Policy](#), [State Employees Handbook](#), and within the CSU System Board of Governors [Code of Ethics](#) and [Conflict of Interest](#) Policies.

Additionally, CSU-Pueblo is charting the course for future conduct and expectations of its students, faculty and staff with the implementation of the University [Strategic Plan](#) for 2015-2020. The University Strategic Plan provides an avenue for CSU-Pueblo to ensure goal-setting and action planning for now and the future.

#### Financial Integrity:

CSU-Pueblo must comply with the directives of the state of Colorado, the CSU System Board of Governors, and federal laws regarding its financial practices. To ensure compliance, each office within Financial Services and Administration provides expertise and service to manage the University's resources in accordance with [system bylaws](#).

To ensure that ethical financial practices are continued, the University has increased transparency through the [University Budget Board \(UBB\)](#). Originally, the UBB was established to assist faculty and staff with budgetary concerns regarding salaries, raises. In 2013, however, the Faculty Senate voted to support advocacy for the entire university with the UBB to include both classified and administrative staff. In addition, students were invited and encouraged to participate. Additionally, each year the financial state of the University is presented by the President's cabinet to each constituent group through presentations during the convocation week before classes begin each fall and constituent group meetings that occur during fall and spring semesters.

In accordance with its monetary responsibilities, the Vice-President for Finance and Administration along with the Audit and Finance Committee for the CSU System Board of Governors monitors the

performance, authority, and fiduciary responsibilities of CSU-Pueblo. Audits are conducted annually. In 2014, the university budget processing changed from a home-grown computer system for financial management to the Quali Financial System, which allowed more oversight from managers in Business Financial Services, and coordination with CSU-Fort Collins. Financial control and accountability is present within every level of the university; electronic signature approval must be achieved by department heads and managers within each division and area within the Quali system. [Fiscal rules](#) for budgets are instituted by the CSU System Board of Governors.

### **Ethical Conduct for Personnel:**

To ensure ethical conduct, all faculty and staff are required to sign a [conflict of interest form](#) before starting employment at the University. Faculty are required to resubmit this form annually to maintain current documentation.

All faculty, staff and students are reminded yearly of institutional FERPA policies. Typically, FERPA information is provided to the campus community in the fall semester via email notification with links to [policy](#).

In 2013, a Director was hired for Equal Opportunity and Affirmative Action, a position that is separate from the responsibilities of the [Office of Diversity and Inclusion](#). This position has improved search processes and procedures for the institution and assured compliance for search committee members with Title VI and VII. This position implemented structures to respond to concerns of Sexual Harassment and Sexual Violence Concerns in the workplace. In 2015, on-line campus training called [Workplace Answers](#) was implemented for faculty, staff and student employees. This new office has provided guidance regarding compliance procedures for the entire university. Since the position was established, there has been progress in the following activities:

- More developed training for search committees (for example, questions for candidates have to be approved prior to the interview).
- Awareness and communication on how to file a complaint. Community members can access information on line.
- Awareness and training regarding Sexual Harassment and Title IX for all university constituents.
- In support of Title IX compliance, an Associate Director was hired in January 2016 to provide more support to the campus community regarding training and education.

Expectations regarding acceptable conduct for faculty and staff are in the [Faculty Handbook](#), [Advising Handbook](#), [Classified Handbook](#), [Administrative Professional Handbook](#). The handbooks serve as guides for each constituent group. Grievance processes and procedures are established for both faculty and staff regarding complaints and employment concerns. The grievance policy for both faculty and staff expresses fair and equitable investigative procedures, as well as a mediation option. Additionally, classified staff are governed by the [Colorado Department of Personnel Board Rules and Administrative Procedures](#), which provides guidance regarding employee responsibilities and ethical behavior.

### **Student Code**

Students are expected to follow the [Student Code of Conduct](#). Some of the expectations for students are that individuals:

- Demonstrate respect for others, for themselves, and for the University;
- Uphold high standards of personal and academic integrity;
- Accept differences and gain an appreciation for living in a pluralistic society;
- Understand the impact of their behavior both upon the university and the larger community;
- Freely accept the responsibility for and the consequences of their conduct.

The Student Code of Conduct governs behavior while students are on campus or participating in student organizations and clubs. Additionally, residence hall students have policies and community standards that are explained in the [Residence Life and Housing Handbook](#).

### **Academic Integrity:**

CSU-Pueblo acts with integrity and ethical practices regarding its academic programs. The Registrar's Office ensures the accuracy and security of academic records in conjunction with faculty governance processes. Information regarding the awarding and evaluating of credits can be reviewed in the University Catalog [Academic Policies](#). Students have the opportunity to appeal grades from faculty members through the [Academic Appeals Process](#).

The Faculty Senate is the representative body by which the faculty participates in the shared governance of University's affairs. It provides leadership in the protection of academic freedom; the development, maintenance, and evaluation of academic programs and educational standards; and the advancement of the University by submitting recommendations to the President through the Provost. The [Faculty Senate](#) has several committees and boards including the Academic Programs and Standards Board ([APSB](#)), Curriculum and Academic Programs Board ([CAP Board](#)), and General Education Board. Each of these boards collaborates with the office of admissions, graduate studies board and academic departments to provide guidance for academic policies and course credits. The [Faculty Handbook](#) contains the procedures and policies for faculty. Faculty Senate meetings are open and the meeting minutes, as well as minutes from all faculty boards and committees are posted on an internal drive available to all faculty and staff.

### **Policies and Procedures for the Board of Governors**

CSU-Pueblo follows fair and ethical policies that guide the CSU System Board of Governors. All policies are amended through a governance process that is inclusive of all constituents. The Board follows a [policy manual](#) that also includes processes for faculty, staff and students (also see 2.C).

### **Intercollegiate Athletics**

CSU-Pueblo is a member of the National Collegiate Athletic Association (NCAA) Division II and the Rocky Mountain Athletic Conference (RMAC). CSU-Pueblo is committed to maintaining integrity in its athletic program both academically and athletically.

From the [CSU-Pueblo Student Athlete Handbook](#), student athletes are expected to:

- Attend all classes;
- Complete class assignments fully and promptly;
- Inform instructors of expected absences due to athletic competition;
- Maintain requirements for academic eligibility and progress toward degree;
- Display good sportsmanship on and off the playing field;
- Know and follow University, RMAC and NCAA guidelines and regulations;
- Maintain one's own health and obey team rules and policies;

- Respect the rights of other community members and obey laws.
- Participate in civic activities from time to time.

The CSU-Pueblo Athletic Department has an [Athletics Board of Control](#) that is comprised of many university stakeholders including faculty, student government, student athletes, and staff. This advisory board makes recommendations on programs and fees associated with athletics. This board is chaired by the Faculty Athletic Representative (FAR) who is a tenured faculty member and who meets quarterly with the President on issues of athletics. The board has the following duties:

- Suggest potential NCAA and RMAC legislation
- Advise the governance structure on matters of legislation, activities and subjects of interest
- Actively participate in the administrative process of athletics programs and the RMAC/NCAA

The CSU Pueblo Athletic Department also has a [Student Athlete Advisory Committee](#) made up of student athletes from all intercollegiate sports. This committee advises the athletic department on aspects of student athlete well-being, community service, and university issues.

## Sources

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- Catalog2016-2017
- Catalog2016-2017 (page number 48)
- Catalog2016-2017 (page number 52)
- CSU System Board Governance Policy 107
- CSU System\_BOG Bylaws Policies and Procedures 2013
- EMSA\_DS\_Office of Diversity & Inclusion Webpage
- EMSA\_DS\_Pack Guide 2016 (student handbook)
- EMSA\_DS\_ResidenceLifeHandbook
- EMSA\_DS\_Student Athlete-Handbook\_2015-16
- EMSA\_DS\_Student Code of Conduct
- EMSA\_REGIST\_FERPA Website
- FA\_HR\_Classified Employee Handbook
- FA\_HR\_ConflictOfInterestForm
- FA\_HR\_State of Colorado Employee Handbook Revised 2016 web
- FA\_HR\_WorkplaceAnswersWebsite
- FAC\_Academic Policies and Standard Board
- FAC\_Advising Handbook
- FAC\_CAPB\_Curriculum & Academic Policies website
- FAC\_Faculty Handbook CHAPTER 1 - Aug 2013
- FAC\_Faculty Handbook CHAPTER 1 - Aug 2013 (page number 29)
- FAC\_Faculty Senate Website
- PRES\_Athletics Board of Control Bylaws
- PRES\_Athletics Student-Athlete Advisory Committee
- PRES\_Strategic Plan 2015-2020

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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CSU-Pueblo communicates to students, faculty, staff, and the public in the following ways:

- The University [Catalog](#), Student Academic Planner, [Semester Notes](#), and other publications are updated annually and are available on the website.
- The entire CSU-Pueblo website was recently redesigned to facilitate better student access. An electronic campus Calendar of events is included.
- Higher Learning Commission accreditation and all relationships with special program accrediting bodies in programs such as Nursing, Engineering, Education, Business, and Social Work, are publicly disclosed on the [accreditation website](#).
- Extended Studies course information is provided on the Extended Studies [website](#).
- Faculty and staff information and credentials are posted in the University faculty and staff directory, in the Catalog, and on the University website.
- Open fora at [convocation](#) and other meetings are held to discuss the budget and academic endeavors; in particular, the Presidential Address involves an opportunity for faculty, staff and students to ask questions.
- Faculty Senate meeting minutes and those from faculty boards and committees are posted to the internal I:drive, available to all faculty and staff.
- Financial accountability reports are given each fall and spring semester at constituent meetings held by the President' cabinet. Information regarding budget recommendations is also presented at the [University Budget Board](#)(UBB) meetings which are open to the public. UBB meeting minutes are posted to the University's internal drive.
- CSU-Pueblo's budget process, [policies and procedures](#) are posted to the website. Budget information is also available on the [Budget Central](#) website.
- Institutional research data are available on the IR website and in the [Fact Book](#).
- The Center for Academic Enrichment provides academic advising for new and first-year students, as a fundamental way to discuss class requirements, credits, policies, etc.
- The Student [Pack Guide](#) and Student [Code of Conduct](#) are available from the Office of Student Affairs.
- Student handbooks for [Resident Life](#) and [Student Athletes](#) are available on the website.
- Faculty and professional advisors individually mentor students toward degree completion and post-graduation planning. [Transfer and Articulation](#) guides are available on the website.
- CSU System [Board of Governors meetings](#) are open to the general public.
- The External Affairs and Marketing department is responsible for ensuring the integrity of marketing, branding, and community relations for the university.
- CSU-Pueblo complies with public open records as required by law.
- CSU-Pueblo compiles and posts their annual [Clery Report](#) in a timely manner to comply with the all state and federal regulations and policies.
- The cost of attendance is outlined several different ways to students and the public, including the website for Financial Services, [Tuition and Fees](#) website, and the Office of [Student Financial Aid](#). Information regarding cost of attendance is also shared at new student

orientation which all new students are required to complete.

- Other charges such as mandatory student fees and differential tuition costs for programs and courses which are in higher demand are shared with students when the budgets are approved prior to attending classes in the fall semester. This other fees information is posted online at the [tuition and fees](#) website.

## Sources

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- ACAF\_Accreditation Webpage
- ACAF\_EXSTUD\_Extended Studies Home Website
- CSU\_System\_BOG Bylaws Policies and Procedures 2013
- EMSA\_DS\_Pack Guide 2016 (student handbook)
- EMSA\_DS\_ResidenceLifeHandbook
- EMSA\_DS\_Student Athlete-Handbook\_2015-16
- EMSA\_DS\_Student Code of Conduct
- EMSA\_REGIST\_2016-2017 Semester Notes
- EMSA\_REGIST\_Articulation Agreements webpage
- FA\_BUD\_BudgetGuidelines&Procedures-2016
- FA\_Budget Central website
- FA\_Clery-Report-2015
- FA\_Tuition and Fees Website
- FAC\_UBB\_University Budget Board roster
- IR\_2014-15 CDS FinancialAid
- IR\_Fact Book 2015
- PRES\_ConvocationProgramFall2015

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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#### 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Board of Governors is comprised of nine voting members, all of whom are appointed by the governor of Colorado and confirmed by the Colorado Senate. The Board also has six non-voting members who are comprised of faculty and students selected by constituents at each institution.

The CSU-System Board of Governors meets collectively six times throughout the course of the academic year, including four regular meetings and two retreats which sometimes include abbreviated meetings. Two annual meetings are held at CSU-Pueblo. The Board chair may call special meetings when three Board members send a request in writing. The Board also has various standing committees which hold their own separate meetings. Board agendas are required to be publicly posted five days prior to the meeting.

The Colorado State University System [Board of Governors](#) (Board) is responsible, by Colorado state statute, as the overall [governing body](#) for three separate institutions: Colorado State University-Pueblo (CSU-Pueblo), Colorado State University (CSU-Fort Collins), and Colorado State University-Global Campus (CSU-Global). Each institution is accredited independently by the HLC. The CSU System (System) website states:

*"It is the intent of the Board of Governors of the CSU System to foster development of... Colorado State University-Pueblo as identified in Colorado Revised Statute ' 23-31-107 et. seq. and 23-31.5-101 et. seq.*

*It is the intent of the Board to support the institutions in their development as separate and distinct institutions through planning and resource development.*

*It is the intent of the Board to maintain each institution's flexibility to address challenges and opportunities that arise as the institutions seek to fulfill their statutory missions."*

The Board of Governors is charged with working in conjunction with the System Chancellor to further the roles and missions of its three universities and to ensure campus leadership has the resources to be vital contributors to the economic development of the state. As one way to ensure



adequacy of resources, the Board recently approved a System reserve policy. As stated in System [Policy 205](#), "The purpose of maintaining reserves is to ensure the financial health and stability of each institution within the CSU System, as well as the CSU System as a whole, and to provide an additional measurement of the fiscal condition of the CSU System and its institutions."

As noted on the System website, the Board is committed to ensuring that the following four initiatives are underway on each campus: Ensuring Student Satisfaction and Success, Expanding Statewide Presence, Creating Financial Sustainability, and Transforming Colorado's Future.

## **2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.**

As noted in [Policy 103](#), "The Chancellor's Office and the General Counsel maintains a full and accurate record of the minutes of all Board and Committee meetings in accordance with the applicable law." The Board carefully considers internal and external constituents in its deliberations, as evidenced by the detailed Board materials presented at each meeting, including minutes of previous meetings. These documents, available on the Board website, include materials submitted by any parties (internal or external) to the Board for consideration, whether presented orally at open public comment scheduled during Board meetings, or in writing at any time.

## **3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.**

All decisions of the Board, Board Officers, System staff and the institutions must be made solely on the basis of a desire to promote the best interests of the System and its institutions. Although members of the Board may have allegiances to and associations with a particular System Institution and/or community, as well as other outside interests, their paramount fiduciary obligation is to serve the best interests of the Board and the System. (Bylaws, [Article IX](#)).

The Board along with the institutions and the System as a whole comply with the Colorado Open Records Act. This compliance ensures the transparency and accountability of the Board, System, and institutions. The Act strikes a balance between the statutory right of the public to inspect and copy public records and the administrative burdens that may be placed upon a governmental agency.

The Board has created a code of ethics in [Policy107](#), which guides the Board in their decision-making. The code includes the following:

- Serve the public with respect, concern, courtesy, and responsiveness;
- Do not use public office to bestow preferential treatment on family members, social acquaintances, and/or business associates;
- Do not disclose, use, or allow others to use confidential information acquired through State employment or service for private gain;
- Do not accept or allow any compensation – other than from established salary and benefits – gift, payment of expenses, or any other object of value 1) to bias or influence the faithful and impartial discharge of assigned duties and responsibilities, or 2) accept the same as a reward for official action(s) taken;

- With the exception of the Board Members, do not engage in outside employment without 1) disclosing it in accordance with established procedures and arranging to manage any and all actual, potential, or perceived conflicts of interest, and 2) certifying the absence of any interference with or interruption of assigned duties and responsibilities;
- Do not use State time, property, equipment, or resources for private purposes or gain;
- Do not knowingly engage in any activity or business creating an actual, potential, or perceived conflict of interest likely to undermine public confidence and trust in government without strict adherence to disclosure rules concerning conflict of interest;
- Support equal access and employment opportunities and value diversity in State government for all citizens of Colorado;
- To the extent applicable, all System Officers and government employees shall comply with the requirements of Article XXIX of the Colorado Constitution, "Ethics in Government" (See: Amendment 41, effective January 1, 2007).

The Board serves as the ultimate source of authority in the System, and the System Chancellor serves as the Chief Executive Officer. The Chancellor has been tasked with the day-to-day operations of the System, with each campus President serving as the day-to-day supervisor of their respective campus. [Policy 104](#) outlines the duties and responsibilities held by the Chancellor, including the following:

- Coordinates the development and implementation of a strategic plan for the System and its institutions;
- Acts as the public spokesperson and advocate for the System and the Board;
- Works collaboratively with the Board, System and campus personnel, and other public campuses and Systems in Colorado to plan and implement public and private initiatives to assure a) political, and financial support for the System and public higher education, and b) accomplishment of special public initiatives and goals;
- Oversees all governmental relations on behalf of the System, its constituent campuses and entities, to the Colorado State Legislature; U.S. Congress; and federal and state agencies;
- Plans and coordinates appropriate public relations activities – including media events, press conferences, talks or speeches, public service announcements, news releases, video clips – to raise public awareness of and enhance the image, and status of the System;
- Provides leadership for the periodic review of institutional programs, policies, and performance to fulfill the overall goal of achieving excellence in teaching, research, and service, presenting reports to the Board annually on progress, timely issues, policy and program direction, and environmental conditions;
- Assures highly collaborative relationships among the System campuses and entities to realize the most effective and efficient use of available resources.

#### **4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

The institution Presidents each serve as the Chief Executive Officers of their designated campus and as System Officers are appointed by the Board and report to the Chancellor; and fulfill attendant responsibilities defined in [Policy 105](#). From that policy, the Presidents provide "*visionary leadership fostering the development of the campus communities and the fulfillment of distinctive campus missions in teaching, research, and service, while assuring environments conducive to and supportive of robust intellectual interaction and exchange, creativity, diversity, civic engagement, and achievement.*"

The Board approves faculty (and other) handbooks. The CSU-Pueblo Faculty Handbook specifies the detailed oversight of academic matters at the University by the faculty. The Board has delegated authority for all faculty appointments to the President. As described in [Policy 100](#) the Board delegates certain authority to the President including all hiring except for senior administrators (and approval of the vice presidents, on approval of the President, is delegated to the Chancellor). Per [Policy 311](#), *"...The Board has approved policies and procedures concerning academic freedom and shared governance as incorporated into the Faculty and Student Handbooks on the System campuses...The Presidents have the authority and responsibility to implement those policies and procedures on their respective campuses as appropriate."*

As an example of Board commitment to campus academic development, [Policy 302](#) states *"Each campus maintains a robust academic planning process to assure well-vetted proposals for the Academic Affairs Committee, including new programs, major revisions, moratoria, and discontinuances."*

## Sources

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- CSU System Board Governance Policy 107
- CSU System Campus Presidents Policy 105
- CSU System Chancellor Policy 104
- CSU System Reserve Policy 205
- CSU System\_Academic Freedom Policy 311
- CSU System\_Academic Program Proposal Policy 302
- CSU System\_Board & Committee Minutes Policy 103
- CSU System\_Board of Governors website
- CSU System\_Board Policies & Procedures website
- CSU System\_BOG Bylaws Policies and Procedures 2013
- CSU System\_BOG Bylaws Policies and Procedures 2013 (page number 4)
- CSU System\_BOG Bylaws Policies and Procedures 2013 (page number 9)
- CSU System\_Policy & Procedures Manual Policy 100

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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CSU-Pueblo is indeed committed to freedom of expression and the pursuit of truth in teaching and learning, as stated on the Faculty Senate Academic Freedom and Tenure [website](#):

*“All true democracies depend for their existence on the principle that individuals have the right to freely express their ideas without fear of censure or reprisal. Nowhere is this principle more important than in a university, where the discussion, creation, and evaluation of ideas take place. Accordingly, the Colorado State University-Pueblo Faculty Senate endorses the principle of Academic Freedom”*

Academic freedom is embraced by the University as stated in the [Faculty Handbook](#). This further defines our commitment to Academic Freedom including the associated faculty rights and responsibilities. Faculty members are able to “discuss all relevant matters in the classroom and other academic settings” without censorship. Responsibilities include that “academic faculty are expected to follow professional standards for discourse and publication, to indicate when speaking on matters of public interest that they are not speaking on behalf of the institution, and to conduct themselves in a civil and professional manner consistent with the normal functioning of the University.”

Accordingly, faculty authored publications are not subject to review or censorship by the administration. Academic freedom is essential to unencumbered teaching and research at any higher education institution. Students benefit from academic freedom as well. It affords them the ability to study and research topics of their choosing and draw conclusions that are consistent with the results of their research.

CSU-Pueblo commitment to freedom of expression is evidenced in the [Catalog](#): “CSU-Pueblo is committed not just to valuing and respecting diversity, but also to respecting diverse viewpoints. CSU-Pueblo encourages members of the University community to engage in discussion, to exchange ideas and opinions, and to speak, write, and publish freely in accordance with the guarantees and limitations of our state and national constitutions. Faculty and students have not only a right, but also a responsibility, to examine critically the insights, understandings, values, issues, and concerns which have evolved in the various areas of human activity.”

The following guidelines from the [Library](#) provide further support for academic freedom: 1) The University Library is a catalyst for creative and intellectual activity, 2) The University Library promotes and preserves the intellectual capital of the university, and 3) The University Library affirms the principles of intellectual freedom embodied in the American Library Association's Bill of Rights, with some of the most relevant items including the following:

- In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
- Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft,

loss, mutilation, or normal wear and tear.

- Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library.
- Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

Faculty are encouraged and supported in their efforts to engage in scholarship, with several opportunities to facilitate and fund scholarship in which they choose to engage. Support for research and sponsored programs is available ([ORSP](#)) to coordinate proposal submission and grant implementation. [Internal funding](#) opportunities for faculty across all academic units include Faculty Development Grants, the Seed Grant Program (providing internal seed monies to support faculty in obtaining external funding), the Summer Undergrad Research Program, and the Institute of Cannabis Research. Faculty members also are eligible to apply for a [sabbatical](#) every seven years to support their scholarship.

Venues such as Faculty Senate meetings, convocation week meetings, and constituent meetings provide opportunities for open discussion of significant issues. For example, in 2015 CSU-Pueblo adopted an email digest for campus-wide communication. The associated [email policy](#) was initially perceived by some faculty as restrictive. This was discussed by faculty at two [Senate meetings](#) prior to approval of an amendment to the policy.

## Sources

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- ACAF\_LARCMissionWebsite
- ACAF\_LIB\_Library Mission Website
- ACAF\_ORSP\_Internal Grant Awards 2014-16
- ACAF\_ORSP\_Research & Sponsored Programs
- ACAF\_ORSP\_Resources website
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013 (page number 16)
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013 (page number 56)
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013 (page number 61)
- FAC\_Faculty Senate Website
- FAC\_Senate 2014 Minutes on Email Policy
- PRES\_Email & Electronic Mass Communication Policy
- PRES\_Strategic Plan 2015-2020

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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#### **1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.**

Colorado State University-Pueblo has several oversight boards and committees regarding certain types of research. The Institutional Research Board ([IRB](#)) which is comprised of faculty and community members, has the responsibility to oversee and review all research proposals as required by the policies and any external entities (funding agencies, clinics etc.) regarding the protection of human subjects. The chair of the IRB has completed the Collaborative Institutional Training Initiative (CITI) training. These policies ensure that all research involving human subjects is protected, following established practices. In the review and approval process, the IRB carefully considers any potential risks and ensures that consent has been obtained by those involved in the research and, every option has been implemented to protect their privacy. The Institutional Animal Care and Use Committee ([IACUC](#)) oversees research involving animals. The [Biosafety](#) committee addresses studies involving safety concerns depending on the type of research. No faculty member will commence research unless they have received approval by the IRB and/or appropriate committees.

The Provost's office ([ORSP](#)) offers online and face-to-face training for faculty in the area of Responsible Conduct of Research, as required by some funding agencies. Many of these policies are outlined in the Principal Investigators [PI manual](#) and our [policy on research misconduct](#) details processes used when it becomes necessary. Issues related to academic integrity including dishonesty, misconduct, and violation of the ethics of the academic profession are addressed in the [Faculty Handbook](#) including disciplinary sanctions.

#### **2. Students are offered guidance in the ethical use of information resources.**

The University [Library](#) provides students with instruction in identifying key library services; differentiating research tools to make informed decisions; constructing research strategies; applying criteria to evaluate information sources; and recognizing economic, legal and social issues. The University Library has faculty and staff available to assist students in any training that is necessary.

Course syllabi include a statement regarding academic dishonesty, as delineated in the Faculty Handbook [syllabus template](#).

### 3. The institution has and enforces policies on academic honesty and integrity.

The University Catalog and Student [Code of Conduct](#) address student academic conduct. They set forth programs and services that promote a positive and safe environment for student learning. Some departments have developed or are in the process of developing their own standards which align with the Student Code of Conduct.

The [Faculty Handbook](#) (2.5.2) states “Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit.”

The CSU-Pueblo catalog addresses the process for dealing with [academic dishonesty](#), including a list that details what would be considered academic dishonesty. The list although not an exhaustive one, covers many of the areas that faculty might deal with and the procedures that they should follow.

[Extended Studies](#) employs specific processes to ensure that academic honesty and integrity are maintained throughout all the different modalities by which courses are offered.

- **For all courses:** Academic integrity issues are handled first by the instructor, then referred to the Extended Studies office which sends them on to the Office of Student Affairs for student conduct assistance if necessary. Every syllabus includes the academic integrity policy from the catalog as well.
- **Correspondence Courses:** The student identity confirmation practices are specified in Extended Studies [policy](#), but generally the course content management system used by the University, Blackboard, is used for the unique user name and password and any correspondence course requires either a proctored exam which requires students to provide a photo ID or a series of written assignments designed to ensure the instructor can identify student’s writing style and the development of original written assignments. Proctored exams must be taken either at the proctor’s office, through a recognized testing center or public library, or through the virtual testing service, Proctor U.
- For students completing the work through paper based correspondence US mail is used in place of the user name and password. Paper based courses are limited to students who are incarcerated or live in areas in which they are able to demonstrate that commercial internet is not available.
- **Online courses:** A unique user name and password are used through Blackboard and all written assignments use the included SafeAssign technology for plagiarism checking. Courses with exams require proctoring under the same conditions listed above.
- **Dual Enrollment courses:** Identity confirmation is handled by the high schools through their regular practices. These students are taking face-to-face courses and enrolled in their high schools which require a significantly higher standard of identity confirmation than is required by higher education including a birth certificate, vaccination records, and registration for a unique state identifier. The CSU-Pueblo academic integrity policy is present in their syllabi and when academic integrity issues occur in courses offered for credit those are reported both to their high school and to the Extended Studies office and referred to student conduct. If the school and University determination of a violation of the academic integrity policies differ, grading consequences may be employed by either institution independent of the other. For example, if a student was found to have plagiarized a paper, and the instructor determined that an F be assigned for the course but the high school determines that it would only be an F in the assignment, the instructor’s decision for the F in the course would go forward to the campus department chair and if upheld would result in an F in the course on the CSU-Pueblo transcript.

## Sources

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- ACAF\_EXSTUD\_Extended Studies Home Website
- ACAF\_LIB\_Library Mission Website
- ACAF\_ORSP\_Compliance & Review Boards
- ACAF\_ORSP\_PolicyonScientificMisconduct
- ACAF\_ORSP\_Principal-Investigators-Manual
- ACAF\_ORSP\_Research & Sponsored Programs
- ACAF\_ORSP\_Resources website
- Catalog2016-2017
- Catalog2016-2017 (page number 48)
- EMSA\_DS\_Student Code of Conduct
- FAC\_HandbookAppendix-B-Syllabus-Template
- PRES\_Student verification & ID Policy



## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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CSU-Pueblo is committed to performing its activities ethically and transparently in compliance with local, state and federal laws and University policies and procedures. CSU-Pueblo continues to perform its business matters and expectations for ethical conduct within faculty, staff and students with accountability and has defined academic integrity and practices for colleges and departments transparently.

CSU-Pueblo understands that clarifying policy expectations for ethical and responsible conduct is a continuous process; therefore, addressing future conduct expectations of its students, faculty and staff are incorporated in the University Strategic Plan 2015-2020 and will be updated as needed.

CSU-Pueblo is committed to working with our Board of Governors, which acts ethically and works transparently in compliance with local, state and federal laws, and with University policies and procedures. The Board works proactively to make solid and sound decisions on behalf of CSU-Pueblo and works in conjunction with the CSU System Chancellor to further the role and mission of CSU-Pueblo and to ensure campus leadership has the resources to be vital contributors to the economic development of the state.

Academic freedom is embraced by the University. All faculty members enjoy this right and understand the responsibilities that come with this. Faculty members are able to discuss all relevant matters in the classroom and other academic settings without censorship. CSU-Pueblo supports faculty in pursuing research of their choice. In pursuing their research, the institution has appropriate oversight in place through the Office of Research and Sponsored Programs and our internal review boards.

### Sources

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*There are no sources.*

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Argument**

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Colorado State University-Pueblo is committed to quality teaching and learning, regardless of the discipline, the course modality, the site where the course is taught, or the faculty member teaching the course. Grounded in a broad liberal arts general education format, as a regional, comprehensive university and Hispanic Serving Institution (HSI), CSU-Pueblo prepares its graduates, both baccalaureate and graduate, for productive professional and personal lives.

In its mission statement, CSU-Pueblo identifies itself as a regional, comprehensive university offering high quality programs to undergraduate students with selected graduate programs also offered. High quality teaching and learning are the highest [priorities](#). Grounded in the liberal arts and sciences, both undergraduate and graduate students are exposed to classes taught by faculty members who are engaged in scholarly activities in order to stay current in their field. Part of the University's mission is to expand access to regional populations, particularly among diverse communities in southern Colorado. As an HSI, CSU-Pueblo emphasizes cultural pluralism and provides academic support programs for those in need.

CSU-Pueblo is a residential campus with many options for student housing and student life. Opportunities for students and faculty to collaborate in academic and extracurricular activities abound. Such interactions strengthen the commitment of students to completion of their degree, and demonstrate the depth of the commitment that faculty members have to the overall value-added education available at CSU-Pueblo.

The educational and extracurricular programs at CSU-Pueblo are driven by the University's [Strategic Plan](#), focused on ensuring student success and preparing students to be educated, ethical, responsible and engaged citizens. Major outcomes identified in this plan include: increasing full time enrollment, increasing first-time, full time student retention, and increasing the graduation rate and number of degrees awarded. The University participates in Guaranteed Transfer Pathways ([GT Pathways](#)), a Colorado statewide general education curriculum that facilitates transfer of common-competency courses between institutions. Goal One in the strategic plan is to provide excellent

academic programming and instruction that includes an assurance that students meet specified learning outcomes in their discipline and in general education, resulting in completion of a degree that prepares them for professional and academic success.

**1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.**

Expectations for student performance are explicitly identified in the Catalog for all undergraduate and graduate degrees, minors and certificates. Faculty design the curriculum and the University's Curriculum and Academic Programs Board (CAP Board) [reviews](#) all submitted courses and programs, to ensure the appropriateness of degree programs. Program reviews are conducted on an institutionalized five- to seven-year [cycle](#) whereby the currency of programs and curriculum is maintained by program faculty. External accrediting bodies shape the curriculum of accredited programs, and regular reviews by those bodies ensure current and appropriate level of content. As standard practice, benchmarks for student performance are chosen by faculty to meet current discipline expectations, whether the program is accredited or not. Assessment of attaining student learning outcomes (SLOs) is [reported](#) annually, including review of programmatic student learning outcomes.

In some cases, advisory boards assist in the development of benchmarks and in shaping the curriculum. For example, while Social Work was applying for a child welfare stipend for their bachelors degree (BSW) students, one external constituent suggested the required writing assessment was irrelevant because so much is done by computer program. A number of other constituents, however, insisted that writing is still critical and the written component was left intact. In fact, the social work program includes a required course in professional writing as a direct result of a number of years of consistent feedback obtained from agencies where students were placed in internships.

**2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

Distinct student learning goals for each undergraduate and graduate program, as well as for certificates and post-graduate programs appear in the college [Catalog](#). Course syllabi are housed on an internal "I" drive and are accessible to all faculty. Review of new course syllabi by the CAP Board includes the expectation for undergraduate and graduate performance to be specified clearly, even when the courses are "stacked." A course is considered stacked when both undergraduate and graduate students are in the classroom simultaneously, with expectations for undergraduate and graduate level performance clearly delineated in the [syllabi](#). The CAP Board also monitors the required presence of student learning outcomes on submitted syllabi, following the faculty handbook [syllabus template](#). Accredited programs have specified requirements for undergraduate and graduate education, so the program SLOs for those are distinct. The SLOs are assessed annually by every program and reports are available on the Assessment [website](#). When new courses or programs are submitted to the CAPB, a curriculum map is required, detailing each course's place in the curriculum with regard to the SLOs and the level of mastery of the SLOs within each course. See for example the [Art curriculum matrix](#).

**3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations.**

CSU-Pueblo strives to maintain consistent and rigorous instruction through focusing on the same course and program SLOs, regardless of mode of delivery or [delivery site](#). Accredited programs, such as [Social work](#), [Business](#), and Nursing, use common syllabi, regardless of site or modality. Common student learning outcomes appear in the syllabi as required by the Faculty Senate template and overseen by program [Chairs](#) and directors ([see HSB examples](#)), and assignments are linked to the SLOs. When courses are scheduled to be taught through [Extended Studies](#), a home department must approve the syllabi. In accredited programs offering courses at the Colorado Springs site, syllabi are provided to instructors; if assessment standards were to change, those changes would be reflected in the syllabi. CSU-Pueblo only recently began to offer a significant number of hybrid and online learning courses, and is working to put in place standardized best practices. The previously grant-funded RAGE program provided funds for faculty development in online and hybrid instruction. Faculty training continues with the new [Center for Teaching and Learning](#) (CTL) which is providing funds for faculty development of online and hybrid courses for programs interested in these modalities, and Extended Studies standardizes expectations for online and hybrid courses, offering workshops for faculty interested in developing courses for delivery using these methodologies. Decisions about format have been left primarily to each program to date, with some assistance from Institutional Technology through use of the standardized online presentation for courses supported by the Blackboard courses management system. We have mirrored some practices from CSU-Global, so there is an element of consistency from course to course and program to program. The Academic Policies and Standards [Board](#) has started discussions and will be defining university level best practices for hybrid and online within the next year.

For assessment purposes, in order to facilitate direct comparisons, some programs are moving to common assignments and common rubrics, but we have determined this may need to be further institutionalized. The assessment plan for each program is reviewed annually, updated as needed, and appears on the university's [Assessment web page](#). Student learning outcomes act to unify the multiple sections of one course, regardless of site, modality, or instructor. Controlling another variable that could affect outcomes, the number of students in the class, is mediated through the departmental process of capping courses at an optimal enrollment.

## Sources

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- ACAF\_Art Ceramics Curriculum Map Student Outcomes
- ACAF\_Assessment\_Reports\_Webpage
- ACAF\_Chair's manual
- ACAF\_CHASS\_SW 301 Prowriting CourseSyllabus - logan - CS
- ACAF\_CHASS\_SW 301 Syllabus ReillySandoval - Fall 2016
- ACAF\_CHASS\_SW\_Assessment\_SLOs\_BSW 2015
- ACAF\_CTL\_Center for Teaching & Learning Website
- ACAF\_EXSTUD\_Extended Studies Mission Website
- ACAF\_GENED\_GenEd curric from Catalog2016-2017
- ACAF\_GSB\_Stacked courseSyllabi
- ACAF\_HSB\_Sample Syllabi
- Catalog2016-2017
- Catalog2016-2017 (page number 15)
- CDHE\_GT\_Pathways\_Curriculum
- FAC\_Academic Policies and Standard Board
- FAC\_CAPB\_Program Review webpages
- FAC\_CAPB\_ProgramReviewSelfStudyTemplate2016

- FAC\_HandbookAppendix-B-Syllabus-Template
- PRES\_Strategic Plan 2015-2020
- PRES\_Strategic Plan 2015-2020 (page number 5)

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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#### **1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

CSU-Pueblo is a regional, comprehensive university serving a diverse student population. As such, a broad framework of general education is necessary to prepare graduates for both a career and to serve as informed citizens. The mission of the University includes offering degrees that are critical to this region, providing access to residents of this region, and providing quality instruction in the degree programs offered. The general education program, as a foundation to all degree programs, is designed to further the mission of the institution and to serve its students well.

CSU-Pueblo's general education program includes a commitment to the acquisition and integration of broad learning and skills that are central to its mission and appropriate to an undergraduate education. The framework used to develop the general education [curriculum](#) targets the whole person, including three central areas of arts and humanities, social sciences and natural and physical sciences. It focuses on students gaining knowledge and skills to attain the following student learning outcomes (SLOs):

- *Communication*: Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness.
- *Critical thinking*: Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts.
- *Diversity and social responsibility*: Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present.
- *Personal ethics and values*: Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others.

- *Quantitative reasoning*: Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems.
- *Scientific reasoning*: Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design.
- *Wellness and well-being*: Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices.

**2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

The General Education purpose, content, and intended learning outcomes are posted on the [website](#) and in the [Catalog](#). Faculty on the General Education Board developed the current program structure through extensive discussions in 2008-2009. Alignment with statewide GT Pathways curriculum was included in that work, and verified in 2012-13. The general education SLOs reflect a grounding in the philosophy of what is traditionally called a "well-rounded education." The SLOs for the general education courses help to bind the content together, ensuring quality instruction and rigor. They require knowledge, values or attitudes, and skills to be developed in courses within six categories which also align with GT Pathways:

- Written Communication
- Quantitative Reasoning
- Humanities
- History
- Social Sciences
- Natural and Physical Sciences

The intent of general education at CSU-Pueblo is to prepare students to be competent professionals in their discipline and to be healthy, active, and informed citizens. The philosophy emanates from our mission and diverse student population, in that we understand the necessity of exposing our students to a wide range of cultural, disciplinary, and academically rigorous courses. We offer choices within categories, but those choices are guided by an overarching framework that connects courses to their appropriate content area. The philosophy also encompasses the idea that the well-educated person should be able to discuss various topics with people from all walks of life with at least some level of content awareness, value-sensitive language, and with skills that maintain the person in the economy.

**3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.**

A review of the [Catalog](#) indicates that every degree program offered by CSU-Pueblo requires students to collect, analyze, and communicate information. Many research courses are listed as 292, 392, or 492 numbered courses. Programs sometimes have their own research methods courses, and these course numbers vary. There are mandatory and optional field experiences, capstones, projects, and thesis defenses that appear throughout the majors. In some areas, such as Foreign Languages,

expertise in speaking and writing is the expected outcome, and therefore mandatory experiences are listed. In Music and Art, recitals and exhibitions are required. All STEM programs require experimentation, data analysis and reporting. In Engineering, various projects are required, including in [robotics](#).

Several majors, such as Psychology, have a senior research symposium where undergraduate students present their original research. The University sponsors an annual campuswide student research [symposium](#) that is growing in significance. The College of Humanities and Social Sciences has housed a conference that previously was called Society for the Interdisciplinary Study of Social Imagery (SISSI) for many years. However, that conference which included much student research has been reworked with the intention of connecting CSU-Pueblo to the larger Pueblo community through research and creative endeavors. The renamed and revised conference, now called [SOCO](#) for southern Colorado, held its first event in April 2016. This was attended by more than 100 individuals and attracted approximately 60 presenters of peer-reviewed information. The keynote was attended by 150 people. The College of Science and Math also has an annual student research [symposium](#) for its undergraduate and graduate majors, some of whom also present at regional and national meetings. Library instruction on research is offered at key [milestones](#) in the curriculum, including ENG 101, ENG 102, research methods courses in the discipline, and for both capstone and graduate courses.

Graduate programs offered at CSU-Pueblo also contain coursework engaging students in collecting, analyzing, and communicating information. Some examples include graduate courses in Research (numbered 592 or 599), in Engineering such as EN 556 Design and Analysis of Experiments and EN 571 Operations Research, in Business such as BUSAD 545 Advanced Quantitative Analysis for Business and BUSAD 580 Research Methodology, and in Education such as ED 503 Teacher as Researcher.

#### **4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

CSU-Pueblo includes a Cross-Cultural (CC) requirement in its [general education framework](#). The CC requirement indicates our ongoing commitment to diverse populations, as expressed in our mission statement. This requirement is fulfilled through one of a number of courses with a cultural or human diversity component, and such courses were first proposed for this designation by faculty with appropriate supporting argument and evidence, and approved by the CAP Board. In addition, the University offers minors in Chicano Studies and Women's Studies, and courses within majors, such as Social Work, where one can find courses covering Aging, Chicanos, American Indians, Human Diversity, and Spirituality. Other majors, such as Political Science, offer courses in Human Diversity, Minority Politics in America, International Politics, and Peace Studies. Philosophy offers a course in Islam and Non-Western Religion. In addition, there are cultural components in Sociology, Anthropology, Foreign Languages, English, Psychology, Business, Nursing, Education, and other programs across the University.

The University has a number of special events highlighting diversity. As some recent examples, in November 2016, Dr. Cornell West was a guest speaker whose attendance was supported by the Center for Teaching and Learning ([CTL](#)) series and the United States Poet Laureate, Juan Felipe Herrera was a guest. Both of these guests provided opportunities for students, faculty, staff, and community members to interact. The CTL website includes a complete list of [sponsored events](#) and the attendance of faculty, staff, and community members. The University sponsors a cultural dance group, called Ballet Folklórico, which has been very successful in competition. A national folklórico competition



was held on CSU-Pueblo's campus in 2015-2016. Individual courses and/or departments have guest speakers, as well. Art secures visiting artists for weekend workshops, and most recently, had an artist from China teach traditional Chinese painting. Other guests have come from Romania, New York, and Chicago. The Music department was honored to host a guest musician from Italy and Teacher Education hosted ten scholars from China during the fall 2016 semester.

## **5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.**

Faculty members have the basic responsibility to engage in scholarly or creative activities in accordance with the accepted professional practices of their academic disciplines. This is described in the [Faculty Handbook](#), and further detailed in each college document for APR, promotion and tenure policies.

Independent study courses and special project courses act as vehicles for students to give extra time to an area of study. Undergraduates sometimes have publications on their resume by the time they leave the University. Faculty scholarly and creative activities are recorded annually through the Annual Performance Review, and showcased each year during the [Scholars' Reception](#), celebrating the works produced. [Internal grants](#) for faculty professional development, research and summer undergraduate student-faculty research are available on a competitive basis, and products from awarded grants are expected to be available for public scrutiny. The campus-wide student research symposium provides a venue for recognition of student research efforts.

Faculty Sabbaticals also have [expectations](#) regarding the dissemination of materials produced during the time spent on sabbatical. In addition, announcements of juried exhibits and performances and peer-reviewed presentations are collected during the annual review. There is a Faculty Senate advisory board to the Provost, the [Scholarly Activities Board](#), which helps to monitor the scholarly and creative activity across campus, as well as to recommend on the [disbursement](#) of internal research and professional development funds. In order to encourage increased scholarly and creative activity, the University is reviewing its standards for Annual Performance Reviews, and departments have been asked to revisit their standards.

## **Sources**

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- ACAF\_Assessment\_Reports\_Webpage
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- ACAF\_LIB\_Library classes-2010 to 2016
- ACAF\_ORSP\_Internal Grant Awards 2014-16
- ACAF\_ORSP\_Research & Sponsored Programs

- ACAF\_Scholars reception notice
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- FAC\_Faculty Handbook CHAPTER 1 - Aug 2013 (page number 25)
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013 (page number 38)
- FAC\_Faculty Handbook CHAPTER 2 - Aug 2013 (page number 58)
- PRES\_Strategic Plan 2015-2020

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

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#### **1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty.**

CSU-Pueblo has an adequate number of faculty to provide courses currently, but our Strategic Plan includes a goal to increase the percentage of courses taught by tenure-track faculty. Recent hires of tenure-track faculty align with this goal. Continuity of CSU-Pueblo faculty is remarkable, as evidenced by the [data](#) that details faculty by department for three academic years, 2013-2016. The number of years each faculty member has served at Pueblo is included, as is their degree. Of concern is the percent of courses taught by tenured and tenure-track faculty (42% in fall 2014, 39% in fall 2015) versus adjunct faculty, since the University has had some recent financial challenges and the decrease was also affected by the greater number of faculty on sabbatical leave in 2015.

Faculty in each program follow University policy, detailed in the [handbook](#) and Provost's [policy](#), in setting faculty credential requirements within their discipline. Exceptions to the academic credentials established as necessary for the program and level of instruction are developed by [department/program](#) and submitted with a rationale for approval to the Provost. Examples include the Music department where it is difficult to find a person with a masters degree to provide individual instruction to students. Exceptions to the masters degree requirement for undergraduate instruction include years of experience performing and teaching music and providing individual instruction. The exceptions are on file in the Provost's office. Supporting evidence for exceptions (justification) accompanies contracts, and the contracts are approved or denied in the Provost's office.

Program faculty participate in the assessment of student learning at the program or department level. Also, faculty members from all departments participate as one of two required faculty reviewers of each annual assessment report submitted by other programs, as defined in our [assessment process](#).

**2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.**

The [Faculty Handbook \(section 2.6\)](#) specifies the academic credentials for ranked full-time instructional staff. Expectations for appropriate terminal degree, number of graduate credit hours in lieu of degree for adjunct staff, and other expectations are detailed in policy found in the [Chairs manual](#). When faculty members are hired, their highest degree earned is noted so that consistency and integrity of the instructional standards are met. This process is maintained by the Office of the Provost and Human Resources. Official transcripts of all hires are kept on file in Human Resources. Faculty qualifications also appear in the [common data set](#). The Provost's office verifies the appropriate degree for hires, including adjuncts. Extended Studies uses the campus adjunct credential requirements (see [Chairs manual](#) and [college documents](#)) for hiring their faculty, and current curriculum vitae are included in the documentation of the hiring process so that appropriate credentials can be identified and confirmed by multiple people and at multiple stages during the hiring process.

**3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Tenured and tenure-track faculty undergo annual evaluation, called the Annual Performance Review (APR). All programs and departments have approved standards for APR which are reviewed and updated as needed. These performance standards guide the process, which also must align with the college-level standards and review standards in the [Faculty Handbook](#). Faculty are evaluated in the three main areas of teaching; research, scholarly and creative activity; and service. Department chairs conduct evaluations of faculty in their departments, the Dean reviews, and the Provost reviews and supports or offers another opinion. Faculty members provide evidence of their work in all three areas according to the standards' requests for evidence. The three areas are divided by percentage of time and effort. Overall ratings are figured via the guidelines in the Faculty Handbook and college documents. The Faculty Handbook specifies the standardized [APR form](#), the accompanying CV, and the process.

At this point in time, there is no mandatory campus-wide requirement to provide such annual evaluations for adjunct faculty or for visiting professors. Some departments have implemented such instructor evaluations, particularly for long term adjuncts in accredited programs, such as in [Music](#) and Nursing. Success in their implementation will be used to inform this effort in other programs. All faculty receive student feedback regarding their teaching through an electronic student [feedback process](#), supported by the [Faculty Handbook](#) which is available for every course taught at CSU-Pueblo, including Extended Studies offerings in Colorado Springs.

Student perception of teaching and learning provides one of the many measures of teaching activities to inform the APR. During APR process, concerns can be identified by the faculty member and the chair. Depending on the nature and severity of issues that are arising, the faculty member can work resolution or improvement into the required professional development plan. The department chair can add requirements, such as selecting workshops to attend, recommending videotaping, and seeking peer review of instruction. The CTL has provided such support for new and probational faculty.

The University has had extensive faculty discussions about the adequacy and effectiveness of its online student feedback, as compared to the previous paper and pencil feedback (which provided a

taxing administrative load). An ad hoc Faculty Senate committee reviewed the efficacy of this system for two years and recommended staying with the online system. A recommendation to review the questions selected or to use another electronic system was tabled due to financial constraints.

Tenure and promotion standards appear in the [Faculty Handbook \(section 2.8, section 2.10\)](#), and each college has its own standards, as does each program. Cumulative post-tenure reviews, including instructional evaluation, are conducted every five years. A Comprehensive Review is done if problems arise in any of the three primary areas of evaluation, including instruction.

#### **4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

The University assures the currency of its tenure-track and tenured faculty through the Annual Performance Review ([APRs](#)), as well as by supporting professional development through funds available from each college, the [Provost's office](#), and other sources. There are in-service opportunities during convocations and various training sessions held throughout the semester. The Center for Teaching and Learning ([CTL](#)) has become central in providing and supporting professional development [opportunities](#) for faculty, including supporting course development, seminar/conference/workshop attendance, and other opportunities for faculty development.

Adjunct faculty undergo the same process for credentialing as tenure-track hires. At this time, there is no institutionalized mechanism for evaluating adeptness in adjunct teaching, other than course (student) evaluations. Departments typically review other indicators of teaching-related performance such as course syllabi, exams, portfolios, peer evaluation, etc. as described in the [Faculty Handbook](#). Some departments or colleges provide professional development assistance to both tenure track and adjunct faculty, but in general, only tenured and tenure-track faculty can take advantage of monies offered through the Provost's office. As an example the College of Humanities and Social Sciences has a standardized application [process](#) twice per academic year for professional development funds which includes adjunct and visiting faculty. While not all applicants can be supported, in fall 2016 semester the sole adjunct instructor applicant was funded.

#### **5. Instructors are accessible for student inquiry.**

Full-time faculty must be available for student inquiries a minimum of five posted hours per week. Faculty members include them on syllabi, on their office doors, on BlackBoard, make them available through their administrative assistants, and some have them on their personal web pages. Part-time faculty also provide appropriate office hours in relation to the number of credits being taught. This practice is mandated by the [Faculty Handbook](#) and detailed in the [Adjunct Handbook](#). The number of students assigned to each advisor and the number of advising contacts per advisor vary with departments.

#### **6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.**

Qualifications, training and professional development of student support service staff is defined appropriately for each area.

- Enrollment Management and Student Affairs administrative professional staff members hold at least a bachelor's degree, with the majority of departmental directors holding master's degrees. Each department is encouraged annually to identify departmental funding for the ongoing professional development of personnel, with outside groups as most appropriate for their professional field.
- Academic advisors in the Center for Academic Excellence are required to have a Bachelor's degree and are trained upon hire. The Center and the University sponsor periodic professional development. Advisors attend department meetings regularly, where they are updated on changes to the advising process.
- Degree Audit Reporting System (DARS) training is provided twice per year for all academic advisors. During the academic year, there are ongoing professional development opportunities for individuals in support services positions. Each division assumes responsibilities for making sure its staff members are appropriately trained.
- Tutors in the Writing Room are given training each semester on the appropriate pedagogies surrounding writing tutoring. Lead tutors also attend the annual Colorado and Wyoming Writing Tutor conference. Writing Room and General Education Tutoring Center tutors are also trained upon hire by the Coordinator of the Writing Room/General Education Tutoring Center.
- Peer tutors for the Math Learning Center and Science Learning Center are screened in a variety of ways, including a minimum cumulative GPA, grade of B or better in the specific course, and a faculty letter of recommendation in the discipline area for which they intend to tutor. Tutors are provided regular training following the mandates of the College Reading and Learning Association (CRLA), the guiding organization for tutor certification at CSU-Pueblo.
- New Student Orientation CORE members are appointed by the Director of Student Engagement and Leadership based on their performance as an orientation leader. Orientation Leaders are selected through an online application process and interview assessment of involvement and interpersonal behaviors. CORE members receive extensive training and frequent feedback on performance, and student coordinators may attend the Association for Orientation, Transition, and Retention in Higher Education (NODA) National Conference.
- Resident Assistants (RAs) apply through an on-line application, meet GPA and conduct requirements, are recommended by faculty, staff and other Student Affairs professionals or current RAs, and are interviewed. Intensive 2-week fall training is provided, a refresher training before the spring Semester begins, and mandatory training throughout the year.

The University conducts annual required online training for [sexual harassment and discrimination](#). All individuals who provide any type of service to students, including students who are work-study, must complete this training as defined in our [policy](#).

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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#### 1. The institution provides student support services suited to the needs of its student populations.

CSU-Pueblo is a HSI, has a significant number of first generation, low-income students, and has a sizable veteran population. CSU-Pueblo offers student support through a variety of services geared to the needs of our diverse student body. Student Services are an integral part of CSU-Pueblo [organizational structure](#), with much under the direction of the Student Affairs Office. Activities of these entities are advertised in the campus-wide Email Digest, through posting of flyers, and through the digital screens placed across campus.

New students are welcomed and oriented to campus through a formal ThunderWolf New Student Orientation, either in person or online. During this process, students learn about the academic requirements of the University, meet other students, attend presentations on co-curricular activities, and become familiar with the campus and community. The [Center for Academic Enrichment](#) includes First Year Advisors, who develop relationships with first year students, familiarize them with campus offices and services, and assist them in registering for the appropriate courses. The students are connected to a major advisor during the second or third semester of their attendance.

[Tutoring support](#) is provided in a number of venues, including The Writing Room, the General Education Tutoring Center, the HSB Learning Center, CO-AMP Tutoring, the STEM Learning Center, and the Math Learning Center. [TRIO](#) Student Support Services is responsible for Upward Bound and Veterans Upward Bound. Students from migrant farm-working families are served through the College Assistance Migrant Program (CAMP). The [Career Center](#) assists students in exploring career options, writing resumes and finding professional employment. Services for our diverse student body are also detailed in component 1.C.2, including the Disability Resource and Support [Center](#) providing accommodations for students with documented disabilities and the [Office of Diversity and Inclusion](#).

Student Engagement and Leadership (SEAL) offers a variety of [experiences](#) to engage students in student leadership, including both individual and group opportunities. Fraternities and Sororities offer



further opportunities for involvement and leadership. A variety of student organizations, including academic groups, allow interaction among and between majors. The Associated Students' [Government](#) is the students' governing body, promoting active student engagement in directing positive changes for student life and the general welfare of students.

The Student Health Center provides [health services](#) and a confidential [Counseling Center](#). Student Housing provides a number of services, including meal plans. Student Recreation provides opportunities for students to participate in intramural sports, or use locker rooms, a lounge, a ropes course, swimming pool, rock climbing wall, a fitness center and dance studio. Outdoor Pursuits sponsors field trips, such as hiking, skiing, camping, snowboarding, rock climbing, and mountain biking.

The Office of Student Conduct works to create a campus community where respect for others, self, and the university is evidenced. This office also deals with charges of plagiarism and other violations of the [Student Code of Conduct](#).

**2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

Math and writing [placement](#) scores or standardized scores on national exams are used to direct students into the appropriate preparatory courses. We offer preparatory courses in English composition (ENG 099), English for language learners (ESL), Reading (RDG 099) and Mathematics (MATH 098 and MATH 099). Students cannot register for courses until they have the appropriate scores on placement exams or completed prerequisite courses on their transcripts.

All programs use some type of standard procedure for [advising students](#). No student can enroll in classes until they have met with an advisor. Additionally, all departments keep records for each student in the program, in order to track their academic progress. The Degree Audit Reporting System (DARS) is designed to assist advisors in providing accurate and timely information. Applied programs, such as nursing, teacher education, and business use advising techniques particularly applicable to their academic programs. For example, [teacher education](#) uses an electronic tracking program (Teacher Education Information Management System) that addresses the progress of their majors across university coursework aligned with state licensure requirements. The Hasan School of [Business](#) provides two professional advisors, one for undergraduates and one for masters students. Pre-nursing students are assigned a specific advisor, while masters degree Nursing students are advised by the graduate program advisor. Other graduate programs assign a faculty advisor to each student.

**3. The institution provides academic advising suited to its programs and the needs of its students.**

Advising protocol by advisors within the major department depends in part on the number of enrolled majors. For academic programs with large enrollments, students are assigned an advisor by either the program coordinator or the department chair. The advisor is responsible for maintaining a record of students' progress towards degree completion, with DARS as a fundamental tool in this process. Smaller programs tend to give students more flexibility in choosing an academic advisor after their

first year. Graduate students are provided access to individual advisors, and their plan of study is maintained through advising sheets. The Academic Advising Council consists of representative advisors from across campus and this group is responsible for reviewing advising activities, recommending and implementing new advising processes, providing advisor training and materials, and conducting annual student [advising surveys](#).

[Advising](#) students on electives or additional courses beyond the major requirements varies between departments and programs. Some applied academic programs tend to allow for few, if any, additional courses outside of the general education requirements because of the standards of the profession or career and the number of credits necessary to satisfy those standards. Advising on additional electives in these circumstances is tied to students' post-graduate goals. Some programs provide minors that are aimed at allowing students to explore post-graduate careers or courses that prepare them for graduate level work. For example, Music offers minors in music technology, composition/music theory, jazz studies, and organ performance studies. Sociology allows students to emphasize in criminology, and political science offers a minor in homeland security. Depending on the career aspirations of social work students, advice is provided on courses in Psychology and/or Sociology.

In addition to advising on additional courses, electives, or minors which students may take to further their goals, department and program advisors also address career concerns within the context of the major. Teacher Education faculty members are apprised of current trends in employment, the status of the job market, and pertinent state laws regarding teaching requirements. Math and Physics students can explore career options with advisors and faculty members, as well as through internships, the student clubs, social media, and e-mail postings. Many programs do likewise. The Chemistry curriculum is aligned with the standards of the American Chemical Society and offers students an ACS certificate. English majors can explore career opportunities through a course entitled "Careers for English Majors." Other programs such as Sociology, Psychology, History, and Political science rely on faculty members to stay current on job opportunities in their fields as well as offering internships that allow students to explore career options. In the Hasan School of Business, communicating career options and being aware of current job offerings is part of the responsibility of the professional advisors.

Students are made aware of the need to be advised through the Registrar's Office campus-wide email announcement, the student portal, announcements on the university homepage, flyers, the digital screens around campus, and the Email Digest. In addition, [Semester Notes](#) are posted annually, and the advising windows appear in that publication.

DARS training and advising workshops for advisors are provided during convocation sessions twice per year, at the beginning of each fall and spring semester. Full implementation of DARS for verification of undergraduate degree conferral involved a year-long study group working to address campus challenges. As a result, a number of changes were made in the screen presentation of DARS audits making it more reader- and user-friendly. In addition, DARS was used to streamline the advising/graduation contract process, which determines that students have completed all necessary requirements in order to graduate.

#### **4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.**

Information Technology Services (ITS) provides support services and assists faculty, staff, and students with using information technology. This unit maintains up-to-date information and resources

on their website, encourages faculty/staff/students to reuse training materials as self-teaching guides, and provides options for faculty to request or participate in customized training. Additional information can be found in the [ITS strategic plan](#), including its assessment data, on the [ITS webpage](#).

The University has a number of scientific and engineering laboratories including the College of Education, Engineering and Professional Studies' [engineering labs](#) and [robotics lab](#). The Soil/Concrete/Asphalt [Laboratory](#) permits students to perform a variety of experiments, which include ASTM soil, concrete, and asphalt tests. The GPS/Digitizing Computer Room has four dedicated personal computers and a large digitizing board. These computers are used to process Global Positioning System (GPS) satellite survey data, do automated surveying, and digitize topographic maps for earthwork computations. The Hydraulics and Fluid Flow Laboratory allows students to measure fluid flow through open channels and pipes and to observe the forces created by air flowing in a wind tunnel. The AutoCAD laboratory, with twenty-four regularly upgraded computers, is used for computer-aided architectural, civil, and mechanical drafting.

In the College of Science and Math, Biology has multiple laboratories, a greenhouse, and a biological museum. Greenhouse facilities are on-site and allow growth of plants at three different climates. This allows for student experience in our botany courses of both field plants and more exotic flora in the greenhouse, and it is also available for student research purposes. The biology laboratories are set up for basic and advanced applications of organismal, molecular and cellular biology.

[Chemistry](#) has state-of-the-art classrooms including a highly-used high-tech classroom equally suited for inspirational lectures or for individual work on the computers for molecular modeling or spreadsheet problems. Science faculty members have access to individual research laboratories with appropriate instrumentation. Students have opportunities to learn current analytical techniques that are used in modern industrial and academic settings under the guidance of faculty members.

In Nursing, there are a number of nursing education simulation and skills [labs](#), which provide an additional learning resource to meet program goals. Simulations of patient scenarios are incorporated into classroom and lab/clinical courses throughout all nursing programs offered at CSU-Pueblo. The lab is equipped with instructional videos and DVDs, a resource library, medical supplies and equipment, as well as practice manikins including VitaSim, SimMan, and SimMan 3G. The lab provides students with a realistic, simulated clinical environment to practice and demonstrate competency of selected nursing skills.

The College of Humanities and Social Sciences houses learning labs in several programs. In Mass Communications, an Apple Mac lab is available to students, for editing audio and video for the REV 89 radio station and the *Today Magazine* website, as well as student special projects. Art has an Apple Mac lab available to students. Music and Psychology also have teaching labs in their respective departments. Foreign Languages has the John L. Garcia Jr. Language Center for students. The new General Classroom Building includes state of the art facilities allowing for curricular innovations.

The CSU-Pueblo [Library](#) is the gathering place where the campus and community come together to interact, access information and ideas, learn, collaborate, and create. The Library's suite of services and information resources enables high quality teaching, learning, and research for students, faculty, and staff. Special events and collections promote cultural appreciation and lifelong learning throughout the campus and community. Access to 400,000 print and electronic resources and access to over 100 online databases and the university Archives and Special Collections are provided. The library houses the southern Colorado [Chicano artifacts collection](#). The library's services include print and online course reserves, borrowing materials from other libraries, teaching research skills, research consultations, multi-media workstations, laptops available for checkout, printing, photocopying and access to 3-D printing.

Our main Performance Space, the Hoag Recital Hall, seats 610 people and is a beautiful venue for performances of many kinds, press conferences, large business meetings, awards ceremonies, etc. Hoag Hall is one of the finest acoustically designed venues in the southern Colorado region. With customized lighting and sound available, Hoag Hall can accommodate a variety of needs.

Clinical Practice Sites are available for CSU-Pueblo students. CSU-Pueblo Nursing has clinical practice sites at Parkview Medical Center, St. Mary Corwin-Centura Health, ECEMS Childcare at CSU-Pueblo and District 60. The department of Social Work offers field placement opportunities at more than 70 agencies in Pueblo, Colorado Springs, and the surrounding regions. These programs maintain records of the clinical supervisor and the site, to allow improvement efforts in response to any identified issues. Accreditation standards for professional programs mandate such record-keeping, including the credentials of the supervisor and the licensure/membership of the site.

### **5. The institution provides to students guidance in the effective use of research and information resources.**

Development of research skills is integrated into the curriculum. Natural and Social sciences majors all have required courses that focus on research methods applicable to the discipline. This includes accepted methodologies in research design, data collection, and the use of analytical statistics. Every major and practically all minors incorporate at least one research and writing course in the curriculum, as evidenced by a review of the 2016-2017 University [Catalog](#). Library faculty provide all students assistance in the use of information resources either on an individual basis or through [course presentations](#) arranged by many instructors.

All departments and programs include in their curricula an independent study course (495) and many have research courses (292, 392, 492). These courses are designed to accommodate more in-depth research under the supervision of a faculty member. For some students, it is a way to explore career directions. For others, it is simply a way to further enhance their knowledge on a particular subject. Some programs include an elective course in field experiences (294, 494). This course generally requires a written research report that ties the experience to the subject matter of the discipline.

The University sponsors a number of symposia where students are encouraged to present their research findings, for students [campus-wide](#), in [humanities and social sciences](#), or in [science and mathematics](#). In addition, different departments and programs provide other opportunities for students to present their research findings. Teacher education requires all graduate students to present a research paper in a public seminar. The Foreign languages program requires all students doing field experience to do a public presentation. For the sciences including math, physics, biology and chemistry, students are encouraged to present research findings at the discipline's annual association conferences. History encourages its students to present at regional conferences as well as at university sponsored symposia. Hasan School of Business requires students to present at a number of conferences outside of the university, and encourages submission to journals for publication. Outside of independent study courses, Arts majors do not have required courses in research methods. However, all Arts majors, including in music, painting/photography, and pottery, do annual presentations of their creative activities, including gallery showings and instrument/voice recitals in music.

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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### **1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.**

As a regional comprehensive university, one of the primary aspects of our mission is to serve as an educational resource for diverse constituents in southern Colorado. CSU-Pueblo therefore provides an enriched educational environment that supplements and complements academic listings with a variety of co-curricular programs.

Sports teams, interest groups, student organizations, musical groups, and other activities such as visiting guest speakers and comedians all contribute to the development of students. Field trips to sites throughout Colorado help students better understand our state's diverse opportunities. Trips to sites such as art museums in Washington, D.C. and to Hull House in Chicago provide the opportunity for students to expand their horizons beyond Colorado. In addition, these activities allow them to meet people from other majors, other states, and other countries. Barriers may be broken and stereotypes dismantled through such interactions. Our emphasis on experiential learning, our HLC Quality Initiative, helps to provide greater dimension to classroom content. We also live in an ecologically diverse region, allowing great opportunity for multiple venues of student involvement: whitewater kayaking, rock climbing, mountain climbing, freshwater species study, and other such activities. Our campus has a very active community of learners through such venues.

Our residence halls offer living and learning communities for interested first-year students. These interest-based communities currently include student groups in Nursing, STEM majors, Outdoor Leadership, and Honors. Additionally, in the fall of 2017, the EDGE sophomore experience program will be launched ([strategic plan objective 4.4](#)).

Residence Life and Housing and Dining Services provide students with opportunities to develop leadership, communication, and management skills. In addition to helping students develop or improve their time management, accountability for their conduct, appreciation for diversity, and respect for themselves, others, and the university, on-campus job opportunities and activities keep residents safe and engaged. Students learn how to be positive community members within the residence halls, shared spaces, and throughout the campus community. Students learn valuable life skills regarding the availability of services and their own responsibility to obtain them, such as grocery shopping, buying postage and sending and receiving mail, access to health care, and the role of physical health and fitness in their overall well-being.

Social activities outside the classroom are posted throughout the year on the university website and on

the SEAL webpage, in [Career Center](#) opportunities, Outdoor Pursuits and Student Life events. The SEAL Office connects students through clubs and organizations on campus, including Orientation, Associated Students' Government, and fraternity/sorority life. The SEAL Office also connects students to these opportunities through [PackLink](#).

The [SEAL](#) program provides a Leadership Education and Development Program (LEAD), the annual Student Leadership Experience, and links to many other student [organizations](#) on campus. The LEAD Program's goal is to create leaders who are confident in themselves and their leadership ability and to provide an outlet for students to think bigger than themselves and make positive change at CSU-Pueblo, the community, and in their own lives. The Student Leadership Experience at CSU-Pueblo is an annual experiential leadership conference designed for current and emerging student leaders, to encourage them to keep learning to lead throughout their whole lives. The leadership experience is for advanced campus and community leaders as well as emerging leaders. The campus [Career Center](#) hosts a variety of career focused events and workshops throughout the year and internships are available to students through the internship coordinator in the Career Center or through an academic advisor.

The Alumni Association's purpose is to incorporate alumni into the transformation of the University and to involve them, in one way or another, with the school they once attended. They encourage alumni to continue their relationships with their alma mater as the [Alumni Association](#) strives to keep alumni informed, involved, and committed to the future success of the University.

## **2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.**

CSU-Pueblo is committed to assisting in the economic development of this region by networking with community partners who offer multiple student internship sites. We are involved in studying the infrastructure (roads, highways, bridges, etc.) that sustains travel, as well as investing time and other resources to understanding the needs of our region, including the influence and effects of legalized marijuana on the businesses, families, and individuals in this area.

A social impact study regarding cannabis is currently in development within the [Institute for Cannabis Research](#) at CSU-Pueblo. The Provost is coordinating a set of impact studies as part of initial efforts funded by \$50,000 in Pueblo County funding. Social and Economic Impact Study Team members will identify the most important areas of Pueblo's social landscape that have been or will be impacted by legal cannabis. Some areas that will be addressed include:

- Demography (any influxes or exodus due to legal cannabis)
- Poverty (Pueblo has been one of CO's poorest counties for years. Is legal cannabis intensifying or reducing poverty?)
- Education (Are kids staying in school longer, or dropping out sooner?)
- Jobs

The Social and Economic Impact Study Team will prepare a technical report of its findings 12-18 months after the areas of study are chosen.

We are conducting one transportation infrastructure research project with the Colorado Department of Transportation (CDOT) as defined in the notice-to-proceed [letter](#) and the [proposal](#). While funding was

not allocated for students, one undergraduate student is working as a volunteer to develop her Senior Year Project and acquire research skills. Another two CSU-Pueblo proposals are pending at the CDOT, with support for undergraduate student researchers included.

Research and community links are evident in multiple departments. Our nationally recognized radio station, Rev 89, is housed in our Mass Communications and Center for New Media department, provides students with broadcast experience as well as a link to the community. [Business courses](#) include experiential learning projects linking to the community. In the sciences studies of freshwater snails in local watersheds, and water and air pollution including heavy metals involve both faculty and students and benefit the people and businesses of this region.

We recently launched a competitive internship program with the Smithsonian Institution in Washington, D.C. Students must have a 3.0 GPA, letters of support, and provide a statement of purpose. In the first summer it was available, 2016, five CSU-Pueblo interns were at the Smithsonian, working in various capacities.

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## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Summary**

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Colorado State University-Pueblo is committed to quality teaching and learning, regardless of the discipline, the course modality, the site where the course is taught, or the faculty member teaching the course. Educational and extracurricular programs at CSU-Pueblo are driven by its strategic plan and focus on preparing students to be educated, ethical, responsible and engaged citizens. The general education program is committed to the acquisition and integration of broad learning and skills that are central to its mission and appropriate to an undergraduate education. Our graduate programs provide advanced studies for students' further achievement. Every degree program offered by CSU-Pueblo requires students to collect, analyze, and/or communicate information. Students' diverse needs are supported through a variety of services.

Our strategic plan includes a goal to increase the number of quality tenured faculty to provide courses and other learning opportunities for students. Faculty engagement at CSU-Pueblo is remarkable. Technological support and teaching and research facilities provide the support for our quality programs. This results in students gaining valuable experience in current analytical techniques, realistic simulated clinical experiences, and opportunities for communication of their accomplishments. We also network with community partners who offer multiple internship sites, and we are committed to assisting in the economic development of this region. As a regional comprehensive university, CSU-Pueblo provides an enriched educational environment that supplements and complements our academic listings, through a variety of co-curricular programs available to students.

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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#### 1. The institution maintains a practice of regular program reviews.

CSU-Pueblo completes comprehensive [reviews](#) of all academic major programs every [five to seven years](#), in alignment with Colorado Commission on Higher Education ([CCHE](#)) [statute](#) expectations. The program review process is defined in the Faculty Handbook and details of the review schedule, self-study and review process are maintained and updated annually by the University [Curriculum and Academic Policies Board \(CAPB\)](#). The CAPB recommends to the Faculty Senate and is charged with the development and implementation of policies and procedures for curriculum modification, academic program development and program review. It is comprised of faculty and staff representatives as specified in the [Faculty Handbook](#).

The purpose of our program review is to maintain and support academic departments in teaching and learning; research, professional and creative activity; and university service, community service and outreach. This is done through a meaningful [inquiry](#) into the program's purpose and its effectiveness in achieving that purpose. It ensures that the unit under review is afforded an opportunity to assess

and evaluate its program outcomes, resources, curriculum, faculty, staff, facilities, students, and alumni to collect quantitative and qualitative information that will enable the program, college/school, and university as a whole to maintain a continual plan of renewal and improvement. This assessment cycle for continual improvement was the focus of a restructuring of the self-study for reviews starting in 2011-12. [Annual updates](#) on program progress subsequent to program review action plans were recently added to the process in order to better document the ongoing actions taken in response to program review findings and recommendations. Some examples of program review related accomplishments are shown here.

<b>Program</b>	<b>Year of Program Review</b>	<b>Accomplishments in response to recommendations</b>
<b>Psychology</b>	2014	Hiring of new chairperson Increased offerings of core courses Psych 207 and Psych 209 Revised assessment plan
<b>Business - MBA</b>	2014	Online course offerings expanded, engaged new markets Increased available internships
<b>Business - BSBA</b>	2014	Some new faculty hires were made
<b>Music</b>	2011	Clarified competencies for majors, including site reading and arranging requirements Addressed building concerns Implemented formal adjunct faculty evaluation system
<b>Social Work</b>	2011	Established coordination with Extended Studies office Increased field sites and restructured offering of field courses for efficiency and to address increased demand Some new faculty hires were made
<b>Foreign Language</b>	2014	Textbooks were reviewed by all faculty New French lecturer was hired
<b>Exercise Science &amp; Health Promotion</b>	2013	Addition of Strength and Conditioning emphasis Improved data collection

Programs with external disciplinary [accreditation](#) align their campus program review cycle to their accreditation cycle whenever possible. Data is provided by the Office of Institutional Research and Analysis to all programs undergoing review, in a recently designed format (see [example](#)), to assure consistency and accuracy in reporting and evaluation. Program review and discussions, summaries and updates are used to inform the Provost and the President's cabinet decisions on budget and resource allocations as part of the [budget policy](#). For example, the Provost recently worked with one college Dean, recommending an alternate departmental allocation within the college of the available two tenure-track faculty lines based upon data collected. In addition, disciplinary accreditation requirements directly informed one recent faculty hiring decision.

Documentation from all program reviews is maintained in the campus internal I:drive [CAPB folders](#), as demonstrated by examples of the Biology program [self-study with external reviewer report](#), [dean's seminar panel report](#), and [annual update](#). Annual reports summarizing program reviews completed each year are sent to the CSU System Board of Governors. Centralized maintenance of program reviews and assessment reports has been identified by the CAPB and the Assistant Provost for Assessment, Student Learning and Effectiveness as an area for improvement. Under consideration are a variety of commercially available software for program review management in order to systematize and interconnect our academic program review and academic assessment reporting for better effectiveness.

CAPB also evaluates and recommends on creation of new academic programs. The following new academic programs were implemented since the last HLC reaffirmation of accreditation:

- Athletic Training B.S. (2009-10)
- Construction Management B.S. (2010-11)
- Engineering M.S. with specialization in Mechatronics (2012-13)
- Education M.Ed. (2007-08), and History M.A. (2009-10).
- The Applied Natural Science M.S. program was restructured to provide distinct M.S. degrees in Biology, Chemistry and Biochemistry (2010-11)

Ongoing planning at CSU-Pueblo has resulted in recent proposals for new programs including Bachelors in [Wildlife and Natural Resources](#), Bachelors in Early Childhood Education, Masters in Athletic Training, Masters in Social Work, and Doctorate of Nursing Practice. These new programs have been favorably considered for initiative funding by the CSU System Board of Governors.

The CSU-Pueblo General Education program is reviewed alongside academic discipline programs through the university cycle of student learning outcome assessment detailed in section 4.B.2. The General Education (Gen Ed) Board is charged with assessment of new general education courses and evaluation of progress in meeting Gen Ed student learning outcomes. Many of our general education courses as listed in the [catalog](#) are also part of the Colorado Guaranteed Transfer Pathways program of transfer ([gT Pathways](#)) between all public Colorado higher education institutions. Review of our Gen Ed program, which encompasses diverse disciplines, has been identified by the Gen Ed Board as a focus this year. A renewal of all general education courses is planned as the next step in the development of our Gen Ed program and to align our GT pathways courses with recent updates to the state content criteria and core competencies. This statewide GT Pathways course review will be implemented over a 3-year cycle and our institutional Gen Ed SLOs are planned to be re-evaluated during 2017-18.

**2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

CSU-Pueblo credits are verified by the faculty, approved by the CAPB and administered by the Registrar's office, with policies regarding credit detailed in the Catalog. CSU-Pueblo recognizes several credit-by-examination programs, and grants credit for various military experiences and college courses taken at other institutions as detailed in the Catalog. The University provides Institutional Transfer Guides aligned with the Community College System of Colorado along with following the Statewide Transfer [Articulation Agreements](#). Transfer credit policies are outlined in the University [Catalog](#) along with accreditation standards and information about transfer of grades. College credit is earned for appropriate scores in credit by exam programs and may count toward degree requirements, depending on the major program as defined in [Catalog Academic Policies](#) and in accordance with [state policies](#). CSU-Pueblo recognizes the following examination programs:

- Advanced Placement exams (AP)
- International Baccalaureate exams (IB)
- Military education and experience via Joint Service Transcripts (American Council on Education guidelines)
- College Level Exam Program (CLEP)
- U.S. Department of Defense's Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST)
- CSU-Pueblo Departmental challenge exams

Experiential learning for CSU-Pueblo students, including field experience and internship credit, is evaluated by discipline-specific faculty who assign student grades after verifying the experience rigor, content and performance. Credit for prior learning may be awarded by disciplinary faculty review based upon student-submitted documentation of appropriate knowledge, skills and competency requirements, which are stated in catalog policy and process for both [undergraduate](#) and [graduate](#) levels.

Experiential education (EE) was CSU-Pueblo's successful [Quality Initiative](#) designed to promote student learning and success across campus. This increased the visibility on campus of the high-impact practice of experiential learning. The campus developed [EE standards](#) for course designations and is engaging faculty input in applying these designations to specific courses. This was a major outcome of our HLC [quality initiative](#) and is detailed in the [Catalog](#). Ten fall 2016 courses were officially designated as EE and more are being approved for spring 2017.

**3. The institution has policies that assure the quality of the credit it accepts in transfer.**

CSU-Pueblo only directly accepts transfer credit from regionally accredited institutions. The university transfer policy was recently evaluated and updated for clarity. Students who have completed coursework at non-accredited institutions need to make a formal request to have those credits considered for transfer upon successful completion of one full-time semester. CSU-Pueblo posts its transfer policies on the Registrar's [webpage](#) and also in the [catalog](#). Students who disagree with their transfer evaluation may appeal the decision through an appeals process as it is outlined in the University Catalog. Students who are dissatisfied with the outcome of the university appeals process may also choose to [file a complaint](#) with the Colorado Department of Higher Education.

Students may apply up to 90 transfer credits towards an undergraduate degree, and graduate students may transfer up to 9 credits. The Registrar's office determines which credits are [transferable](#) for undergraduate students based on equivalencies determined by transfer counselors and approved by academic departments. Institutional [transfer guides](#) are published to inform students of degree-related transfer plans for Colorado institutions. These equivalencies are entered into a transfer library to ensure timely evaluation and equity in the awarding of credits for all students. The online Degree Audit Reporting System (DARS) allows programs to enter exceptions to courses, as well as having those exceptions approved by appropriate parties. Faculty in the discipline determine transferable courses for graduate students.

CSU-Pueblo also evaluates credits earned at recognized international universities. The University requires that international transcripts be evaluated using AACROEDGE and by campus staff trained in our [international transcript evaluation](#).

**4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualification for all its' programs, including dual credit programs.**

Course prerequisites are determined by the discipline faculty and approved through the Curriculum and Academic Policies Board (CAP Board) and [Faculty Senate](#). Placement for incoming students in some courses is determined by [ACT/SAT score requirements](#), through the use of Accuplacer exams and standard [required scores](#) or by foreign language skills placement evaluation. In anticipation of moving toward electronic verification of prerequisite completion before course registration, the Registrar directed all department chairs during 2014-2016 to re-evaluate and update the prerequisites stated in the Catalog for all courses.

Department faculty set and maintain the standards for course rigor and student learning expectations. Student Learning Outcomes (SLOs) for each major program are set by department faculty, published in the [Catalog](#), and incorporated into majors course syllabi where appropriate. University General Education SLOs are incorporated into the structure and syllabus for all general education courses, regardless of course format (extended studies, dual credit, online, etc). Colorado [GT Pathways](#) (guaranteed transfer) courses also incorporate the state competencies and SLOs for each content area. The SLOs and our assessment cycle are further delineated in sections 4.B.1 and 4.B.2. New course proposals are reviewed by CAP Board for adherence to university requirements and existing program SLOs, while meeting General Education requirements is reviewed by the [General Education Board](#).

Learning resources are available to all on-campus students, including concurrent enrollment high school students. Senior to Sophomore students work with their high school instructor to gain necessary support. Distance learning students have access to the same online writing lab, Blackboard or other Course Management System, phone and email assistance that all students may access from the campus support structure. Advising and [tutoring resources](#) available to students include the Center for Academic Enrichment, Science Learning Center, Math Learning Center, Gen Ed tutoring, Business tutoring, TRIO program, etc. Online math, physics and construction course tutoring is an embedded feature of our Construction Management online degree completion program.

Faculty credentials meet HLC requirements as they follow the Provost's policy found in the [chair's manual](#). Some colleges or departments maintain discipline-specific requirement [documents](#) for evaluation of faculty. Departments have protocols in place for adjunct faculty who may deviate from

expected degree credentials, specifying the tested experience requirement. Department chairs do initial vetting of credentials, and the Provost's office completes final verification, with documentation maintained in Human Resources.

Extended studies provides courses in correspondence, dual enrollment and non-credit formats. These courses use equivalent course [syllabi](#) to resident instruction courses, with the same student learning outcomes. The syllabi and instructors are vetted by discipline faculty and approved by department chairs according to established protocol. Dual enrollment is available in two formats for high school students, referred to as concurrent enrollment and Senior to Sophomore (STS). Concurrent enrollment involves high school students attending existing university courses on campus. STS instruction utilizes qualified instructors in the high school classroom to deliver university courses directly to students. These STS instructors and syllabi are vetted and approved by discipline faculty through a defined [process](#) with program specific requirements clearly defined on our [website](#).

##### **5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

CSU-Pueblo maintains current specialized disciplinary accreditation for eight academic programs through six accreditation agencies as posted on our [website](#) and found in our [summary](#) including:

- Engineering BSE
- Engineering BSIE
- Business BSBA
- Business MBA
- Teacher Education
- Music BA (with conditions)
- Nursing BSN (with conditions)
- Nursing MS
- Social Work BSW

CSU-Pueblo also maintains certification in two programs, Athletic Training and Chemistry. These [accreditations and certifications](#) help ascertain for students and the public the quality of our programs. Each of these programs regularly completes the required cycles of re-accreditation or re-certification, and these accreditation reports directly inform their institutional program review.

The most recent cycles of program [re-accreditation](#) have been successful, with specific questions or suggestions being addressed with the agencies. Letters of accreditation are maintained in the program and Provost's offices and accreditation status is referenced on the program and University [websites](#).

##### **6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes.**

Post-graduation outcomes are critical to assessing the success of CSU-Pueblo. Several fields of study offered at CSU-Pueblo require students to pass licensure exams prior to entering their profession. In order to practice in their field, baccalaureate students in nursing must pass the NCLEX exam; teacher education students must pass the Place or Praxis exam. In addition, graduates of the Athletic Training

program may take the Board of Certification, Inc. exam if they wish to become a certified athletic trainer. Pass rates for these exams are monitored by department faculty and are posted on the student outcomes [website](#).

In order to maintain up to date information, the Office of Alumni Relations receives data from the Office of the Registrar, which is migrated into the alumni database. In order to maintain accuracy of the information, alumni self-report various updates, the National Change of Address process is updated every 3 months to ensure mailing address accuracy and updates, and the Office of Alumni Relations receives updates from various sources (online, telephone calls, social media, etc.) regarding alumni information and updates. Departments also maintain their own tracking of alumni progress, which varies between departments and is included in their program reviews.

The University surveys students at multiple points to assess post-graduation plans regarding employment and admission into advanced degree programs. Students are questioned at graduation about job searches, job offers including salary and degree requirements in prospective employment, and acceptance into advanced degree programs. A 6-month post-graduate [survey](#) was implemented in Fall 2016 to gather initial post-graduation employment and continuing education pursuits. Lastly, graduates are surveyed at 5 years after graduation to assess employment, salaries, and ongoing education plans.

In comparisons with other institutions, the [Brookings Study](#) on employability of graduates rated CSU-Pueblo high in the occupational earnings power and mid-career earnings of the typical graduate.

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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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#### **1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

CSU-Pueblo is committed to continual improvement in student learning through regular assessment of the achievement of curricular and co-curricular learning goals. This is evidenced in the [strategic plan](#) initiatives and our [mission statement](#). CSU-Pueblo has focused effort on assessment to evaluate and improve student learning in undergraduate and masters programs. Assessment was an identified area for improvement during our last HLC accreditation cycle, which led to major efforts in structuring, evaluating, and revising assessment plans across campus. This included hiring an Assistant Provost for Assessment and revamping our assessment [process](#). The follow up [report to HLC in 2010](#) demonstrated our improvement trajectory in this area, which has continued since. Prior to 2011 the assessment efforts were documented through the PRISM database but it was found to be awkward and participation was uneven across campus. In 2011 the Assistant Provost for Assessment and the Institutional Effectiveness Committee assessment subgroup initiated the first iteration of our current [assessment process](#) which has been consistently applied and gradually improved.

*Clearly Stated Goals for Student Learning:* Each academic program, including majors and stand-alone minors plus general education, has defined its SLOs, mapped its curriculum to these outcomes, and developed an assessment plan with appropriate measures of their SLOs, including a timeline of assessment as shown in example plans from [Music](#), [Masters in Nursing](#) and [Mass Communications](#). These program assessment plans are used for annual assessment and revised by department faculty as needed for continual improvement. A major effort in 2015 and 2016 led to many programs reevaluating and updating assessment plans for the next 4+ years. These assessment plans (historical and current) for majors, stand-alone minors, certificate and general education programs are posted to the [Assessment website](#). The SLOs for each program are published in the [Catalog](#) and are included in course syllabi when applicable as required in the faculty handbook syllabus [template](#).

*Effective Processes for Assessment of Student Learning:* The methods and artifacts used for SLO assessment are delineated in each program's assessment plan. It is a decentralized model where each program is responsible for the appropriate assessment in their discipline. Each department completes the scheduled assessment annually, compiling a report that is then reviewed by campus faculty outside the program to generate feedback on progress and improvement. Some examples of assessment report feedback are shown in the table below. The Assistant Provost for Assessment, Student Learning and

Effectiveness then compiles the assessment reports and plans on our [website](#), forwards reviewer feedback to program chairs and directors, and meets with program faculty to discuss progress and future plans.

<i>Example Program</i>	<i>Feedback from reviewers of annual assessment report</i>
<i>Exercise Science Health Promotion and Recreation</i>	"I read with interest in your overall plan how you cycle through different SLOs yearly. I see how you have taken assessment from last year and implemented ideas (like collapsing two emphasis area) suggested from the advisory board. I also think your attentiveness to increasing supervisor participation in surveys will benefit your process."
<i>Construction Management</i>	"Concrete changes were made to the curriculum as a result of the assessment."
<i>English B.A.</i>	"Department indicates that it regularly seeks feedback from students and that it has made several operational and curricular changes in relationship to the feedback including adding an intro class for majors, changing advising practices and using DARS to increase consistency in advising."
<i>Spanish B.A.</i>	"As per the assessment plan, these outcomes are well utilized within the dept. and for program review. This department is truly dedicated to its work with students- even with attaining its outcome goals, faculty are considering new pedagogies to enhance instruction."

Student course evaluations, administered in an online format since 2008, are gathered at the end of each [course](#). These [evaluations](#) are primarily used by instructors for self-reflection and course improvement. Some departments use these as part of annual faculty performance evaluation or to guide appropriate mentoring in teaching strategies.

General education assessment and improvement is the responsibility of the General Education Board. The goals and assessment are stated in the General Education Assessment [plan](#). This university-wide assessment includes a cycle of nationally standardized and in-house measures of freshmen and seniors including the National Survey of Student Engagement ([NSSE](#)), Critical Thinking Assessment Test (CAT), Educational Testing Service (ETS) Proficiency Profile ([PP](#)) and an in-house wellness essay to inform our General Education board on achievement of student learning outcomes and engagement.

Assessment of general education student learning outcomes occurs continuously, is reported [annually](#), and revolves around a 4-year cycle, measuring different outcomes each year. General education assessment of critical thinking was conducted in 2009 and 2013, and the CAT results appear at the general education website. Comparison to national averages indicate that student scores improved between 2009 and 2013 and students in the College of Science and Mathematics scored above the 2013 national average. Other findings such as the ETS Proficiency Profile indicate strong comparison to the national average. Our overall scaled score for seniors in 2015 was at the national mean. The

Strategic Plan targets an increase in the percent of students demonstrating proficiency in general education assessment, as well as ensuring that all academic programs and administrative units review the results and the General Education Board uses results to encourage programmatic changes as a result of the review. The fact that we conduct such assessment of our general education SLOs indicates our intent to continuously review and modify our offerings as new courses are developed and as needs might change.

Co-curricular student learning outcomes include, but are not limited to, those stated by our Associated Students Government ([ASG](#)), [Student Affairs](#) office, [Office of Diversity and Inclusion](#), and Student Engagement and Leadership program ([SEAL](#)).

## **2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

CSU-Pueblo has implemented and maintains ongoing assessment of student learning. Assessment is an integral part of the efforts of the Assistant Provost and the recently restructured [Institutional Effectiveness Committee](#). An annual [assessment report](#) is submitted by each academic program; the report acts as a self-study of that year's assessment efforts and results. These reports are reviewed by two faculty peers from other disciplines to assess the progress of our programs, to make suggestions, and to help programs plan for improvements. A summary of comments is returned to the department to inform and advise discussions. Program assessment plans and reports for majors and minors as well as general education are available to all interested parties on the [assessment website](#). Program faculty then determine what adjustments to make in the curriculum, learning outcomes, or the assessment plan. Our assessment process cycle, completed over one year (July-June) is diagrammed in the assessment [handbook](#) and includes the following iterative steps:

1. Review and revise student learning outcomes as appropriate.
2. Align student learning outcomes and curriculum.
3. Identify assessment processes and techniques to measure student learning.
4. Collect information from multiple sources.
5. Compare evidence of student learning against program learning outcomes.
6. Evaluate results.
7. Make appropriate programmatic changes, evaluate assessment methods, and disseminate results. (Return to step 1.)

The Assistant Provost for Assessment assists faculty with plans and the assessment process, as well as serving as a liaison to Extended Studies and other campus entities. Fully integrating the assessment of alternate delivery programming (Senior to Sophomore, Extended Studies independent study, Tower site, hybrid, online, etc.) has been identified as an area for improvement. Academic programs will be asked to address this directly in 2017 revisions to assessment plans. The one program fully delivered by Extended Studies, Social Science, is assessed alongside the others and the new Construction Management online degree completion program is to be assessed with the on-campus program.

Assessment of the achievement of General Education student learning outcome includes use of the National Science Foundation Critical Thinking Assessment Test (CAT), the National Survey of Student Engagement ([NSSE](#)), Educational Testing Service (ETS) Proficiency [Profile](#), an in-house wellness essay, and a graduation survey to fully assess our [General Education SLOs](#) as defined in our Gen Ed assessment [plan](#) and posted in the Catalog. NSSE data show our students at similar engagement levels to our peer institutions.

CAT data on critical thinking shows our seniors are mostly near or above the national means.

<i>CAT mean</i>	<i>CSU-Pueblo mean 2009</i>	<i>National mean 2009</i>	<i>CSU-Pueblo mean 2013</i>	<i>National mean 2013</i>
University	16.58	not available	18.50	19.04
CEEPS	16.51	16.75	17.90	
CHASS	16.15	16.76	17.18	
CSM	19.87*	18.95	22.85*	
HSB	15.38	17.50	18.41	

ETS Proficiency Profile data for seniors shows similar results:

<i>Proficiency Profile</i>	<i>CSU-Pueblo mean 2011</i>	<i>National mean 2011</i>	<i>CSU-Pueblo mean 2015</i>	<i>National mean 2015</i>
Total	445.48	446.25	444.93	447.3
Critical thinking	111.98	112.53	111.60	112.4
Reading	119.26 *	118.72	118.48	118.7
Writing	113.97	114.51	114.71	114.8
Mathematics	114.12 *	113.64	112.88	114.4
Humanities	115.40	115.44	114.67	115.2
Social Science	114.66 *	114.26	113.34	114.0
Natural Science	115.57	115.84	115.57	115.9

\* = CSU-Pueblo mean higher than National mean

Co-curricular programs also assess achievement of student learning outcomes. This includes surveys

and other measures reported by many campus units including the [Center for Academic Enrichment](#) (and prior [First Year Program](#)), the [Academic Improvement Program](#), the [General Education Tutoring Center](#), the [Writing Room](#) and the [Career Center](#).

### **3. The institution uses the information gained from assessment to improve student learning.**

Department faculty are involved in reviewing assessment data and making changes to course structures or programs in response to findings. Some examples of changes to courses or programs include attempts by [Teacher Education](#) to improve training and support for supervising teachers, the creation of a required ethics course in [Social Work](#), a change in measurement of SLOs using rubrics reported by the Master of Science Industrial and Systems Engineering [degree program](#), restructuring of Biology curriculum to address concerns from student major field test mean scores.

The results of General Education assessment demonstrate our students are making progress in meeting the learning goals. The areas needing improvement are delineated in the General Education (Gen Ed) Board's summary [report](#). [Recent](#) Gen Ed Board work has included affirming our current SLOs and a plan to update our assessment plan, as well as to provide professional development for general education instructors. Critical thinking has been a particular focus in many departments and efforts have included our “year of critical thinking” professional development, and recent active learning [workshops](#) in the Center for Teaching and Learning (CTL). CAT and Proficiency Profile scores for seniors are still somewhat below national means and therefore we will continue to review our program and plan for improvement. The recent U.S. Department of Education Title V grant funding of our CTL has allowed us to respond to identified needs on campus and now supports [professional development](#) for faculty, including for improving General Education courses. Coordinated efforts between the CTL and the General Education Board are also aimed toward more implementation of online delivery of selected general education courses to improve student access and success and toward providing professional development for writing across the curriculum.

### **4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

Faculty from all departments are involved in the planning, curriculum mapping, assessment, reporting and reviewing. Each program uses the student learning outcomes and methods of assessment appropriate to their discipline, and explained in their assessment plan. Many programs use nationally-normed disciplinary measures (MFT exams, etc.) to assess achievement of SLOs. National measurement tools (NSSE, CAT, PP) are used for [general education assessment](#), accepted instruments and practices are employed, and our accredited and certified programs meet the assessment [requirements](#) of their discipline-specific bodies.

The Colorado Department of Higher Education (CDHE) has recently revised the [GT Pathways](#) core content and competency criteria to be measured by selected revised Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics to assess the Liberal Education and American Promise (LEAP) essential learning outcomes. This revision is being phased in over three years of GT Pathways course review. The CSU-Pueblo General Education Board has initiated an internal evaluation of the alignment of current general education courses with our institutional [General Education SLOs](#) during 2016-2018, including alignment with the state’s GT Pathways course content and core competency criteria where

appropriate. This internal review will start with Math and Composition, and continue in subsequent semesters with other disciplines (science, social science, humanities, etc.) until all institutional general education courses have been reviewed alongside the state review of GT Pathways courses. Our current general education SLOs [align](#) very well with the Colorado GT outcomes so they reflect the same efforts occurring at many higher education institutions.

Co-curricular programs align well to CAS (Council for the Advancement of Standards in Higher Education) standards for student learning outcomes and engage in planning and assessment for continual improvement in student learning.

## Sources

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- 1061 20110201 Progress Report - Report and Staff Analysis Form
- ACAF\_Accreditation Spreadsheet - Oct 2016
- ACAF\_Assessment handbook
- ACAF\_Assessment\_process\_&\_templates
- ACAF\_Assessment\_Reports\_Webpage
- ACAF\_CEEPS\_MSISE\_Assessment\_Report\_2016
- ACAF\_CEEPS\_MSN-Assessment-Plan-2014-2015
- ACAF\_CEEPS\_TeacherEdminor\_Assess\_Report\_2016
- ACAF\_Chair's\_manual
- ACAF\_CHASS\_Gen Ed Tutoring Assessment
- ACAF\_CHASS\_MCCNM-assessmentplan-June2012
- ACAF\_CHASS\_MUSIC-BA-2014-15-Assessment-Plan
- ACAF\_CHASS\_SocialWork\_AssessmentReport\_2016
- ACAF\_CHASS\_Writing Room Assessment
- ACAF\_CTL\_Center for Teaching & Learning Website
- ACAF\_CTL\_Running\_Event\_Log2016
- ACAF\_EXSTUD\_STSPROGRAMHandbook2015-16
- ACAF\_GENED\_Gen Ed Assessment Report 2016
- ACAF\_GENED\_Gen Ed Courses SLO and GT Pathways Map
- ACAF\_GENED\_Gen Ed Website & SLOs
- ACAF\_GENED\_GenEd Activities web
- ACAF\_GENED\_GenEd Assessment Plan 2012
- ACAF\_GENED\_NSSE14-Benchmark report
- ACAF\_GENED\_PP ScaledScoresSeniors2015
- ACAF\_Institutional Effectiveness Committee structure
- ACAF\_Student Feedback Aggregate Scores 2008-16
- ASG\_Website
- CDHE\_GT\_Pathways\_Curriculum
- EMSA\_CAE\_AIP Assesment Report 2014
- EMSA\_CAE\_First Year Programs assessment
- EMSA\_CAE\_FRESHMAN-AdvisingSurvey2016
- EMSA\_CAREER\_Center Surveys
- EMSA\_DS\_Office of Diversity & Inclusion Webpage
- EMSA\_DS\_SEAL website
- EMSA\_DS\_Student Affairs website
- FA\_BUD\_BudgetGuidelines&Procedures-2016
- FAC\_HandbookAppendix-B-Syllabus-Template

- PRES\_Graduate\_Success\_in\_Brookings\_study
- PRES\_HLC Progress Report 2010
- PRES\_Mission & Vision Website
- PRES\_Strategic Plan 2015-2020



## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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#### **1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

CSU-Pueblo is a data-informed institution that endorses student outcomes as the best measures of institutional performance. The [Strategic Plan](#) has four overarching goals that drive all other institutional objectives and use quantitative measures of student outcomes. They are (1) to increase enrollment to 4,470 by 2020, (2) to increase the first-time, full-time degree-seeking student retention rate to 68% by 2020, (3) to increase the number of degrees awarded to 820 in 2020, and (4) to increase the 6-year graduation rate to 36% by 2020. Examination of baseline measures was done prior to developing these goals so as to target reasonable yet meaningful improvements. Other factors critical to establishing goals appropriate to this institution were its regional access, housing availability, number and kind of majors and minors offered, and the structures set up to support students. Our student [population](#) includes a high percentage of Pell-eligible students (50%) and many first generation students (36%) or adult learners. In order to achieve these goals and remain consistent with the university's mission, the Strategic Plan identifies an additional 31 measures linked to specific initiatives. These initiatives offer a concrete pathway to improved outcomes, while still maintaining the university's identity as a regional comprehensive four year institution that offers affordable yet quality liberal arts and professional career-focused programs to a culturally and ethnically diverse study body. Elucidation of the goals and processes can be found in the [Strategic Plan](#). Recent [data](#) indicating our 2015 cohort retention has reached 66% supports our setting of ambitious goals.

#### **2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

Data collection of student information begins at the application process and continues during

enrollment through graduation and beyond. Data is gathered from official record sources, course enrollments and performance, and student self-report (e.g., race/ethnicity, first-generation students, engagement). Student retention, persistence, and program completion are primarily analyzed and reported by the Office of Institutional Research and Analysis (IR). IR compiles student data for official reporting to Integrated Postsecondary Education Data System (IPEDS) and the Colorado Commission on Higher Education (CCHE). These data files serve as the foundation for analyzing student outcomes, so that CSU-Pueblo can measure and report student outcomes consistently with other four-year public universities in Colorado and across the nation.

Retention, persistence, and graduation rates are available as dashboards on the CSU-Pueblo website. The retention and persistence [dashboard](#) and the graduation dashboard explore changes in rates over time. Additionally, the retention and persistence dashboard examines the re-enrollment by program and student characteristics. For example, retention rates are analyzed by gender, race/ethnicity, residency, participation in athletics, and college. This enables stakeholders to identify groups of students who may be a high risk for poor retention. As well, these dashboards incorporate an interactive component that enables users to define the retention or graduation cohort so they can explore return rates for a distinct group of students that may be of particular interest to them. Another dashboard reports the number, type (e.g., bachelor's or master's, by program major, by college), and student demographics of degrees conferred. Data regarding retention, persistence, and program completion is also available in the annual [Fact Book](#).

General Retention, persistence, and completion data are shared through the IR website, common data set, and Fact Book, and discussed in university leadership meetings, regular meetings with executives, CSU System Board of Governors annual reports, and committees for decision making. Program specific retention and graduation [data](#) have been requested regularly as an essential component to the five- to seven-year program review and department self-study. Executives and enrollment management relied on progressive tracking of new student retention during the enrollment period to evaluate the strategy and identify factors that help to improve retention rate. Retention and persistence data for various sub-cohorts were provided on-demand to consultants to review and formulate suggestions and solutions to improve retention and graduation.

### **3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.**

Teresa Farnum, retention consultant, was hired in 2012 to examine retention data and work with numerous groups of faculty and staff to analyze the data and develop goals and action [plans](#). Several retention initiatives were undertaken as a result of these [discussions](#). The most significant was the merger of First Year Programs and Student Academic Success programs into a [Center for Academic Enrichment](#) (CAE) which reports to the Vice President of Enrollment Management and Student Affairs. The CAE coordinates services for first year advising, developmental students and academic improvement plans. The work of this center has had a positive impact on students, as evidenced by improvements in student [retention](#) and student [advising survey](#) results. Other campus initiatives have included setting goals regarding orientation, classroom planning, customer service, financial aid, advising, coordination of services for developmental students, Supplemental Academic Instruction (SAI) in Math and English, and early alert usage among faculty. Faculty reporting of student challenge early in the semester through our early alert process has increased through these efforts. One major lesson learned from this consultant-managed approach was that faculty buy-in is stronger when the effort is an institutionally led effort. The Strategic Plan initiative was developed by CSU-Pueblo faculty and staff and there is a perception of a greater degree of acceptance and

engagement campus-wide in these strategic efforts.

Stronger linkages between first year advising and major program advising are in progress, utilizing a formal hand-off procedure so that as students transition to a major advisor, less anxiety is produced and a new support system via the major advisor is institutionalized. These type of linkages will be facilitated further by the grant-supported implementation of Starfish software for student success beginning in spring 2017. The structure for personnel access, workflows and academic progress checks have been designed. Campus data upload and workflow testing will follow prior to use. Other recommendations continue as points of discussion--for example, campus-wide requirement for a first-year student seminar course and assigning professional advisors beyond first-year students. Strategic Plan implementation seeks to address persistence rates through offering a planned sophomore experience program, which will be piloted in the fall of 2017. A focused effort here is expected to improve student persistence and graduation. In addition the campus retention committee is developing strategies aimed at improved retention and persistence (e.g. advising restructure, Starfish implementation, etc.) Finally, an example of the wide interest in retention includes a recent Faculty Senate meeting, which included representatives from the Strategic Planning Implementation team, the CTL and the retention committee discussing potential initiatives for faculty to become more involved in increasing retention and graduation rates.

In an effort to reach the 68% retention goal set by the Strategic Plan, the Center for Academic Enrichment (CAE) offered pre-advising workshops for first-year students, which consisted of group advising and informational sessions starting in 2015-16. The 2016 [IR report](#) on student retention revealed that the retention rate has increased already to 66%, which matches the highest percentage rate the institution has reported since 2000. CAE has also worked with the Registrar's Office to attempt a continuation of the previous Graduation Achievement Program (GAP) in an effort to increase graduation rates. In this effort, transcripts were analyzed to identify students who were close to graduating but had left the university. These students were then contacted and assisted when possible in navigating the most effective way to complete the missing credits. A few students were successfully graduated in this continuation, and then the formal effort was discontinued.

#### **4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.**

Our institution participates in collection of data for mandatory state and federal surveys designed to analyze student metrics such as retention, persistence, and graduation. CSU-Pueblo follows guidelines provided by consortia when participating in their surveys and complies with IPEDS definitions and Colorado Department of Education (CDHE) data definition. CSU-Pueblo also uses IPEDS and CDHE data files and definitions when analyzing student outcomes so that our outcomes are measured and reported in a comparable way to other four-year public universities in Colorado and across the nation. On the occasions that our institution expands its analysis of outcomes to examine populations not within the scope of IPEDS or CDHE cohorts or data definitions, a narrative accompanies the analysis so that terms and cohorts are clearly defined. For example, in pursuit of in-depth knowledge and strategies that are suitable to our institution, additional measurements are now employed to track student retention and progression with subgroups of students (e.g., males/females, minorities/non-minorities, residents/non-residents) and over longer periods of time (e.g., multi-year persistence rates vs. single-year retention rates).

## Sources

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- EMSA\_CAE\_CenterAcademicEnrichment website
- EMSA\_CAE\_FRESHMAN-AdvisingSurvey2016
- EMSA\_Farnum-Retention-Plan-2013
- EMSA\_Farnum-Retention-Report#10-2014
- IR\_2014-15 CDS FinancialAid
- IR\_Chemistry-Program-Review\_Data\_2016
- IR\_Fact Book 2015
- IR\_Five Year Retention Rates
- IR\_Retention & Persistence Dashboard
- IR\_Student Outcomes webpage
- PRES\_Strategic Plan 2015-2020

## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Summary**

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CSU-Pueblo maintains the quality of academic programs through regular program reviews, faculty oversight of course prerequisites and rigor, careful faculty evaluation of credit and transfers, and maintenance of the appropriate standard for credentials of all university faculty. Consistently maintaining specialized accreditation and certification in several programs provides external validation of the quality of our education. Surveys and reports on CSU-Pueblo graduates suggest they are well-prepared for employment, graduate and professional studies, and meaningful contributions to their community.

Annual assessment of student learning outcomes, followed by peer review and meaningful feedback, facilitates continual improvement in our academic programs. We have made significant strides in reporting and analyzing retention and persistence data which has led to actions including the restructuring of our Center for Academic Enrichment, coordinating efforts among multiple tutoring centers, and initiating the implementation of Starfish software to better support student success. Increased focus on assessment in our co-curricular programs is ongoing.

### **Sources**

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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#### **1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

CSU-Pueblo capitalizes on its fiscal, technological, physical, and human resources. The University strongly engages in continuous strategic and operational planning to maintain the alignment between resource allocation and the University's strategic goals.

*Fiscal:*

CSU-Pueblo has taken steps to acquire sufficient resources to support university operations. In FY 2015-16, the University finished with net assets of \$55,117,213, a 0.9 percent increase over the prior year. The university's assets have continuously increased in value since 2008 through capital construction of three residence halls, a soccer/lacrosse complex, and a general classroom building. CSU-Pueblo also received additional funds from the State for controlled maintenance projects. During the past five fiscal years, the university received \$56.4 million in funds to expand and improve facilities on the campus.

Project Description	Amount	Source

Upgrade HVAC, Nursing Program Wing, Technology Building	\$960,660 State Funds	<a href="#">SB 13-230</a> Page 248
Replace Roof, Art and Music Building	\$698,270 State Funds	<a href="#">SB 13-230</a> Page 248
General Classroom Building	\$16,179,939 State Funds	<a href="#">SB 13-230</a> Page 249
Install Campus Security Systems	\$998,351 State Funds	<a href="#">HB 14-1336</a> Page 257
Extend Bartley Boulevard	\$975,077 State Funds	<a href="#">SB 15-234</a> Page 261
Modular Data Center	\$1,864,800 State Funds	<a href="#">SB 15-234</a> Page 264
Technology Infrastructure Upgrade	\$1,826,475 State Funds	<a href="#">HB 16-1405</a> Page 268
Art & Lorraine Gonzales Soccer/Lacrosse Field	\$3,073,540 Donations	FY 2016 Financial Statements
Occhiato University Center	\$30,300,000 (Fees) plus \$4,956,480 (Donations) Debt service to be paid by student fees and donations.	<a href="#">CCHE Cash Project for OUC Renovation, July 25, 2013</a>

In FY 2016-17, the University submitted requests to the state of Colorado for an additional \$0.8 million for improvements to the existing data center and \$16.8 million for expansion and renovation of the Psychology building.

The University benefits from generous donations of the [CSU-Pueblo Foundation](#), an independent organization that invests donor funds on behalf of CSU-Pueblo to support long term growth. The total

invested assets of the CSU-Pueblo Foundation have grown from \$23 million in 2008 to \$34 million in 2015. In 2013, the Foundation embarked on a \$25 million campaign for resources to improve scholarships, to renovate the student center, and to support the athletic programs. The campaign concluded in August 2016 with total [contributions exceeding \\$28.4 million](#). A local charitable organization, Friends of Football, complements the efforts of the CSU-Pueblo Foundation, having raised approximately \$13 million from 2007 to 2009. A majority of the money went into construction of the Neta and Eddie DeRose ThunderBowl Stadium and a weight room for student athletes.

CSU-Pueblo had net reserves of \$54.6 million at the end of [FY 2014-15](#). The Education and General (E & G) fund balance for FY 2014-15 was a negative \$2.1 million. By the end of [FY 2015-16](#), the net reserves were \$58.4 million, with a negative E & G fund balance of only \$145,000.

Additionally, the CSU System has used its reserves to assist CSU-Pueblo with its operating budget. In February 2014, a one-time transfer of [\\$5 million](#) was approved by the CSU System Board of Governors. In June 2014, a loan of [\\$1.3 million](#) was approved for CSU-Pueblo faculty buy-outs (\$500,000) and to cover an anticipated operating deficit of \$820,000. In May 2016, the CSU System Board of Governors established a new [reserves policy](#) codifying how System reserves could be used. In December 2016, the Board approved a [resolution](#) to use System reserves to benefit CSU-Pueblo: (a) \$1.4 million for a transfer to CSU-Pueblo's Housing Fund; (b) \$1.3 million in system reserves to pay for the loan made in June 2014; and (c) \$50,000 for five new academic programs at CSU-Pueblo. The resolution also includes funds for expanding the partnership with CSU-Fort Collins on Kuali, the financial management system, to include development of a new student services information technology package, Kuali Student.

CSU-Pueblo's base resources include a total FY 2016-17 [operating budget of \\$82 million](#). The total includes: [Auxiliary funds](#), [Capital Construction funds](#), [E & G funds](#), and [Federal and State allocated funds](#).

University leadership maintains that CSU-Pueblo is positioned to be in a stronger financial position going forward. The [Composite Financial Index](#) has increased in each of the past three years [FY 13 = 1.18, FY 14 = 1.32, and FY 15 = 2.05 (excluding the impact of GASB 68)]. The University continues to evaluate strategic enrollment opportunities to increase enrollment and associated tuition revenues over the next few years. The University increased the tuition rate with the goal of increasing tuition revenue. In May 2016, the CSU System Board of Governors approved a [6 percent tuition increase for FY 2016-17](#) and eliminated tuition discounts for students taking between 13 and 18 credit hours per semester. Despite the tuition increase, CSU-Pueblo is committed to maintaining accessibility to southern Colorado's culturally and ethnically diverse student body. CSU-Pueblo's tuition remains competitive with other universities in the region, as illustrated below:

Institution Name	Full-time Tuition (\$)		Fees (\$)		Total (\$)	
	Resident	Non-resident	Resident	Non-resident	Resident	Non-resident
University of Colorado-Boulder	9,312	32,346	1,778	1,778	11,090	34,124



University of Colorado-Colorado Springs	7,980	20,850	1,448	1,448	9,428	22,298
University of Colorado-Denver	9,090	28,020	1,299	1,279	10,389	29,299
CSU-Fort Collins	8,300	25,010	2,257	2,257	10,557	27,267
<b>CSU-Pueblo</b>	<b>6,159</b>	<b>17,729</b>	<b>2,123</b>	<b>2,123</b>	<b>8,281</b>	<b>19,851</b>
University of Northern Colorado	6,372	17,958	1,794	1,794	8,166	19,752
Adams State University	5,448	15,960	3,126	3,126	8,574	19,086
Colorado Mesa University	7,185	18,540	823	823	8,008	19,363
Colorado School of Mines	15,225	32,700	2,128	2,128	17,353	34,828

\*[Source: Colorado Department of Higher Education. Tuition and Fee report 2015-16](#)

The [University Budget Board \(UBB\)](#) meets bi-weekly during the academic year to discuss the current and future budget, conduct program expenditure evaluations, and develop strategies to generate new sources of revenue. As part of the University's annual budget request process, the UBB will now review budget requests and makes recommendations to the President's cabinet for potential budget adjustments. The President's cabinet meets routinely to prepare budget materials for presentation to the CSU System Board of Governors, which approves the budget at its May meeting each year. The CSU System also governs the internal auditors who analyze university operations, and then report their findings to the CSU System Board of Governors.

Historically, salaries on campus have not consistently been adjusted each year. To address this, the President approved \$3,000 in base salary adjustments for all faculty and staff effective July 1, 2012. An additional [one-time salary increase](#) of \$1,090 (non-base building) was approved for faculty and administrative professional staff in December 2015. In 2012, CSU-Pueblo commissioned an [equity study](#) to examine the salaries for faculty and staff relative to peer institutions. The study was completed in June 2016. The President appointed a committee comprised of faculty and staff to review the study and to make recommendations regarding the implementation of the resulting study results. The study identified a potential need of approximately \$3.75 million. The results of the study were presented at two [stakeholder meetings](#) in the summer of 2016 and during convocation, the week before classes began in the fall 2016 semester. Additionally, the study results were [presented to the CSU System Board of Governors](#) at its October 2016 meeting.

The President approved a one percent cost of living adjustment for all non-classified employees, as

well as a \$50,000 base salary equity adjustment shared among those identified through the study beginning January 1, 2017. As funds become available each year, the University plans to implement the salary equity recommendations. In July 2017, an additional \$100,000 is planned. If enrollment figures exceed expectations, the additional revenue will be allocated for this purpose.

*Human Resources*

University staffing is continuously reviewed and adjusted as necessary in response to changing staffing needs in faculty and other areas. Requests for additional staffing and requests to fill vacancies receive careful evaluation at the President's cabinet level. As of April 1, 2016, the CSU-Pueblo payroll consisted of 817 employees.

Employee Type	Number of Employees
Faculty*	412
Admin Professional	244
Classified Employees	119
Non Student Hourly	42
<b>Total</b>	<b>817</b>

\*This figure includes 192 full-time faculty.

Faculty are comprised of assistant, associate and full professors, adjunct professors, lecturers, graduate assistants, visiting faculty, and other titles. Classified employees are comprised of facilities maintenance staff, office and program support staff, and a variety of other occupations. Administrative professional employees are comprised of a variety of professional staff, supervisors, managers, and other administrative employees. Included in the numbers above are 25 Information Technology staff, 19 building/equipment maintenance and physical plant management staff, and 28 custodial and grounds maintenance staff. Staffing numbers rise and fall seasonally, and with changes in enrollment and financial resources from year to year.

CSU-Pueblo has policies and procedures to adequately support the hiring, retention, performance management, and compensation of staff to meet the University's needs. The Human Resources policies governing these matters derive from the [State of Colorado State Personnel System](#), State of Colorado statutes, the University's [Human Resources policies and procedures](#), [the Administrative Professional Handbook](#), and the [Faculty Handbook](#). CSU-Pueblo complies with all applicable federal and state laws that regulate employment relationships. The University maintains a work environment that is free of illegal discrimination. All programs follow University policies and procedures, including Human Resources policies, irrespective of the service location.

*Physical Resources*

CSU-Pueblo continues to update its physical resources to provide an enriching academic environment. The University has a well-developed technological infrastructure to fully support the academic and administrative functions, as the nature of those services continues to evolve.

Over the past decade, the University has continuously reviewed the facility and infrastructure needs for the campus. Through a collaborative effort of faculty, staff, and students, CSU-Pueblo updated the

[Campus Master Plan](#) in 2013. In accordance with the Master Plan, the University constructed a new General Classroom Building in the academic sector of the campus and a new soccer/lacrosse complex in the athletic sector of the campus. The new General Classroom Building contains technologically advanced “smart” classrooms and labs that enhance the learning environment and it is currently on track for LEED (Leadership in Energy and Environmental Design) Platinum rating.

### *Capital Construction*

The CSU-Pueblo Strategic Plan objectives reference attracting and retaining high quality, motivated students, faculty, and staff with modern campus facilities, which is supported by the construction of these new facilities. In 2015, the University hired a Design/Build team to start the renovation of the Occhiato University Center. The renovation includes updated, dynamic student spaces, residential and retail dining, and the University Ballroom. The project also provides dedicated student spaces that create a separation of student-use areas from on-going community functions. Phasing of the project will allow residential dining to continue without interruption during construction.

CSU-Pueblo recognizes additional investments need to be made on the campus. Accordingly, additional funds have been requested for renovations to existing educational buildings. A [\\$16.8 million](#) renovation and expansion of the Psychology Building is the CSU System’s top priority for requested state funding in FY 2017-18.

In addition to developing new facilities to meet the changing needs of students and faculty, the University has a responsibility to maintain existing building assets. CSU-Pueblo has 23 buildings on 279 acres. The University’s building square footage has increased from 937,766 square feet in 2005 to 1,452,835 square feet as of Fall 2016. This reflects an increase of 55 percent in building space. In keeping with Strategic Plan goals, new residence halls were completed in Fall 2009 and Fall 2010, and a new Student Recreation Center in Summer 2008 to enhance the students' experiences on campus and as an enrollment initiative. To improve classroom delivery, the new General Classroom was built to provide technologically advanced instructional spaces and classrooms.

In March 2016, the President established a [space utilization committee](#) to oversee the allocation of space on campus. This committee [meets as necessary](#) to make determinations about requests to move programs and to utilize space on campus. The committee relies upon an online request form that is available from the CSU-Pueblo Space Utilization Committee [website](#).

### *Capital Construction and Controlled Maintenance Requests*

Each year, CSU-Pueblo prepares and submits Capital Construction and Controlled Maintenance requests to the State for funding. The General Classroom Building and the Library and Academic Resource Center (LARC) renovation were funded through Colorado state Capital Construction monies. Construction of the recreation center and residence halls were funded by Auxiliary monies. Controlled Maintenance requests are compiled for all State agencies and ranked according to importance, with safety being the primary concern.

With every campus renovation or new construction project, the Office of Facilities Management recognizes the need for additional staffing, utilities, and operating funds, and prepares accordingly by requesting funds to manage and maintain the facilities. Such budget requests rely upon the current university square foot expenses and industry standards to develop a baseline. In the instance where budgetary funds are not available, Facilities Management’s service level is adjusted until funding is available.

*Physical Plant*

For the past 10 years, the Facilities Department has utilized the Computerized Maintenance Management System (CMMS) to track maintenance needs and ensure the building systems are functioning properly. The Facilities Department has utilized the CMMS to create a preventive maintenance program with scheduled tasks to monitor the equipment and extend its useful life.

In order to benchmark operations and maintenance services provided to the campus, the Facilities Department utilizes data provided by the Association of Physical Plant Administrators (APPA). Annually, CSU-Pueblo takes part in the APPA survey relating to university operations and maintenance costs. The resulting data allows for an [analysis](#) of university square foot costs and labor hours as compared to other universities. CSU-Pueblo's facility costs are significantly lower than the national averages.

	<b>CSU-Pueblo (\$)</b>	<b>Other Universities (\$)</b>
Facilities Administration (\$/SF)	0.30	0.55
Custodial (\$/SF)	0.78	1.43
Maintenance (\$/SF)	0.93	1.72
Utilities (\$/SF)	2.17	2.46
Grounds (\$/Acre)	2616	5497
Campus Security (\$/SF)	0.69	0.80

*Technology Resource Support*

CSU-Pueblo's Information Technology (IT) resources are centrally managed and provide on-demand technology-based services and systems.

CSU-Pueblo's IT infrastructure consists of a variety of information, computing, and telecommunication systems designed to meet the needs of a complex higher education institution. The administrative and academic systems employ web-delivered solutions that make important information more readily available and improve access to the university's information resources. This level of service requires systems to be built using high reliability and redundant techniques. CSU-Pueblo is committed to providing such "always on" services. To this end, IT created the [Information Technology Strategic Plan and Review for FY 2013-2018](#), which reflects the mission of the University.

The University is currently contracted with Blackboard for its content management system. In FY 2016-17, other learning management systems are being evaluated by the [IT Board](#), which includes faculty so as to better understand and support their instructional needs. Blackboard is supported by CSU-Pueblo's IT and network operations.

*IT Funding*

The Information Technology division is funded through E & G funds (\$1.7 million/year) and mandatory student technology fees (\$0.7 million/year). The division has not grown in recent years, although costs to maintain the system have increased. Student fees were increased in 2015 and future budgets are being built to address these issues. In order to provide high quality support for its constituents, the IT division should grow over time. Such growth is based on an increase in

enrollment and in E & G and technology fee funds. Should these funds become available, the goal is to increase IT staffing by three full-time equivalent positions by completing budget requests pursuant to the policies and procedures described in the information provided in 5.C.1.

#### *IT Recent Initiatives*

1. In 2015, the institution received [\\$1.8 million](#) in state capital construction funds for a modular data center and to upgrade the wireless and wired network infrastructure. In 2016, CSU-Pueblo requested an additional [\\$3.9 million](#) and received \$1.8 million for network security devices and upgrades to technology to be used in the classroom. In 2017, CSU-Pueblo is requesting an additional \$0.8 million.
2. CSU-Pueblo recently increased the external network capacity fourfold by moving from the Southern Colorado Optical Network to the Bi-state Optical Network. This transition was accomplished through a partnership with the National Center for Atmospheric Research in Boulder, the University of Colorado-Colorado Springs, and Colorado College.
3. In 2015, the IT division moved the campus residence halls and University Village housing area off the campus network to commercial internet service, reducing the overall cost of internet by 80 percent—from \$65,000 to a \$13,500 per year. This also substantially reduced the amount of traffic on the campus network and improved network stability.
4. The recently completed General Classroom Building has allowed the campus to benefit from many of the latest classroom and wireless technologies. The renovation and expansion of the Occhiato University Center will include the latest presentation and wireless technologies over the next year. In FY 2014-15, the new soccer/lacrosse complex was equipped with both wired and wireless technology. The Hasan School of Business and the Technology Building have received upgrades to replace technology that was more than ten years old.
5. Over the last two years, a redundant Compellent (Dell) Storage system was purchased as well as a replacement firewall for the outdated firewall, new servers, and a solid state backup system to replace the tape backup system. This investment ensures ten years of storage stability and the ability to scale easily and inexpensively to meet future campus needs. Financing was accomplished with 0 percent interest. Going forward, the proliferation of a “bring your own device” (BYOD) environment will bypass support efficiencies gained through standardization and result in more expensive support services.
6. The campus website was migrated to the more modern platform Cascade in FY 2015. The website itself is being enhanced with the assistance of a third party, Beacon Technologies. A committee of campus stakeholders has assisted in the development of the new website.

#### *IT Future Challenges and Initiatives*

1. Smart mobile devices, including Blackberries, Androids, iPhones, iPads, and other tablets are becoming the means by which many employees and students are accessing their email, browsing the Internet, and communicating with others. It has been a challenge to support the multitude of devices.
2. The current campus enterprise reporting platform, Administrative Information System (AIS), will continue to be maintained to meet the needs of the campus community. However, to improve and take advantage of shared efficiencies, it will be replaced in phases over the next five years. Through collaboration with CSU-Fort Collins, the CSU System will be migrated to [Kuali](#) Student, an education-based platform in development.

**2. The institution’s resource allocation process ensures that its educational purposes are not**

**adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.**

CSU-Pueblo's resource allocation process does not disburse any elective revenues to any superordinate entities, nor does it generate revenue for other entities outside of the university. The university's expenses for superordinate entities are limited to statewide indirect cost recoveries for the State of Colorado and required payments in support of CSU-Pueblo's share of the costs to operate the CSU System Office.

CSU-Pueblo, a public, non-profit, state university, is governed by the CSU System Board of Governors. All revenues are allocated to maximize the highest priorities of achieving the institution's role and mission. In doing so, the Division of Finance and Administration contributes and communicates as an equal partner with the academic and student campus constituencies in the shared governance of the university. One campus partner in fiscal planning and prioritizing is the [University Budget Board \(UBB\)](#), whose composition and purpose are detailed in the [Faculty Handbook](#). The UBB is comprised of representatives from faculty, students, administrative professional staff, and classified staff, and was established to provide recommendations to the President's cabinet regarding fiscal planning and prioritization of programs.

CSU-Pueblo also has auxiliaries and other cash-funded operations that are managed as enterprises. They are self-funded through charged services and user charges that generate their own revenue; therefore, these enterprises are afforded the ability to utilize the revenue on various projects, such as capital construction projects that are not otherwise funded by the State General Fund. Auxiliary functions on the CSU-Pueblo campus include the Auxiliary Services Division, which provides dining and vending services, rental space, housing and childcare facilities, coordinates conference arrangements, and manages the Occhiato University Center, including the CSU-Pueblo bookstore, and manages campus parking operations and ID cards. Other cash-funded operations include Residence Life and Housing, the Center for Academic Enrichment, Extended Studies, the copy center and grant-funded operations. Student fee-funded areas are also cash-funded and include the Student Health Center, the Student Recreation Center, Student Affairs, and Technology Fee and Facility Fee fund areas.

Auxiliaries operations support the infrastructure of CSU-Pueblo. Projects funded by auxiliaries are approved with the objective to provide an atmosphere for students and campus stakeholders to encourage community utilization of the facilities. The CSU System Board of Governors has the final authority to approve the enterprise budget and revenue generating fees each year as stated in the [Auxiliary Services Mission Statement](#).

Decisions to reduce budgets are made to minimize the potential impact to the CSU-Pueblo academic mission. The University has prioritized making administrative reductions versus reductions to the academic units. The President and the President's cabinet seek input from the University Budget Board regarding budget reductions.

**3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

The University's mission and vision statements are the basis for the Strategic Plan, which focuses on excellence and setting the standards through leadership and commitment to diversity. The University's vision statement also elaborates on its reputation as a premier comprehensive regional

university that offers a wide variety of undergraduate and specialized graduate degrees, its commitment to maintaining a culturally diverse population, excellent academics, affordable education, transformative opportunities, and a supportive student life. The [Strategic Plan](#) implemented for 2015-2020 focuses on how CSU-Pueblo plans to pursue outcomes important to the university and its stakeholders. It lays out a path to enable goal-setting, action planning, and resource allocation. The goals were determined through institutional data derived from prior years and set with realistic expectations for enrollment, retention, and graduation rates. The plan establishes student success as its top priority. It identifies measurable outcomes, with goals, objectives, and strategies that will assist in enrolling, retaining, and graduating CSU-Pueblo's students. The goals are realistic and the university is making progress toward each of the outcome measures in the Strategic Plan.

#### **4. The institution's staff in all areas are appropriately qualified and trained.**

The required credentials for CSU-Pueblo faculty and staff and the selection procedures are described in the following sources: the [CSU-Pueblo Faculty Handbook](#), the [State of Colorado Department of Personnel Board Rules and Personnel Directors Administrative Procedures](#), the [CSU-Pueblo Handbook for Administrative Professional Employees](#), the [CSU-Pueblo Recruitment and Selection Procedures for Faculty and Administrative Professional Staff](#), the [Classified Employee Handbook](#), the [Chair's manual](#), and the [Provost](#) and [College](#) policies.

The CSU-Pueblo [Faculty Handbook](#) defines the levels of faculty and describes the rank qualifications for each academic rank. Job descriptions for Administrative Professional positions establish the qualification required for those positions. The Recruitment and Selection [Procedures](#) for Faculty and Administrative Professional Staff describe the procedures used to fill vacancies. Approximately 120 classified positions at CSU-Pueblo fall within the authority of the Colorado Department of Personnel for recruiting purposes, as outlined in the [Classified Employee Handbook](#). Minimum qualifications are determined by the State Department of Personnel as are the search procedures required to fill those classified positions. Before a position is authorized to be filled it is reviewed by the President and the President's cabinet in order to ensure that the filling of the position is consistent with the University's strategic plan and available resources, and that it will meet the academic and administrative needs of the University. All new appointments, including promotions, are approved by the appropriate Vice President and the President before a formal hiring offer is completed. Employees are provided with instruction and guidance from direct supervisors and other staff as necessary to ensure that new employees understand the expectations of the positions that they fill. Performance evaluation systems are in place for faculty, administrative professional and State classified employees. Those systems support employees and their supervisors in setting goals and identifying any employee development needs or expectations.

Various types of training are in place for all employees. The Human Resources Department provides a basic new employee orientation program for all new employees, as well as [Preventing Discrimination and Sexual Violence](#) (Title IX VAWA and Clery Act for Faculty and Staff) and [Unlawful Harassment Prevention for Higher Education Staff](#), which are mandatory for all new employees. Employees can refresh their knowledge of these topics and the associated [policy](#) at any time by logging into the Workplace Answers web site. Special Training programs of various kinds are provided as needed. These programs include: (a) training for the performance evaluation process; (b) training in the university's financial system ([Kuali Financial System](#)); (c) active shooter safety training; (d) facility training; and (e) professional workshops. Specific training concerning asbestos hazards is provided to certain facilities management staff. Facilities staff may also receive training on an as-needed basis dealing with cleaning procedures, forklift operation, light bulb safety, and other matters that enhance

safety and workplace standards. The CSU-Pueblo Faculty Handbook contains provisions that support faculty development for improving performance in teaching, scholarly or creative activity and service.

CSU-Pueblo recognizes the value of professional development and strives to provide such opportunities for faculty and staff. The University reimburses employees for University courses that are job-related and career enhancing through the CSU-Pueblo [Employee Tuition Reimbursement Program](#). The program reimburses tuition in whole or in part. Employees are notified via email regarding additional on-campus professional development opportunities through the [CSU-Pueblo Digest](#).

##### **5. The institution has a well-developed process in place for budgeting and for monitoring expenses.**

At CSU-Pueblo the budgeting process is a logical extension of the institution's academic, administrative, and facilities planning process. Through the budget process, the university is able to implement a practical fiscal plan for the operation of the institution aligned with university priorities; it allocates resources among competing needs and authorizes spending authority for the major units within the university.

The CSU System Board of Governors establishes the CSU-Pueblo budget. The allocation of resources within this budget is determined by the President's cabinet using the university's [budget guidelines and procedures](#) (CSU System Board of Governors, [Policy 201](#): Budget and Finance Policy). These guidelines and procedures serve as a framework of fiscal planning tools for the operation of the institution and apply to the following funds: E & G, Auxiliary, Extended Studies, Internal Service Unit, Athletics, Student Activities, and Sponsored Programs, including Student Financial Aid and other sponsored activities.

The Vice President for Finance and Administration holds the primary responsibility for the budget process; however, decisions are based upon a high level of consultation throughout the University and final decisions are made by the President and President's cabinet. Others involved in the budget process include the deans of each college and school plus the University Budget Board. Approval authority for the overall budget is the responsibility of the President and the CSU System Board of Governors.

The University utilizes the E&G budget to forecast available revenues to support the operating budget. The budget is based upon assumptions for enrollment, tuition revenue, state support, mandated costs, and non-discretionary costs. The existing budget is the baseline for an Incremental Budget to reflect changes in revenue and expenses from one year to the next. The [Budget Guidelines and Procedures](#) delineate the budget timeline and the process for developing the budget, including for funding new initiatives. Through this process, new requests can be submitted to the President's cabinet for consideration. The E&G Budget and the Incremental Budget are presented to the CSU System Board of Governors in May for the upcoming fiscal year.

CSU-Pueblo's budget expenditures are monitored by the budget office. Each month, [reports](#) are shared with department managers and supervisors that delineate actual expenses in comparison to budgets. Additionally, the account managers can monitor and review all transactions pertaining to their budgets with the Quali Financial System. [Training](#) on this system is conducted periodically throughout the academic year.



Finally, the University's finances are audited each year by the State Auditor's Office. These audits are available from the [State Auditor's website](#). These audits are in addition to audits conducted by the [internal auditor](#) employed by the CSU System.

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## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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#### **1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

CSU-Pueblo is a state-controlled institution of higher education, and thus operates under the state statute ([§23-31.5-101, Colorado Revised Statutes](#)). The Colorado State University System is comprised of CSU-Fort Collins, CSU-Pueblo, and CSU Global Campus. The Board of Governors of the CSU System has such powers, rights and privileges as are granted to it under the Colorado Constitution and by Colorado law including but not limited to: suing and being sued; taking and holding personal property and real estate; contracting and being contracted with; selling, leasing or exchanging real property; controlling and directing all monies received by it; making determinations relating to personnel matters; promulgating rules and regulations for the safety and welfare of students, employees and property; and promulgating rules and regulations necessary for the governance of the respective institutions and entities it governs.

The CSU System Board of Governors consists of 15 members, as detailed in the information provided in Criterion 2.C. The Governor of the State of Colorado appoints the voting board members who are then confirmed by the Colorado General Assembly.

The [CSU System Board of Governors](#) meets quarterly, holds two retreats annually, sometimes in conjunction with abbreviated meetings, and interacts with stakeholders to solicit input prior to making decisions. These [meetings](#) include presentations from CSU-Pueblo regarding academic programs, research, finances and policies. Board members routinely seek input from their stakeholders as they formulate actions on various topics, exemplified by the development of the University's Strategic Plan, which was updated in 2016. Additionally, each meeting includes a public comment period that enables members of the public to provide direct input to the Board members.

#### **2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.**

The University has multiple opportunities and structures for the involvement of its administration, faculty, staff and students to participate in institutional governance.

The CSU System Board of Governors provides the opportunity for any individual to be heard on a topic related to university matters at official meetings by registering prior to each regular meeting ([Policy 110: CSU System Board Open Meetings Policy](#)). The closest working relationship with the institution is through the President and other members of the administration. Key structures among these are the CSU System Board of Governors, the President's cabinet, the University Leadership Team, the Academic Council, the Faculty Senate, the Professional Staff Council, Classified Professional Staff Council, and the Associated Students' Government. The CSU System Board of Governors [Policy Manual](#) describes the policies and procedures, and areas of responsibility, of CSU-Pueblo's governing board.

The President's cabinet is the major executive group where critical decisions are determined and is necessary for the well-being of the institution. The President's cabinet includes the following members:

- President
- Provost
- Executive Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President of Enrollment Management and Student Services

The University Leadership Team (ULT) is the major advisory group to the President and contributes to the overall strategic planning of the university. This group includes:

- Members of the President's cabinet
- President of the Faculty Senate
- Academic Deans
- Chair of the Administrative Professional Council
- Chair of the Classified Staff Council
- Athletic Director
- Title IX Director
- Human Resources Director
- Director of External Affairs
- Director of Institutional Research and Analysis
- CEO of the CSU-Pueblo Foundation
- Associated Students' Government President

The Academic Council functions in an advisory capacity to the Provost and recommends actions to the Provost, who either responds or directs the recommendations to the proper person or organization within the university governance structure. The Academic Council is comprised of the following:

- The five academic deans
- Assistant Provost for Assessment, Student Learning and Effectiveness
- Associate Dean of Teacher Education
- Director of Extended Studies
- Director of Institutional Research and Analysis
- Director of the Honors Program
- Director of the Center for International Programs

- Director of the Center for Academic Enrichment
- Director of the President's Leadership Program
- Registrar
- Chair of the Department Chairs Council
- President of the Faculty Senate
- AAUP campus chapter President
- Associated Students' Government President
- Executive Director, Center for Teaching and Learning

CSU-Pueblo has a long history of shared governance, with the [Faculty Senate](#) serving as the representative body of the faculty of the University. The Faculty Senate is the main vehicle for effective and regular participation of faculty in university governance. The Faculty Senate is established by the [Faculty Handbook](#) and charged with decisions in areas of responsibility specifically assigned to the Faculty Senate, requested by the administration or initiated by faculty. Most importantly, this includes recommendations on all matters related to academic requirements, policy and processes. The Faculty Senate is responsible to respond promptly and meet procedural and administrative deadlines when necessary in order to advise and make recommendations to the President and the President's cabinet.

The [Administrative Professional Council \(APC\)](#) at CSU-Pueblo plays a significant role in university governance, in addition to performing vital support services to the institution. The Council serves as the representative body for administrative professional employees and acts as an advisory council to the university on matters that are relevant to its constituents. Administrative professional staff are exempt employees not designated as faculty or classified staff.

The [Classified Professional Council](#) represents employees who are hired under the state classified system. The Classified Professional Council (CPC) is an established council that serves all State Personnel System employees at CSU-Pueblo to better serve the university and the State of Colorado. Specifically, the goals of the Council are stated in the constitution and bylaws. These employees are subject to the rules and regulations of that system. Their [duties](#) usually are related to the assistance of the day-to-day operations of the university. Approximately fifteen percent of the full-time employees at CSU-Pueblo are classified staff, and they have representation through monthly Classified Staff Council (CSC) meetings, where they can express their concerns about issues relating to both CSU-Pueblo campus and the wider State Personnel System.

[The Associated Students' Government \(ASG\)](#) actively participates in the governance of CSU-Pueblo. The mission of Associated Students' Government of CSU-Pueblo includes advocating on behalf of students and their concerns to bridge the gap between faculty, administration, staff, and students. The Student Fee Governing Board, which is comprised of members of the ASG, is the body responsible for recommending mandatory student fees.

In addition to these formal channels for engaging campus constituencies, the President and President's cabinet make themselves available to campus stakeholders in a variety of informal ways. Each semester during convocation, the week before classes start, presentations and campus updates are made. Constituent meetings are also held each semester. The President holds ad hoc meetings across campus throughout the academic year, as well as informal gatherings for faculty, staff and students to give feedback (e.g., (Behind the Scenes meetings, Pizza with the President, [Nachos with the President](#), etc.).

### **3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

The Faculty Handbook delineates the process for setting academic priorities, through a collaborative process relying upon the principles of shared governance. The shared governance structures are outlined in [Chapter 1.2 of the Faculty Handbook](#). Faculty, staff and students contribute to the decisions of committees and boards. Any change to Chapter 1 of the Faculty Handbook must receive final approval from the CSU System Board of Governors.

While all Faculty Senate committees are involved to some degree in setting academic policies and processes, several Senate committees play a more direct role than others. For example, curricular proposals begin with individual faculty and the curriculum committee for their department. Changes approved by the department are submitted to the college/school curriculum committee and then on to the [Curriculum and Academic Programs Board \(CAPB\)](#). The membership of the CAPB includes faculty, students, staff and administrative representatives. Approved proposals from the CAPB are forwarded to the Faculty Senate and, if necessary, to the Provost, the CSU System Board of Governors, and the Colorado Commission on Higher Education (CCHE) for approval. The CAPB maintains a website with a list of members, [program review](#) information, board duties, and forms. The CAPB also maintains internal files of [reports](#) and meeting minutes and past curriculum proposals.

The [Academic Policies and Standards Board](#) considers academic policies, procedures and standards related to admission, graduation, probation, suspension, transfers, testing, assessment, and special academic programs. The General Education Board coordinates curricular changes that involve course work accepted as satisfying the general education requirements. These boards have campus-wide representatives. The Committee on Shared Governance exists to implement new procedures and to oversee existing procedures and policies. The [Graduate Studies Board](#) is an advisory board of the Faculty Senate that makes recommendations on matters of graduate program development, policies and standards, including any academic or curricular policy changes proposed by a graduate program, the program's electing unit, the university administration, or other sources.

The Student Academic Appeals Board considers a variety of appeals by students. Such appeals include: (a) grade appeals; (b) appeals by students who have been suspended or denied academic re-admittance; (c) appeals by students who have been denied retroactive withdrawal from all courses; and (d) appeals by students who have been denied withdrawal from a single course. The Student Academic Appeals Board also makes recommendations on policies, procedures and standards for the following: (a) academic probation, suspension and readmission; (b) retroactive withdrawal from all courses; (c) late withdrawal from one course; and (d) grade appeals. This board is responsible for making recommendations to the faculty [Academic Policies and Standards Board](#) for appropriate processes of approval.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### **1. The institution allocates its resources in alignment with its mission and priorities.**

CSU-Pueblo follows a budget planning process which is aligned with the University Strategic Plan. This process is delineated in the [Budget Guidelines and Procedures](#), which were adopted in 2014 and recently revised. Each department submits an annual budget request and when new items are requested must indicate which strategic plan goal is addressed by the particular budget item. The [University Budget Board](#) (UBB) is now to be involved in evaluating and making recommendations to the President's cabinet during this process so that discussion and input from multiple campus constituencies will inform decisions.

#### **2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

The budgeting process at CSU-Pueblo is the nexus by which this integration occurs as it is a logical extension of the institution's academic, administrative and facilities planning process. Assessment, planning and allocation of budget processes are inextricably linked as the institutional budget policy dictates that feedback from each unit is based upon assessment of needs, communicated to the appropriate dean or director and considered among competing needs of the institution. The [Budget Guidelines and Procedures](#) is located on the university website.

Each academic program evaluates student learning through [annual assessment](#) of the achievement of their student learning outcomes. More extensive academic program reviews are conducted on a five-to seven-year review cycle that includes relevant teaching and learning outcome data, as well as evaluation of program staffing, resources and outcomes (see also details in criteria 4.A.1. and 4.B). The General Education Board routinely conducts assessments of the general education [program](#). These assessments are utilized in the long-term planning of the academic units so as to improve student learning outcomes and refine programs according to student need and market demand, which influence the budget requests of the academic unit. The annual assessments are available on the university assessment [website](#) and program reviews are maintained by the Assistant Provost for



Assessment, Student Learning, and Effectiveness.

In addition to having an established process that systematically integrates assessment and departmental needs into the planning process, CSU-Pueblo has developed a [Strategic Plan](#) that extends until 2020. Budget requests are tied to how funding assists the department in meeting the objectives of the strategic plan.

The planning and budgeting processes are also closely linked through the UBB, which meets every two weeks and consists of numerous members of the faculty, staff and administration. The UBB takes into consideration departmental assessments, enrollment trends, market needs, state funding, and other factors to make recommendations to the President and the President's cabinet regarding how to proceed with budget allocations.

The UBB recently identified a need for programmatic analysis of budget and expenditures related to academic program student outcomes. A PREP (Program Review to Establish Priorities) was engaged in during 2013-14, but issues with data and institutional budget cuts necessitated a different plan. An Annual Checkup of instructional program data was implemented in 2015-16 to evaluate a five-year pattern of resources and outcomes. The summary from this process is a [report](#) which was forwarded to the President's cabinet to inform funding decisions, and to CAPB to inform curriculum and program proposals. Decisions can therefore be informed by both programmatic outcomes and departmental financial information. Future UBB goals relating to this effort include considering strategic adjustments to expenditure categories and separation of academic program details to better facilitate reporting and evaluation of programmatic efficiency.

### **3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

During the HLC review period, CSU-Pueblo has operated under two successive Strategic Plans. The [2008-2012 Plan](#) was extended until 2014 due to administrative turnover. The 2015-2020 Strategic Planning process provides a good example of how CSU-Pueblo engages all constituent groups. Initially co-chaired by the Provost and the Vice President for Finance and Administration, the recent Strategic Planning Task Force led strategic plan development and included the Director of Institutional Research and Analysis, and 20 members representing the following areas:

- Academic Council
- Administrative Professional Staff
- Classified Staff
- Faculty
- Students

The local community was also invited to provide input. The process brought to light the interests, concerns and long-term visions of the various constituencies. Plan drafts were circulated throughout the campus and the community for feedback. As a designated Hispanic Serving Institution, CSU-Pueblo takes seriously its commitment to underserved populations, including Hispanic students and other underrepresented student groups and the feedback received in planning, as well as the plan itself, recognizes that as a key value for the institution.

Following development of the 2015-2020 [Strategic Plan](#), the Strategic Plan Implementation Team was appointed by the President to ensure the objectives of the plan are met within the established time

frames. This group is co-chaired by the Provost and the Dean of Library Services and includes eight members representing the same areas as the original Task Force.

The Strategic Plan Implementation Team met with each academic Dean and the Dean of Student Affairs to ensure the units' plans align with the university's strategic plan, and the President helped to determine implementation priorities.

The Strategic Plan Implementation Team is developing dashboards for tracking progress towards meeting the identified measurable outcomes, with regular reporting to the President and President's cabinet and consultation with campus entities such as Associated Students' Government, Academic Council, Faculty Senate, Administrative Professional Council, and Classified Staff Council. The team actively assists in achieving the strategic plan objectives by monitoring progress, encouraging action planning, identifying impediments to goal attainment and providing support for units across campus.

Ongoing dialogue takes place with members of the community to garner input. The President meets regularly with two community advisory groups: the [Latino/a Advisory Council](#) and the President's Advisory Council. Additionally, the President and university leaders meet with local elected officials. The President's Office is often the first contact for community members who have positive suggestions for the university. This office also responds to concerns or complaints, which are handled by office staff and directed to the appropriate department, or the President directly, depending on the level of response required.

**4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.**

CSU-Pueblo's capacity was considered in the development of the Strategic Plan. CSU-Pueblo has historically experienced considerable fluctuation in enrollment and in the availability of state funding. As a result, the University has an acute awareness of the potential for fluctuations in revenue and associated resources (refer to the information provided for Criterion 5.A.1.). The University's awareness of enrollment trends—both current and projected—informs its ongoing enrollment management strategies.

The University also works with the CSU-Pueblo Foundation to develop and enhance [new scholarship programs](#) to help stabilize and increase enrollment. With the intent of rebuilding the residential campus population, the university has partnered with the consulting firm [Royall & Company](#). The partnership focuses on recruitment communications, faculty involvement, campus programming, budgeting and planning. The increased outreach to students in new markets is evident by [increased applications](#) generated through the partnership.

The Office of Institutional Research and Analysis generates weekly reports on student application, admission and enrollments for the upcoming year. The Office of the Vice President of Enrollment Management and Student Affairs also tracks applications for student housing and financial aid, all of which are used as a basis to project tuition and fee revenue. The report compares current data to the previous year's data. Enrollment goals are incremental and conservative, and are based on current institutional, regional and national trend data. Failure to meet an annual goal initiates a review and possible revision of future goals using all available data. Any changes would be reflected in the annual update to the strategic plan. The current strength of CSU-Pueblo is its capacity to respond to the growing demand for education programs in various fields like information technology,

engineering, business, nursing, arts, and music (refer to the [Institutional Research enrollment report](#)).

CSU-Pueblo has dealt with fluctuations in enrollment in recent years without compromising its academic mission. In 2013-14 a budget reduction plan to address a shortfall in revenue was developed after extensive discussions with multiple campus constituents including UBB. The academic programs were prioritized for minimal classroom impact in the implemented \$3.3 million in [reductions for FY 2015](#). For example, the University has maintained its instructional capacity and student-to-faculty ratio of 18:1. CSU-Pueblo continues to strengthen its key performance indicators including academic excellence, educational opportunity, personal growth, and social responsibility, as detailed in Criterion 5.C.5.

## **5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

### *Emerging Factors*

As a part of its continual investments in digital technology infrastructure, CSU-Pueblo ensures students and faculty have a modern, flexible, and supportive environment to maximize student learning both inside and outside the classroom. The University is working on initiatives for students to learn (and faculty and staff to work) “virtually” anywhere. CSU-Pueblo Online and CSU-Global developed a strategic partnership to initiate online courses for degree completion in the [Construction Management Program](#). CSU-Pueblo has adopted the Quali Financial System software, in collaboration with CSU-Fort Collins, in order to reduce administrative costs and promote best administrative practices. The university’s strategic and operational planning also recognizes the need for assets in non-digital technologies, especially in the sciences and other disciplines where technology and instrumentation are critical.

### *Demographic Shifts*

Colorado experienced a period of decline in the number of high school graduates that lasted from 2008 until 2014, which adversely affected the institution’s freshman enrollments. Those numbers are now rebounding and, coupled with efforts to recruit additional students from outside Colorado, should stabilize enrollments.

As a part of its strategic initiative, CSU-Pueblo is attracting more students beyond Colorado borders. The number of students from outside Colorado has increased [13.8 percent](#) from Fall 2013 to Fall 2014 with significant populations from targeted recruitment areas in Texas, New Mexico, Arizona and California. The University also recognized a 22 percent increase in international students during that same time frame. The trend in out-of-state growth to stabilize enrollment has continued through the most recent Fall 2016 class, when new freshman came from 30 states and 12 countries. There were [increases](#) in the numbers of inquiries, applicants and admissions from Fall 2014 to Fall 2015.

### *Globalization*

CSU-Pueblo has actively worked to recruit and enroll international students, in part as a response to the demographic trend outlined above, and to expand and diversify international opportunities. This effort has been successful, with a 22 percent increase in the number of enrolled international students —[126 \(+23 from 2013\) from 38 countries in 2014](#).

CSU-Pueblo has long recognized the value of providing international experiences for its native students, thereby preparing them for increasingly globalized communities and work environments through a Study Abroad Program. Through the Office of International Education, students have opportunities to study in more than 27 universities in six countries for a complete semester or for an academic year. Roughly 50 students participated in study abroad programs in the 2013-14 academic years. Among these students, 30 percent pursued a semester or yearlong study abroad program. The other 70 percent participated in a short-term program, in most cases under the supervision of a faculty member.

The Department of English and Foreign Language offers a [study abroad](#) program in French, Italian, German and Spanish each summer that is open to students from all disciplines. The three credit hour program includes multiple orientation sessions on campus before departure and two reflective sessions upon return. The program offers undergraduate and graduate students opportunities to explore the literature, culture and history of a country and the nearby region while simultaneously learning how to be independent international travelers.

## Sources

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- CSU System\_May 5-6 2016 BOG - FINAL MEETING (Page 61-63, and Page 76-82)
- EMSA\_2017 Search Report-ROYALL
- EMSA\_2017 Transfer Comm Flow
- EMSA\_ADMISS\_admits Fall 2014 & 2015 graph
- FA\_BUD\_BudgetGuidelines&Procedures-2016
- FAC\_CAPB\_Curriculum & Academic Policies website
- FAC\_UBB\_FINAL 2016 Checkup report
- FAC\_UBB\_University Budget Board roster
- IR\_Fact Book 2015
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- PRES\_2014-15-budget reduction-press release
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- PRES\_External Affairs\_communication webpage 2014
- PRES\_Strategic Plan 2008-2012
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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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#### 1. The institution develops and documents evidence of performance in its operations.

CSU-Pueblo is a data-informed institution that examines and documents its performance across a range of operations. Official state and federal reporting is centralized through the [Office of Institutional Research](#) and Analysis (IR), including annual surveys to the Integrated Postsecondary Education Data System (IPEDS). Participation in IPEDS documents the institution's performance measures in a way that is accessible to other universities and external stakeholders.

IR is the primary office responsible for collecting, documenting, and reporting student data and outcomes. These data include, but are not limited to, enrollment and persistence, admission for first year and transfer students, academic offerings, student life, annual expenses, financial aid, faculty and class size, and degrees conferred. These data are documented in print media and electronically via the Fact Book. Additionally, key outcome measures such as retention and persistence rates, degrees awarded, and graduation rates are now published on interactive [dashboards](#) on the university website, which provide more up to date information than the yearly [Fact Book](#).

Each academic department undertakes a [program review](#) on a five- to seven-year cycle. IR collaborates with these departments to measure and report program performance measures. A new [reporting format](#) was implemented in 2016 to provide data visualizations that enable side-by-side comparison of each program to university-wide data. During program reviews, departments scrutinize their performance using qualitative and quantitative methods to identify strengths as well as challenges to be addressed in the coming years.

IR and individual offices/departments administer surveys to assess student engagement, program performance, and outcomes not available from official records (e.g., post-graduation enrollment and employment). Survey data are summarized and posted to the university [website](#).

Across campus, individual departments gather and analyze data for decision making and improvements in their separate units. The departments have developed a variety of tools, including electronic and paper surveys to obtain the information. In 2014, CSU-Pueblo utilized Campus Labs software to conduct over 25 surveys which included 2,535 participants. These surveys included an orientation survey for incoming students, a survey for existing students to provide information on many events and activities that occurred on campus and a survey measuring the effectiveness of CSU-Pueblo's Career Center.

Annually, CSU-Pueblo provides a [Fire Safety and Security Report](#) in compliance with the requirements established with the Clery Act. This report is compiled by the CSU-Pueblo Safety Team comprised of personnel from across campus and the Pueblo County Sheriff's Office. The Fire Safety

Report helps to notify the stakeholders of CSU-Pueblo of incidents of crime and any emergency situations that have occurred on CSU-Pueblo property. The report includes a listing of safety and crime prevention tips, instructions on reporting crimes, CSU-Pueblo's emergency alert system, [crime and fire statistics](#) for the previous three years, [alcohol and other drug policies](#), [sexual misconduct policies](#), and resources that are available to the campus community. CSU-Pueblo's Health Services department produces the Drug-Free Schools and Communities Act review bi-annually. This review is a condition of the act and it certifies that CSU-Pueblo has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol for students and employees on school premises and as part of its activities. As part of this review, CSU-Pueblo is able to monitor the effectiveness of its alcohol and other drug programs and services.

## **2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

CSU-Pueblo is committed to continually improving service to its students, staff, and faculty in meeting the needs of its varied stakeholders and contributing to institutional effectiveness. Evidence of this is provided by several recent improvements on campus. One such example is the Information Technology (IT) department, which has overcome the increased pressure of the advancing nature of technology by developing and implementing a [University Technology Plan](#). This plan gives the university insight and forethought to be proactive to upcoming technological changes. The plan is reviewed on an annual basis by not only IT staff, but also by students from the Associated Students' Government and the campus community. This collaborative effort keeps the campus informed and well prepared to anticipate new challenges and improve. With the University Technology Plan in place, the university was able to focus efforts on requesting and receiving approximately [\\$1.8 million](#) from the State of Colorado for a new data center on campus. The new data center will help improve and enhance students' experiences at CSU-Pueblo, as well as reduce its carbon footprint.

In 2016, the CSU System Board of Governors approved an [energy performance contract](#) for CSU-Pueblo. Under this contract, the university will be issuing bonds to finance approximately \$12.5 million in energy efficiency projects across the campus. The debt service for these projects will be paid using energy savings from the projects themselves. The projects will reduce the university's carbon footprint and will reduce the need for controlled maintenance projects for some infrastructure items (e.g., boiler replacements and necessary upgrades to air handling systems across campus). Implementation is scheduled for January 2017.

The academic units are continually adapting to the changing learning environment through the established rotation of program reviews (see criterion 4.A.1) During this review, information on the curriculum and student outcomes is collected. Administrators, faculty and staff analyze the data and discuss improvements to be proactive for upcoming academic trends. An example of this occurred in the Hasan School of Business (HSB). After a review by the University Budget Board in 2013, HSB redesigned their advising procedures. This assisted in improving the experience of the students and increased student retention and graduation rates.

The goal for both [Residence Life and Housing](#) and Dining Services is to provide a safe and clean environment to enhance and promote the educational and social experiences of the students. Surveys are conducted annually for both Residence Life and Housing and Dining Services. Student feedback is reviewed to identify areas where improvements and enhancements can be made to meet that goal or, conversely, areas where CSU-Pueblo is doing well and then identify best practices. Other examples of the use of program reviews to inform improvements were cited in criterion 4.A.

In response to student feedback, significant changes were made in the residence halls and dining services. As an example, Residence Life and Housing now provides furniture to apartment residents and includes a microwave/refrigerator in each room of the residence halls. The university and the food service provider conduct [surveys](#) and meet with focus groups of campus constituents to improve the food offerings on campus. This effort resulted in the inclusion of healthier food options for students and staff.

## Sources

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- Dining Services Survey
- EMSA\_Residence Life and Housing website
- FA\_Clery-Report-2015
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- FA\_Energy Performance Contract - CSU-Pueblo
- FA\_ITS\_CSUP-IT-Strategic-Plan-V1
- FAC\_CAPB\_Program Review webpages
- IR\_Chemistry-Program-Review\_Data\_2016
- IR\_Fact Book 2015
- IR\_Grad Survey Spr2016
- IR\_Institutional Research & Analysis website
- IR\_Student Outcomes webpage
- IR\_Surveys website
- New Data Center – \$1.8 million

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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CSU-Pueblo capitalizes on its fiscal, technological, physical and human resources. The University strongly engages in continuous strategic and operational planning to maintain the alignment between resource allocation and its strategic goals. CSU-Pueblo has sufficient resources to support current programs and actively advocates for additional resources to support quality improvement, innovation and expansion for the future. CSU-Pueblo has responded to fluctuations in enrollment in recent years without compromising its academic mission. Decisions on allocation of available resources include input from multiple campus constituencies via the University Budget Board and other campus entities.

The CSU System Board of Governors provides leadership and direction for implementation of CSU-Pueblo's Strategic Plan and fulfillment of the institutional mission. The CSU-Pueblo budget guidelines and procedures complement the policies of the CSU Board of Governors. The University has a collaborative process that relies upon the principles of shared governance and engages multiple internal and external constituencies.

As a designated Hispanic Serving Institution, CSU-Pueblo takes seriously its commitment to underserved populations, including Hispanic students and other underrepresented student groups. As a part of its strategic initiative, the University is attracting more students beyond Colorado borders and encouraging the increasing diversity among the student population. CSU-Pueblo is a data-informed institution that examines and documents its performance across a range of operations. Institutional planning considers CSU-Pueblo's mission, strategic plan, available resources and community partnerships, as well as shifts in demographics, technological innovations and globalization. Continual attention to and recent improvement in CSU-Pueblo's performance has allowed the University to identify opportunities to enhance effectiveness and to further implement sustainable practices.

### Sources

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*There are no sources.*