Colorado State University-Pueblo - CO

HLC ID 1061

STANDARD PATHWAY: Mid-Cycle Review   Review Date: 11/9/2020

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Context and Nature of Review

Review Date

11/9/2020
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

- COVID-19 Response Form

Institutional Context

Colorado State University Pueblo (CSU Pueblo) is a comprehensive regional university within the Colorado State University System. CSU Pueblo is located in the northern part of Pueblo, Colorado, approximately 100 miles south of the state capitol of Denver, and serves a diverse semi-urban area of over 100,000 with a residential campus, as well as extended studies offerings in three physical locations – a Collaboration Campus in Castle Rock, the Fort Carson Army Education Center in Colorado Springs, as well as CSU Pueblo at Colorado Springs. CSU Pueblo also offers instruction through correspondence, online, and dual credit modalities. CSU Pueblo shares a governing board with its two sister institutions, CSU Fort Collins and CSU Global. The CSU System Chancellor is Dr. Tony Frank. CSU Pueblo's president Dr. Timothy Mottet has led the institution since July 2017.

The student body at CSU Pueblo is diverse, with approximately one-third of the students self-identifying as Hispanic, and over one-half self-identifying into under-represented populations. The institution offers 32 undergraduate programs in 70 different fields of study through its residential campus. Eleven Masters degrees are also offered, as well as the Doctor of Nursing Practice degree. The Institutional Status and Requirements Report indicates CSU Pueblo is approved for distance education courses and programs, and correspondence education courses and programs.

CSU Pueblo was first accredited in 1951. After the reaffirmation review in 2017, CSU Pueblo was moved from the Open Pathway to the Standard Pathway. In addition, an interim report on program alignment and assessment,

adjunct faculty evaluations, and fiscal capacity and sustainability was submitted in 2019. Embedded reports focused on Title IV Federal Compliance Process re: Student Complaint Policy and Process, and activities and initiatives focused on fiscal capacity and sustainability are included in the current review.

Interactions with Constituencies

Assistant Dean of Student Support & Advocacy

Assistant Dean, Student Engagement & Leadership

Assistant Dean, Student Life/Director of Residential Life & Housing

Assistant Director, CAMP & Inclusive Excellence

Assistant Director, Facilities

Assistant Director, Institutional Equity/Deputy Title IX Coordinator

Assistant Director, New Student Orientation & Transition Programs

Associate Dean, College of Education

Associate Dean, College of Humanities, Arts and Social Sciences

Associate Dean, School of Health Sciences and Human Movement

Associate Dean, School of Nursing & Health Sciences

Athletics Director

Budget Director

Chair, Administrative Professionals Council

Chief of Staff, Office of the President

Chief Strategy Officer

Controller/Director of Business Financial Services

CSU System Board of Governors (Chair, Treasurer, + 2 members)

CSU System Chancellor

CSU System Chief Financial Officer

CSU System Controller

Curriculum & Academic Programs Board (Chair + 3 members)

Dean of Extended Studies

Dean, College of Humanities, Arts and Social Sciences

Dean, Hasan School of Business

Dean, Library Services

Director of Auxiliary Services

Director of Compliance & Title IX Coordinator

Director of Disability Resource & Support Center

Director of Graduate Studies

Director of Institutional Research & Analysis

Director of Involvement & Activities

Director of Student Conduct & Community Standards

Director of Student Financial Services

Director, School of Creativity and Practice

Employee Relations Specialist

Executive Director for Assessment & Institutional Effectiveness/ALO

Executive Director of Information Technology

Executive Director of Undergraduate Studies

Executive Director, Human Resources & Institutional Equity

General Education Board (6 members)

Graduate Studies Board (Chair + 2 members)

Institutional Effectiveness Committee (11 members)

Interim Dean, College of STEM

Manager, Innovative Technology

Open Forum, Criteria 1 & 2 (14 attendees)

Open Forum, Criteria 3 & 4 (16 attendees)

Open Forum, Criteria 5 (13 attendees)

President

President, Classified Staff Council

President, Faculty Senate

President's Budget Advisory Committee (various members)

Provost & Executive Vice President for Academic Affairs

Research Associate, Institutional Research & Analysis

Senior Associate Athletics Director

Senior Associate Vice President for Student Affairs/Dean of Students

Senior Research Analyst, Institutional Research & Analysis

Strategic Planning Vision Team (11 members)

Vice President for Enrollment Management, Communications, and Student Affairs

Vice President for Finance & Administration

Additional Documents

Assessment Website: https://www.csupueblo.edu/assessment-and-student-learning/index.html

Ballet Folklorico Student Organization news article: https://www.csupueblo.edu/news/2017/05-03-ballet-folklorico-texas-awards.htmlallet

Budget Central website: https://www.csupueblo.edu/vice-president-for-finance-and-administration/budget-central/index.html

CSU Pueblo Home page: https://www.csupueblo.edu/

Distinguished Speaker Series: https://www.csupueblo.edu/calendar/2017/01/31-bree-newsome.html

Drag Show 2019 website: https://wolfden.csupueblo.edu/events/prizm-drag-show/

Graduates on Political Frontline Event: https://www.csupueblo.edu/calendar/2020/10/16-panel-discussion-with-csu-grads-working-on-the-political-frontlines.html

Holocaust Remembrance news article: https://www.csupueblo.edu/news/2020/04-21-csu-pueblo-hosts-holocaust-day-of-remembrance-virtually.html

Institute of Cannabis Research Monthly Webinar Series: https://wolfden.csupueblo.edu/institute-of-cannabis-research-at-colorado-state-university-pueblo-to-host-inaugural-monthly-webinar-series/

List of Student Organizations: https://csupueblo.campuslabs.com/engage/organizations

Military and Veteran Success Center website: https://www.csupueblo.edu/military-and-veteran-success-center/

Monthly Themed Cultural Programming Emphases website: https://www.csupueblo.edu/center-for-international-programs-and-inclusive-excellence/index.html

News announcing President Hiring: https://www.csupueblo.edu/news/2017/04-14-new-president-tim-mottet.html

News Compilation: https://wolfden.csupueblo.edu/

President's Leadership Program website: https://www.csupueblo.edu/presidents-leadership-program/index.html

Student Organization Directory: https://csupueblo.campuslabs.com/engage/organizations

Syllabus Templates from Extended Studies: https://www.csupueblo.edu/extended-studies/_doc/sample-syllabi/math-sample-syllabus.pdf

Syllabus templates from Provost's Office: https://www.csupueblo.edu/provosts-office/syllabus-resources.html

University Track Centers website: https://www.csupueblo.edu/admissions/track-centers.html

Veterans celebration event news article: https://www.csupueblo.edu/news/2020/11-10-colorado-state-university-pueblo-to-honor-veterans-virtually-on-veterans-day.html

Vision 2028 website: https://www.csupueblo.edu/vision2028/index.html

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The mission of Colorado State University Pueblo is articulated publicly and operationalized throughout the institution. The fundamental mission of CSU Pueblo is found in Colorado statutes. The team reviewed the State of Colorado statute and affirmed that the mission statement was initially established by the Colorado legislature. In 2011, the mission was changed to allow for doctoral programs to be established on the CSU Pueblo campus. Information about this change was on a pamphlet that was provided in the argument and made official through CRS23-31.5-101.

In 2018, a new campus mission statement was instituted, calling on CSU Pueblo to become "the people's university of the Southwest United States by 2028." The approval for this change was made on October 4, 2018, at the CSU System Board of Governors' Meeting. In meetings with the President and executive leadership, the team learned that the President (when hired) was tasked to create a "bold" vision. This vision was developed through the participation of faculty leadership and members of the campus community as evidenced in minutes of meetings and a #Vision2028 Survey instrument of the campus, available in the argument. The vision, mission, values, and guiding principles are presented clearly in the #Vision2028 document provided in the argument. An implementation plan entitled, "Pueblo WORKS," was discussed in numerous meetings with leadership, staff, and faculty and supports the mission and vision. The Pueblo WORKS document outlines the full plan and includes budgeting to support the defined initiatives. After reviewing documents and meeting with

members of the CSU Pueblo community, the team believes that the process of developing the mission and its implementation plan is in line with, if not ahead of, other like institutions of higher education. The process was well-developed, had numerous members of the community involved, and provided excellent input for the final document. The implementation plan is well detailed with concrete steps to achieve the goals.

The mission statement is current as it was developed in 2018 and projects to 2028. The Guiding Principles within the mission statements have a strong emphasis on work-force development and a sense of place. The mission statements further define the goal of becoming the People's University of the Southwest United States.

CSU Pueblo emphasizes the vision through its use of a budget to support its implementation. Establishing budgeting priorities for implementation of Vision 2028 aligns the budget and resources of the university with its mission. The commitment of $59 million over five years demonstrates a strong commitment to the initiatives, especially for a university that has faced financial challenges. This support was noted in discussions with the Board of Governors and in discussions with faculty and human resources. Significantly, members of the campus community are aware of hiring decisions and changes to the organizational structure that have been made based on Vision 2028 and the initiatives. Examples presented during the visit include, the hiring of a visiting professors in Wildlife and Natural Resources and Cannabis Biology and Chemistry, as well as the restructuring of on campus advising by turning to success coaches.

Vision 2028 identifies the intended constituents of the educational, research, and service missions of CSU Pueblo. The review team examined evidence documents outlining the mission and implementation initiatives of the university. Implementation initiatives established in the Vision 2028 materials carefully identify the various constituencies of the university. There are specific initiatives focusing on target student groups, such as first-year students, underserved populations, student-athletes, adult learners, working professionals, and transfer students. Programs are aligned with the needs of the region and are continually being updated to assure alignment with Vision 2028. Degrees in business, nursing, health sciences, construction management, social work, criminology, and wildlife biology reflect the commitment to career-oriented programs. CSU Pueblo has developed fully online programs aimed at adult learners and targeting career readiness. Additionally, new programs are aimed at potential markets in the region and include BS in Health Sciences, Cannabis Biology and Chemistry, and the Doctorate of Nursing Practice.

Its new mission and vision, along with guiding principles are prominently reflected throughout the campus and on its website. With one-click on the site, the message can be found with details, videos, and resources about the launch of the mission. Faculty members embraced Vision 2028 and spoke about it frequently during the visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The mission of CSU Pueblo demonstrates a commitment to the public good. The review team finds that CSU Pueblo offers an appropriate array of programs for its students. According to the list of programs provided in the argument, the university offers 41 baccalaureate, 14 master's, and 1 doctoral degree programs. Additional materials in the argument, such as the document Majors with Work-Related Components, point to the fact that every undergraduate major on campus features a work-related component. The local impact of CSU Pueblo is provided in the more than 20,000 graduates living and working in Southwest Colorado.

The review team notes that CSU Pueblo is conducting research aimed at the region and is seeking to provide strong workforce development opportunities. Examples of such research provided in the argument include regional-based research in cannabis at the Institute of Cannabis Research, studies on levels of mercury and selenium in Colorado Lakes published in *Transactions of the American Fisheries Society*, and support of public health in the "Go Ask Tara" campaign. CSU Pueblo could highlight the value of this research for the local community more prominently. CSU Pueblo applied for and received permission to participate in a Federal Work-Study experiment allowing students to work off-campus as part of that program. The aim is to build a stronger internship program for their students with more integration into the community.

The review team found that the institution is strongly committed to access to higher education, especially for students in the region. The CSU Pueblo web site highlights the University Track Centers established in two of Pueblo's school districts. Faculty and staff spoke of the positive connection between the university and students and families in the schools created by the University Track Centers. During the visit, faculty and administration demonstrated a strong commitment to the university's HSI status and support for Hispanic students, including *Ballet Folklorico* and a very healthy heritage speakers program in the Spanish program. As identified in the assurance argument, the institution's commitment of 25% of any tuition increase to financial aid demonstrates the university's commitment to providing an affordable education for its students.

The review team found that CSU Pueblo is engaged with its external constituencies. Several examples of community and civic engagement are provided in the assurance argument, including hosting state and regional K-12 STEM fairs, the Colorado FFA conference, Upward Bound, a variety of athletic camps, and Boys' State. In meetings, faculty and staff spoke positively of the Pack Pals program that aligns CSU Pueblo students with youth in Pueblo. Through such activities, the campus offers many opportunities to engage with external constituencies. The university could consider developing a more strategic approach to its work with external organizations. The Vision 2028 framework could provide such an approach.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Colorado State University Pueblo provides opportunities for civic engagement in a diverse, multicultural society and globally connected world. These opportunities are appropriate within its mission and for the constituencies it serves.

The review team found CSU Pueblo to be a civically engaged campus. The President's Leadership Program, described on the website, is designed to develop multi-culturally competent transformational leaders, who will serve Colorado and the communities in which they live and work. This is an example of an intentional commitment to building civic leaders. In meetings, members of the campus community discussed voter education and registration efforts to familiarize students with the voting processes for in-state and out-state students. The university supports more than 100 student organizations as identified on the online student organization directory. There is emerging assessment of these cocurricular activities. Throughout the visit faculty and staff commented on the process of developing this assessment. All members of the campus community with whom the team spoke expressed a commitment to the value of assessment of cocurricular activities. Such assessment should become stronger as the process is further refined.

CSU Pueblo is rich in the diversity of its campus. The university is an Hispanic Serving Institution (HSI). According to the 2019 Fact Book, 47% of student FTE is minority and approximately 1/3 of all employees and almost 1/4 of faculty are from underrepresented backgrounds. The university seeks to provide support to underrepresented students through a variety of student organizations identified on the campus directory of organizations, including the Black Students' Union, LatinX Students' Union, an Alpha Psi Lambda chapter and others.

The team determined that CSU Pueblo takes appropriate steps to value diversity within the university community. "Focus on Diversity" is one of the university principles identified as part of Vision 2028 and also is reflected in the statement on engaging place in that statement of vision. Additionally, all employees are expected to complete annual training on identification and prevention of discrimination and protected class harassment. More than 99% of university employees completed

this program in 2019, according to evidence from the Director of the Office of Institutional Equity. Unfortunately, the training program was suspended in 2020 due to changes in Title IX enforcement. However, conversations with the campus community revealed that the university is aware of and responding to changing federal guidelines.

CSU Pueblo recently reorganized some of the personnel who focus on diversity, equity, and inclusion. The assurance argument notes that there has been a reassignment of reporting structures. Members of the campus community pointed to work by committees to identify the justifications for such structural changes. Members of the campus community in sessions believe that the changes will be successful. However, the team believes it is too early to determine the effectiveness of such changes to the structure.

The review team commends the support of veterans at CSU Pueblo. The Military and Veteran Success Center is easily found on the university web site and provides considerable information about a number of programs and support mechanisms specifically for veterans. CSU Pueblo is the only Purple Heart Designated University in Colorado. As part of the TRIO offerings, CSU Pueblo also offers an innovative Upward Bound program for veterans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The Colorado State University Pueblo mission is clear and articulated publicly. The mission and vision are guiding the operations of the university. CSU Pueblo has built a strong sense of mission through its work on Vision 2028. This vision was realized within a process that sought and valued considerable input from the campus community. The goal of becoming the People's University of the Southwest is ambitious, yet the campus community is embracing the dream of achieving this goal. Impressively, the campus has allocated resources for the support of Vision 2028. The support from the Board of Governors and the ability of faculty to write successful grants to support implementation have been critical to financing of the implementation plan.

CSU Pueblo appears to be deeply committed to connecting to the Pueblo community. Efforts to enhance the internship program and to develop new academic programs reflect a commitment to developing a workforce appropriate for Pueblo and the region. The status of CSU Pueblo as an HSI is important to the university's mission. Retention rates of Hispanic, minority, and first-generation students approach those of the entire population. The university has developed several programs to support students and has embedded new approaches to advising/coaching of students into the junior and senior years. The University Track Centers at Pueblo East and Pueblo West function to integrate the connection with the Pueblo community and CSU Pueblo's status as an HSI.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Colorado State University Pueblo (CSU Pueblo) both promises and has checks and balances to ensure that its Board, faculty, and staff display fair and ethical behavior.

CSU Pueblo operates as a part of the Colorado State University system, which comprises two traditional universities and an on-line campus. A major re-visioning effort at CSU Pueblo, entitled *Vision 2028*, resulted in a new vision and mission, adopted by the system's board in 2019. A flowchart documented the iterative and inclusive process used to arrive at the new mission and vision, and employees genuinely affirmed that there was broad and deep involvement by faculty and staff. The System Chancellor supported the work publicly, and CSU's Board voted to support the first few years of initiatives in *Vision 2028,* believing it to represent a bold new direction. Establishing a bold new direction was a stipulation in the hiring of the new CSU Pueblo President. A more public embrace of the HSI mission and commitment also has emerged, as evidenced by Title V grants, University Track Centers embedded in local schools, and cultural ties such as hosting the *Ballet Folklorico* troupe from the local area.

A web of directives and rules works to ensure integrity in fiscal and other operations. Sources include the State of Colorado, the CSU System Board, and Federal rules. The CSU Pueblo Controller has a reporting line to the System Controller. Direct oversight comes from the Vice Chancellor for Finance and Administration and the Audit and Finance Committee for the CSU System board. A new internal financial system, *Kuali*, affords greater managerial oversight and coordination with CSU Fort Collins, the larger traditional university in the system. A 2020 RubinBrown audit of financial processes, and follow-up interviews, identified significant progress in addressing prior control weaknesses in Student Financial Services and the Military and Veteran Success Center. The Business Office, Financial Aid, and the Vice President for Finance & Administration now collaborate regularly to coordinate timing across systems, develop routine reports, and implement automated

monitoring processes. A pending move to Banner will further aid in speeding financial reconciliations.

 A review of the Student Code of Conduct found that it affords clear guidelines for conduct and that appropriate communications associated with conduct processes are provided for students. The PackGuide and other documents help ensure that integrity-related information is accessible via multiple sources. Student Conduct relocated to a residential life space both to humanize the image of the Office and to allow for more frequent informal student interactions. During the visit, discussions with members of Student Conduct indicated one emerging area the office has been addressing is quarantine violations.

CSU Pueblo has a detailed and publicly available policy and procedure for both formal and informal student complaints. Documents in the argument and linked websites revealed that complaints are received (by Student Affairs), responded to via direct response or referral, and in the aggregate assessed and reviewed after the fact. A systematic review is done twice a year by a formal committee and a Senior Student Affairs leader. Several examples of institutional changes were noted, evidencing a closing of the loop in this process. Changes reported cited in our meetings included a course substitution to assist students and enhanced signage for a photo ID station.

Ethical guidelines are provided in handbooks customized for each type of employee, in addition to State guidelines for classified staff. All of these are available via the institution's website. At hiring and annually, a conflict of interest statement is signed by employees as an aid to recognize their ethical responsibilities. FERPA essentials are provided annually to employees by the Registrar. A substantive and detailed harassment prevention course is required of all new employees, via a third-party vendor (Everfi), with annual refreshers. Data security is also addressed. The Human Resources and Institutional Equity (HRIE) director lauds the on-line harassment prevention course as unusually detailed and in-depth. The newly re-organized HRIE Office leads the CSU Pueblo efforts at preventing discrimination, harassment, sexual misconduct, and Title IX policy violations, as well as providing EOAA services. The Title IX Coordinator is new and has been integrated into the HRIE area. A review of the Title IX policy showed that it is current with recent regulatory changes issued by the US Department of Education. Title IX outreach is conducted in residence halls, through New Student Orientation sessions, with each athletic team, and via many bystander intervention trainings, consistent with national recommendations.

The HRIE Office is engaged in creating a Strategic Plan aligned with *Vision 2028*. Reporting to the CSU Pueblo President, the new HR Director is seeking to be "the grease that helps the institution move," rather than employing a transactional or bureaucratic approach. CSU Pueblo leaders concur and believe that new technology will further implementation by automating processes that can become mired in institutional inertia. A specific use of the technology is a planned move of the hiring system to a more automated system.

Auxiliary enterprises are subject to competitive bidding procedures, overseen by Purchasing and general counsel. However, an accounts receivable audit from 2019 raised multiple concerns and resulted in a number of recommendations. Evidence in the argument and discussions with the Controller and the Vice President for Finance & Administration revealed that numerous controls and assets have been put in place, including a new collections person, student repayment agreements, and monthly aging reports. CSU Pueblo is today much better situated to manage and analyze Accounts Receivable than even a few years ago, and the relationship with the CSU System financial leaders is active and collaborative. The numbers in Accounts Receivable, especially in looking at older debt, remain a significant concern, but the university's capacity to understand, manage, and reduce these

amounts over time looks very promising.

Athletics has a newer Strategic Plan with a section dedicated to integrity in fiscal matters, compliance, and gender equity. Specific academic targets for student-athletes are also identified. Several of the goals for student-athletes related to GPA and retention were met in the most recent reporting year. Notably, Athletics will implement in 2021 a mental health screening tool for student-athletes, in conjunction with the campus Counseling Clinic. This aligns well with both with the needs of this generation of college students and the effects of the COVID-19 environment. The Student-Athlete Handbook addresses student rights and responsibilities.

The Office of Institutional Research and Analysis reports that they regularly are invited to join departmental discussions and assist with analysis. The Director said he is actively recruited by university leadership to inform discussions, interpret data, and refine dashboards. Other units also employ vendors to help with data modelling and analysis. A schedule of iterative surveys (e.g., NSSE, FSSE, Placement), albeit changing, allows CSU Pueblo to track changes in student and faculty characteristics and experiences, better informing decisions across campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

CSU Pueblo provides both the public and its students a robust array of information sources that accurately depict the school's offerings, costs, and values.

The CSU Pueblo catalog is searchable and readily accessible. Other student-facing information sources are ample. These include the student portal, *Semester Notes* (an academic nuts and bolts repository), a Degree Audit Reporting System (DARS), Starfish (a respected retention tool) and PackLink (a student life, student organization, student government, and event meeting place and info sharing tool). DARS allows students to explore their progress towards degree, including the evaluation of transfer credit. During the visit, conversations with students confirmed that they are comfortable with using it as needs arise. Program information on-line is comprehensive. Readily available online are academic program sheets to aid student planning and advising, links to student outcome assessment, and notation of any cocurricular requirement for the respective degree. An additional safeguard of institutional clarity for students is having the Dean of Students and the Student Government president sit on the Academic Council. Conversations confirmed that their perspectives are heard and even solicited.

A website update for admissions, started in 2019, focused attention on ease of finding necessary information such as cost of attendance (presented as a matrix). Throughout 2020, academic units participated in a web update for each program. The cost of attendance (COA) page includes explanation of the elements listed, as set by Federal policy. A tool for continuing students allows them to plug in possible courses and calculate a semester balance, thus refining the COA estimates. The COA site offers separate data for various student types and explains how the numbers are calculated.

To ensure accuracy of the data reported, CSU Pueblo annually updates its Net Price Calculator after learning of the new fee schedule from the State. A rigorous multi-step review precedes changes to the academic programs being published, involving a college committee, an institutional committee, the college dean, faculty senate, and the Provost's office, before implementation by the Registrar. The provost and registrar offices collaborate to annually check information on other sites. Transfer

agreement information and articulation guides are readily available, as is a promise of a two-week turnaround for transfer of credit evaluations.

Faculty and staff credentials are posted on academic program pages. Credentials are not presented uniformly across colleges or programs, but core credentials for academic instructors are available, including names, contact information, and highest degree earned. Institutional organizational structures, leadership, and academic program credentials can be found with minimal effort from the homepage, the system homepage, and the accreditation website. Staff credentials in institutional finance were reviewed and found to be appropriate in credentials and experience.

The Marketing, Communications & Community Relations Office vets much of the advertising and marketing materials for CSU Pueblo. Two broad-based committees support this effort.

Budget matters are given prominence on the website through a Budget Central page. The Office of Institutional Research and Analysis has created and made accessible an array of publicly accessible dashboards, on top of offering data consulting services and capacity for customized data runs. Colorado Department of Higher Education reports are also easily accessible through the IR website. The dashboards cover multiple areas. One example was shared in which the Provost requested a specialized dashboard dealing with workload. IR was able to create it for use in making budgetary and programmatic decisions.

The CSU System Board follows open records law and Board Policy 103, obligating the maintenance of full minutes and meeting records. CSU Pueblo's Clery Report appears to be complete and current.

In support of the institution's various claims, Institutional Research posts an audited Factbook annually. This includes data on persistence rates, graduation rates, head count enrollment, and enrollment by program. The accreditation website offers a status verification button and program-specific accreditation data. The university maintains a strong array of research Centers. *El Rio* is a student research journal, peer-reviewed by fellow students. Sample data requests established that in many areas, including co-curricular and auxiliary departments, assessment and Strategic Plan goals and targets are being measured and reviewed. Residential Life initiated a Wi-Fi upgrade based on data from an assessment tool. First year retention numbers have improved and are celebrated while other enrollment trends are easily accessed. Enrollment goals are quite ambitious, but appear realistic in view of the Board support and a widely-respected set of capacity-building initiatives in *Vision 2028*.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The Colorado State University Board serves as the governing board for CSU Pueblo. It has sufficient autonomy to make decisions with the institution's interests in mind. Board Policies guide this process and direct board members to focus on relevant issues and avoid conflicts.

CSU Pueblo is part of the Colorado State University System. There is a statutory basis for the System Board. It is composed of 15 members, with nine appointed by the governor and one faculty and student representative are selected from each of three institutions in the system. Campus leaders noted that appointed members are confirmed by the Senate Education Committee. Board Policy 130 requires and describes training and best practices for Board members. They engage in an annual discussion of the Conflict of Interest policy, an annual strategic analysis of the CSU System, and additional trainings. *Vision 2028* addresses four priorities of the Board. The Board created a reserve policy (Policy 205), and the most recent budget used some reserves to balance the CSU Pueblo budget.

A review of board minutes reflected topics of consideration that are relevant to Board purview: budgets, financial performance, financial literacy, enrollments, committees such as Student and Academic Affairs, and capital projects. Discussion with Board members demonstrated deep concern for CSU Pueblo, a belief in the value of its role as an accessible comprehensive university, and a long-term commitment to assist it financially with *Vision 2028* initiatives. This is especially important as the institution follows through on its commitments to grow enrollments and stay within an assigned budget. One Board member stated that the financial sustainability of CSU Pueblo is currently one of the Board's highest priorities.

Board bylaws require that all decisions be made in the best interest of the institutions. The Code of

Ethics addresses the use of office to bestow favors, acceptance of gifts, use of information for private gain, and activities that may create the appearance or reality of a conflict of interest. In addition, Colorado voters approved in 2006 an *Ethics in Government* amendment to the State Constitution.

The System Board appoints each institution's president. Policy105 articulates expectations for the presidents, such as providing visionary leadership and assuring environments supportive of robust intellectual exchange and civic engagement. Adherence to Policy 105 was provided in the hiring of the current CSU Pueblo President, as the Board charged him with leading a process to develop a bold yet attainable new vision and mission for CSU Pueblo, and then supported the product of those efforts. According to an April 2017 article published by CSU Pueblo External Affairs, the Board entered into a five-year agreement with the current President. This is appropriate given the challenges he faced. Other policies and Board-approved documents address leadership in shared governance and faculty leadership in academic matters. The Board, in Policy 311, openly supports both academic freedom and shared governance as expressed in Faculty and Student Handbooks.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

CSU Pueblo demonstrates a clear and informed commitment to academic freedom and freedom of expression at both the institutional level and the System Board level.

At the campus level, affirmations of rights are articulated for both faculty and students. Embodying the Board commitment in Policy 311, CSU Pueblo Handbooks cite the AAUP's well-known 1940 *Statement of Principles on Academic Freedom and Tenure*. The Faculty Handbook also addresses administrators' obligations to protect academic freedom, faculty members' obligations to responsibly use freedom of inquiry, and faculty members' obligations to one another. The academic catalog mirrors this overall commitment. This is further demonstrated by the Library's adoption of the American Library Association's Bill of Rights, which calls for balanced perspective in library materials, unfiltered internet access, and related freedoms to be exemplified in library exhibits and documents.

A 2017 Presidential taskforce resulted in recommendations enacted in a new Free Speech and Peaceful Assembly Policy. The policy and recommendations led to several actions on campus, such as transparent approval processes for event scheduling and training of campus law enforcement officers on free speech issues and practices consistent with CSU Pueblo's positions. The campus policy references state statutes, CSU System policy, the Student Code of Conduct, and other institutional policies. It also offers clear definitions of key concepts and speaks to types of campus forums and various levels of governmental regulation. The forums explanation is valuable, as that concept is critical to how courts analyze campus actions and policies. Board Policy 129 articulates its responsibility to protect and encourage campus free speech and expression, while also expecting campus leadership to ensure safety and continuity of core operations.

A survey of campus events over the last few years revealed a strong diversity of topics being addressed. These included: Cannabis Institute Research lectures; a drag ball; Veteran's celebrations; an activist speaker who was involved with the Confederate flag controversy at the South Carolina Statehouse; a panel featuring CSU Pueblo graduates who were on the 'political frontlines;' a political comedian focused on issues of race; a Holocaust Remembrance; and monthly celebrations of cultural diversity such as Hispanic Heritage Month and Native American Heritage Month. This is in line with what is expected at a public institution serving as a 'marketplace of ideas.'   A review of student organizations identified similar diversity of both content and viewpoint, with groups ranging from College Democrats to Young Americans for Freedom, from Pueblo Socialists to various Honor Societies and discipline-based groups, and to regionally significant arts groups such as *Ballet Folklorico.*

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

CSU Pueblo has built a web of oversight bodies, policies, training modules, and support personnel that safeguard responsible acquisition and use of knowledge, as well as regulatory compliance. This covers faculty and student research in general and in specialized areas. Students are prepared and mentored to assume these responsibilities. Student academic honesty is promoted, explained, and then enforced through clear accountability structures.

The university has multiple bodies in place to safeguard research-related safety, ethical practice, and compliance with applicable regulations. These are centered in the Office of Research and Sponsored Programs (ORSP). A policy on scientific misconduct exists to address concerns. A Principal Investigator (PI) Manual guides those in charge of research enterprises. Three oversight boards or committees build out the web of support and accountability, focused on Human Subjects, Animal Care, and Biosafety.

An array of services is in place to prepare campus members to exhibit integrity in research and scholarly activity. A Collaborative Institutional Training Initiative (CITI), managed by the ORSP, has a program that is required for those wishing to serve as a PI. The ORSP also offers training modules for animal care. Students engaged in externally funded research learn about responsible conduct via a program from the NIH, while many graduate students have similar training embedded in an introductory course. Students, regardless of level or experience, have a faculty member overseeing their research activities. All researchers are accountable to the three oversight bodies mentioned above. The student research journal, *El Rio*, takes student editors through a one-hour course on ethical practices in research, a course that also teaches them how be an editor and how to fairly conduct peer review. Research-related skills are also taught in most majors via the formal curriculum, especially in the natural and social sciences. Composition courses in the general education offer instruction in academic honesty and use of information. The CSU Pueblo Student Learning Outcomes also touch on ethical practice. One rubric for Mass Communications has as a criterion the evaluation of ethical implications related to mass media.

Proper use of information sources is also inculcated through courses ranging from Research and Statistics to Marketing Research. Examples were provided in the evidence file. The IRB offers seminars on how to apply for IRB approval. Courses like EXHP 461 provide experiential learning about research ethics under a mentoring faculty member, and library staff offer a variety of services in this arena. A spreadsheet in the argument documents some 400 library presentations from 2017 to 2020 across a wide array of disciplines. Blackboard allows links for faculty to library resources, and staff reported that many academic departments link to library information literacy resources and use them liberally to prepare students. IT has an acceptable use policy that can also guide students. Students have many opportunities to put their research and information literacy ethical skills into practice. Two examples are an annual senior Art display, featuring multiple art media, and a College of Science and Mathematics Undergraduate Research Symposium.

Enforcement of standards in academic honesty and integrity are handled by faculty, the Extended Studies Office, and Student Affairs. Programs that help identify students and monitor their work includes the LMS Blackboard, SafeAssign for verifying original work within Blackboard, and proctoring aids such as ProctorU and the Respondus Lockdown browser. Every syllabus reminds students of their academic integrity obligations: a sampling of both course syllabi and departmental syllabus templates confirmed this. This combination of resources allows CSU Pueblo to address all of its teaching modalities. Even in dual enrollment courses, a policy allows CSU Pueblo to assign its own grade apart from what the partner high school may assign in the case of alleged academic dishonesty, thus protecting faculty autonomy. Student Affairs tracks cases with a locally designed software and may become involved in a formal disciplinary process if there are repeat offenses. Issues in Extended Studies courses are handled through a partnership between the faculty, many of whom are not on campus, and Student Affairs. Decisions on responsibility and sanctions in campus-based courses are the domain of the faculty member and department.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

CSU Pueblo acts with integrity and operates within shared ethical frameworks. The university recently underwent a significant re-visioning project, *Vision 2028*, identifying a new vision, mission, key values, goals and initiatives. Initiatives were aligned with financial investments, and the Board agreed to provide initial funding. Campus personnel at multiple levels were involved in the plan's creation, and its language and concepts are beginning to permeate campus.

Building on that new foundation, CSU Pueblo exhibits ethical and responsible conduct in its operations. It uses an array of required and voluntary trainings, public value statements, codes of ethics, and accountability structures. The university has demonstrated wherewithal to respond effectively to enrollment and fiscal adversity, audit findings, and accreditation critiques. Demonstrable and systematic progress has been made over the last two years in strengthening financial controls, for example in Student Financial Aid and Accounts Receivable. The Student Complaint System, a recent subject of concern, is now robust. Assessment has been strengthened and made more uniform, with templates (including Student Learning Outcomes) and a review schedule for both instructional and non-instructional units. Documents and conversation confirmed that this system is active. Many departments see connections between their assessment work and the initiatives and values of *Vision 2028*. Academic integrity is ensured by diverse opportunities to learn information literacy and the presence of academic integrity language in each syllabus. Specialized trainings on research ethics are plentiful, and a web of oversight bodies is in place. Staff and faculty conduct are guided by appropriate handbooks and trainings. Students and others have an array of electronic tools with which to learn about the university. Behind-the-scenes processes, such as a multi-tier review of Catalog changes, ensure the accuracy of information. Reports related to Campus Safety and Title IX are inclusive of recent regulatory changes. Title IX is now integrated into HR, helping to foster a seamless approach to related processes. A student-run research journal, *El Rio*, both peer-reviewed and guided by faculty, exemplifies open communication of the institutions' activities to the public.

The CSU Board oversees all three institutions in the CSU System. It has safeguards in place for avoiding conflicts of interest. Ethics and strategic training help members focus on matters relevant to the institutions' missions and interests. The Board openly, via policy, supports free expression, balanced with concerns of safety and non-disruption of core activities. Academic freedom and free expression are affirmed at CSU Pueblo through a recently (2017) created policy and procedure document as well as affirmations of historic commitments, such as the 1940 AAUP statement. The Board is actively and appropriately engaged with leadership at CSU Pueblo, and it played a role not just by approving *Vision 2028* but in crafting accountability structures and helping fund the first slate of initiatives

Ethical and responsible conduct at CSU-P is well-documented and ingrained. The review team's only caveat for Criterion 2 is that, given the history of steps forward and backwards over ten years in financial controls, a continued emphasis on systematically evaluating these areas is in order. The

staff currently in positions such as Controller, Director of Student Financial Services, as well as the Vice President for Finance and Administration, are well-qualified and highly committed to sustained improvement. Automated processes allowing for more immediate oversight have been implemented. The President may use adherence to the new controls as part of performance assessment reviews. CSU Pueblo can now profitably focus on retaining these staff (or similarly qualified staff) and maintaining and refining the improvements over the next five years.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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).

Rating

Met

Rationale

CSU Pueblo's academic programs are rigorous and appropriate for a public comprehensive university.

CSU Pueblo has worked to clarify and differentiate its expectations for student performance at the graduate and undergraduate levels and in extended learning offerings. This serves to align its academic offerings with appropriate assessments. Clear review processes are now in place, as evidenced by the program review process, university catalog, and assessment website. The Guideline for Academic Program Self Study calls for the results of the program review to be integrated into the department and campus planning and budgeting processes. It further calls for program review to be part of a process of continuous improvement. Since these new processes and revised SLOs were implemented in Fall of 2020, the team was unable to review outcomes data or observe the efficacy of the new processes during this visit. However, given the way these processes are embedded into planning and budgeting cycles, it is likely the institution will collect and learn from the resulting data in coming years.

A deliberate effort to align the work of all program learning goals and assessments, regardless of delivery mode, has resulted in improved communications between and among the Curriculum and Academic Programs (CAP) Board, the General Education Board, the Graduate Studies Board, and includes a newly restructured Institutional Effectiveness Committee. These work of these groups is described in the May 2019 Interim report on the CSU Pueblo Assessment website. In addition, the syllabus template (reviewed, revised, and approved by Faculty Senate) provides clarity on required elements of every syllabus to include SLOs, assessment activities, and expected mastery of the course content. Program SLOs appear on the assessment website, which is publicly accessible and was

reviewed by the team.

A faculty-approved common syllabus template and syllabus checklist appear to have greatly improved both alignment of learning goals across delivery modes and attention to course, program, and general education learning outcomes.

In addition, the university has a solid portfolio review process to provide credit for prior learning (CPL). A new adult learning specialist was hired and is housed in the Extended Studies offices. Students are able to take a course that helps them prepare their work experience portfolio. The university established three completion degrees in arts and humanities and health sciences to better serve adult students who may lack a more structured educational experience in one discipline but seek credit for prior learning. These degree programs and the CPL opportunities are particularly helpful for veterans and transfer students who have certificates or diplomas in technical fields.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

CSU Pueblo's program array, offered at the undergraduate and graduate levels, engages learners in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The general education program aligns with CSU Pueblo's mission, educational offerings, and degree levels and is appropriate for a comprehensive university. The general education SLOs are regularly assessed and were recently updated, with new skills outcomes added. The argument for core component 4A describes the process for closing the loop on this assessment. These new skills outcomes will be assessed through selected AAC&U VALUE Rubrics that closely align with the Colorado GT pathways outcomes and rubrics. Unfortunately, the team did not observe any assessment data as further refinement of the assessments and its implementation will occur during 2020-2021 academic year.

The current SLOs for CSU Pueblo's general education program have served as a foundational framework aligned with Colorado's Guaranteed Pathways outcomes and rubrics for state-wide transfer. As CSU Pueblo developed its new strategic plan (*Vision 2028*), updates to the general education outcomes became necessary. As indicated in the argument, the ten new outcomes, still aligned with the Colorado Guaranteed Pathways, have been approved through the Faculty Senate and other campus constituencies and will be implemented in 2021-2022.

There is a cross-cultural requirement embedded in the general education framework. Courses are

identified with cultural or human diversity components that allow the requirement to be fulfilled, though internships, capstones, field experiences, projects, and theses. The institution sponsors events and conferences related to diversity and inclusion. A sampling of these have been provided in the rationale for core component 2.D.

Many major upper division courses, as well as some graduate level courses, provide a cross-cultural experience. For example, business administration majors must choose either MGMT International Management or MKTG International Marketing as part of their required curriculum. Education majors in the Masters in Instructional Technology program are required to take ED 531 Diverse Learners and Technology.

In addition, CSU Pueblo has enhanced its status as an Hispanic Serving Institution and serves this population specifically through the Latinx Student Union, renewed attention to the curricular offerings (disciplines), focused Pack Cares advising and support, Title I and Title V grants, and robust TRIO programs. To date, CSU Pueblo does not have much data to support the efficacy of these efforts as the institution is in transition while specific elements of Vision 2028 are finalized. However, it is clear from interviews and planning that CSU Pueblo is well on its way to enhancing its work in equity and inclusion, including strategic hiring of staff and faculty to further strengthen their efforts.

Creative and scholarly activity for faculty and students is varied and appropriate for the institution's programming and mission, described in the argument under core component 3.B item 4.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

CSU Pueblo has the faculty and staff to support high quality programming and services. The university is in process of adding new staff in strategic positions to support enrollment and retention efforts, as clarified in interviews with HR and Students Affairs professionals.

CSU Pueblo's Office of Human Resources and Institutional Equity (HRIE) and the Director of Compliance and Title IX working with the Provost, Deans, and Chairs, ensures the employee search process is equitable, fair, and includes a diverse search committee structure. The CSU Pueblo HR Director reports that about one-third of their workforce is self-identified as people of color. As an Hispanic Serving Institution, CSU Pueblo strives to diversify its workforce and conducts a phased search process, keeping demographics of potential candidates separate from the applicant's skills and abilities prior to selection of final candidates for interview (see the EOAA Applicant Approval flowchart and Fact Book data).

CSU Pueblo has an adequate number of faculty to handle teaching and non-teaching faculty work. Past concerns about adjunct faculty have been addressed along with deliberate work to increase the number of tenure-track faculty since 2016. At CSU Pueblo, there are numerous processes in place to assure that the institution and its faculty maintain and exercise authority over its courses, rigor, expectations, and faculty qualifications. Prerequisites are determined by the faculty and approved by

the CAP Board. In the argument, the University notes that the application of Banner changes will allow stronger prerequisite vetting during registration, although this will begin in 2022 and therefore could not be affirmed by the visiting team. Faculty credentials are verified to meet HLC requirements following the Provost's policy found in the chair's manual and kept in the HR *Filebound* files prior to hire. The Director of HR and Director of Assessment and Effectiveness assure that Faculty members meet these criteria. A hiring team assures that the subject matter expertise is appropriate to the topic. The Faculty Handbook, Chairs Manual, and the Provost's Policy specify faculty credentials and expectations for evidence of appropriate credentialing. During the visit, the Provost and HR Director confirmed the process for vetting faculty credentials. A random sample review of faculty credentials affirms that faculty are appropriately credentialed.

Faculty oversight of the curriculum process, assessment of student learning at the department and program levels, and participation in larger institutional learning outcomes for general education are well documented in the argument and confirmed by the CAP Board, Gen Ed Board, and Graduate Studies Board interviews.

All tenured and tenure-track faculty have an Annual Performance Review, following departmental and college-level standards as documented in the Faculty Handbook. It includes a standardized evaluation form, an updated CV, and other departmental standards. As of 2018, adjunct faculty (and titled full-time faculty) are evaluated at least once annually using an evaluation form approved by the Faculty Senate and Provost. This process is in alignment with the above tenure and tenure-track process.

The Faculty Handbook describes criteria to assure that the faculty are current in their disciplines. Faculty undergo an Annual Performance Review and participate in professional development opportunities. A random review of faculty credentials confirms the currency of CSU Pueblo faculty and adjunct faculty.

University policy requires faculty be accessible to students. Faculty must hold a minimum of five posted "office" hours per week, which may include online hours for online courses. These hours must be included in the syllabus and posted inside Blackboard or on office doors as appropriate. Sample syllabi confirmed this requirement is included. In addition, examples of student works in the argument demonstrate faculty are available to work with students on more in-depth projects outside of classes.

CSU Pueblo has a well-qualified staff in student support services who hold bachelors degrees at minimum, with many holding master's degrees. Interviews with student services staff confirmed qualifications, training opportunities, and institutional support. Staff have access to a variety of state and national professional development opportunities and local training and professional development sessions focused on needed skills and updates. Though staff who work in student services and facilities have some representation on key committees, their representation, inclusion, and participation in shared governance is limited and could be enhanced, particularly as Vision 2028 moves forward.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

CSU Pueblo provides resources and support for student learning and effective teaching.

The university provides a variety of student support services for all students. The university prides itself on its status as an Hispanic Serving Institution (HSI). In addition, 47% of student FTE is minority and 33% of faculty and staff are from underrepresented backgrounds. As an HSI, CSU Pueblo has a variety of student clubs and activities including the Black Student Union, LatinX Student Union, and others. During interviews with student support staff, specific services for diverse students and veterans were discussed and verified. The university is clearly addressing achievement gaps and equity concerns.

CSU Pueblo provides a wide range of services to prepare students and to support student learning. Math and writing placement tests help place students in appropriate courses. Developmental courses are available, along with discipline-specific tutoring, TRIO, and Veterans Upward Bound. A College Assistance Migrant Program supports students in migrant farm-working families, and the Career Center supports career explorations, resume writing, and professionalism for students seeking careers. There is a Disability Resource and Support Center, and the Center for International Programs and Inclusive Excellence rounds out the services that support the academic mission of the university.

Faculty serve as the primary academic advisors. However, as part of Vision 2028, a new advising model includes faculty mentors from the beginning of a student's career at CSU Pueblo. The Academic Advising Council makes recommendations for new advising strategies and tracks the efficacy of advising through annual student advising surveys. Discipline and career-specific advising is handled at the department level, though other career advisors are also involved. Because the new advising model has been in place since the start of the Fall of 2020 semester, the team did not observe data to support the efficacy of the model.

CSU Pueblo appears to have the infrastructure and resources to support effective teaching and learning. Though the institution had some financial challenges in the past, campus leadership has made restructuring and realignment adjustments that bring the university into a better financial condition to support the teaching and learning mission. This sense of healthy balance was affirmed in interviews with the Executive Team, Learning Leadership Team, and at the Criterion 3 and 4 open forum, as well as with the CAP Board, Gen Ed Board, and Graduate Studies Board. The site visit affirmed the presence of appropriate technology in a number of classrooms.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

CSU Pueblo has an appropriate array of academic and co-curricular programs and student support services. The university is within the first two years of a major transition, thanks in part to new leadership and deliberate strategic planning. CSU Pueblo is fully engaged with improving its general education, focus on assessment, use of data for campus-wide improvement, and serving its diverse student population. The best written evidence lies in *Vision 2028*, with many new initiatives and processes just beginning or in process of implementation.

As a comprehensive university, CSU Pueblo serves its region and local communities with solid and well balanced opportunities for research, exploration, and learning. The university provides access to higher education for its local and surrounding communities and region, taking great advantage of distance learning, outreach to high schools and families, and locations in areas that serve students who are unable to attend at the main campus.

CSU Pueblo is a university in healthy and active transition. New leadership and restructuring efforts since 2018 have set the university on a path to live its mission. Many of the adjustments in student learning outcomes, advising processes, human resource practices, and diversity and inclusion initiatives have been in place for a short time. The team could not observe enough data to determine the efficacy and success of these new measures on student learning success. However, CSU Pueblo appears to have made every effort to learn from past practices, data, and clear-eyed attention to the needs of its student population and is making positive strides to fulfill its ambitions described in *Vision 2028*.

4 - Teaching and Learning: Evaluation and Improvement

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

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met

Rationale

CSU Pueblo ensures the quality of its educational offerings. Per Colorado Commission on Higher Education (CCHE) statute expectations, the institution maintains a regular, planned, and thorough program review process and acts upon the findings. CSU Pueblo provided access to the Faculty Handbook, where the review schedule, self-study, and review process are outlined. The team reviewed page 130 of the Faculty Handbook and affirms that the process and stakeholders were defined. Specifically, the team reviewed the self-studies, external reviews, and action plans for the English and Spanish programs to confirm the depth of the review process. The process was comprehensive and indicates a substantive evaluation of the program, recommendations, and appropriate levels of improvement. An exceptional component of the review planning is how the schedule incorporates its numerous programmatic evaluations into the plan to assure that duplication of effort does not occur. The team further confirmed, through faculty and Dean discussions, that

these changes were made and that the review process happened as described in the handbook. Finally, reviews are submitted and presented to the Board of Governors as evidenced in the *REPORT ON PROGRAM REVIEWS COMPLETED IN AY2018-2019* dated Dec 5 & 6, 2019.

Transcripts are effectively evaluated for credit, experiential learning, and other types of prior learning assessment in a faculty-driven process. The Registrar's website clearly outlines a quality process and documents processes on page 60 of the student catalog. A DARS degree audit supports student curriculum and graduation planning, and is both clear and transparent. During the site visit, students confirmed that they understood the process and felt comfortable using it.

As affirmed by a review of its Letters of Accreditation, and its Accreditation page on the website, CSU Pueblo programs hold specialized accreditation through ABET, AACSB, NASM, ACEN, and CSWE. CSU Pueblo is currently seeking CAATE accreditation for its MS in Athletic Training and CSWE accreditation for its Social Work MSW. In addition, its chemistry program holds ACS certification and its Teacher ED program is authorized for licensure in many content areas. Further, CDE and CCHE review the Education credentials every five years, and were last reviewed in 2016.

The Office of Institutional Research provides clear data that can be explored on its webpage on the University website. The last survey found for alumni was 2016. The last Graduate survey was in 2018. After that the survey was replaced by a Placement Survey that shows employment data. The new survey no longer asks students how they liked the experience but meets the requirements to survey graduating students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

CSU Pueblo engages in ongoing assessment of student learning. The Assessment of Student Learning section of the catalog briefly describes the institution's assessment plan that includes use of student learning outcomes (SLO) embedded in each course and each program. It further describes a process wherein faculty evaluate the SLOs, report the results to the Board of Governors of the CSU System, and accreditors. Evidence for this is provided in the assurance argument. In 2019, an Executive Director for Assessment and Institutional Effectiveness was hired to facilitate the process, as evidenced by the website's Leadership Team page and by meeting with this individual onsite.

In order to improve upon the concerns noted by the HLC 2017 Letter, CSU Pueblo noted in its interim report that an updated syllabus template was approved by Faculty Senate in 2017 and further revision approved in 2019. The updated process of assessment, defined in the interim report and assurance argument, exhibited refinements to the process reflective of sound practice. The updated template also addressed the concern over stacked credentials. According to the interim report, participation in syllabus review increased from 25% of departments reporting in spring 2018 to 100% in spring 2019. During the visit, discussions with the faculty revealed a commitment to the process and an understanding and respect for how it is improving instruction and student learning outcomes.

The plan is that each year, a designee for every academic program is expected to submit an assessment report to the Executive Director. The team reviewed reports that indicate the SLOs that were measured, the method of measurement, who assessed the data, results, and conclusions. Finally, the reports show improvements made to each program. Reports are openly available on the CSU Pueblo website. Two CSU Pueblo faculty members (from other disciplines) review the reports and provide feedback to the assessment team using an evaluation form. Cocurricular learning is assessed based on standards set by CAS (Council for the Advancement of Standards) in higher education and use of the National Survey of Student Engagement. The assurance argument provides clear evidence of improvements made as a result of these assessments and evaluations. As an example, the argument

describes changes made in Arts and Media whereby curricular offerings were restructured, redundancies removed with courses offered in the Department of Mass Communications (MCCNM); plans to implement cohort courses with Art, MCCNM, and Music starting in fall 2020 via a new School of Creativity and Practice. Additionally, the team reviewed documents from the Assessment Website and learned that the Hasan School of Business noted the need to improve direct assessment as a result of a recent review. The World Languages department described feedback and changes related to co-curricular activities to support student learning.

The team finds that assessment processes and methodologies are sound and reflective of good practice, and inclusive of faculty and other relevant stakeholders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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.)

Rating

Met

Rationale

CSU Pueblo has a robust system, evidenced on its website, with defined goals for student retention, persistence, and completion. The team reviewed these dashboards and those housed with the Center for Academic Enrichment to validate that the dashboards exist and are being tracked. These are maintained by Institutional Research and are updated weekly in a "Now Trending" website (started in April 2020) for transparency. The team believes that the goals from the previous strategic plan were appropriate to its mission, student population, and educational offerings. As indicated in the argument, the institution was able to meet these goals. The institution is in the process of developing new goals as part of the Vision 2028 strategic plan, with these goals to begin in 2021.

In discussions with the CSU faculty members, it is evident that the results of these findings are useful and leveraged for making improvements to the programs. The assurance argument noted that each year these goals are reviewed, and a 2018 Progress report demonstrates that the initial plan was monitored and improvements were made. Completion rates, for example, were compared for students prior to and after the COVID shift to remote learning. The institution found similar completion rates before and after the shift. As an additional example, one of the Deans mentioned the move for math classes from developmental education to supplemental instruction, resulting in a student completion increase of 9%.

Data has also been used to support programmatic growth. Additional programs have been added to support students who had taken a number of credits and had not finished a degree. The Interdisciplinary Studies, BS, and the BA in Humanities and Social Sciences provide a pathway for students, and both programs emerged out of discussions with faculty about completion. Additionally,

as indicated in the argument and confirmed through discussions with the staff, changes were made to the Center for Academic Enrichment to enhance both the student experience and persistence. This included enhancements made to these services so that coaches would work with faculty more closely, which was a result of student feedback and these data sources. Those conversations also led to other findings, including, the realization that students who are more involved in research projects would be more likely to remain with the institution.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of its programs reflect good practice and demonstrate thoughtful, innovative, solutions for the students and overall community. Data definitions are aligned with IPEDS and CDHE. For populations not included in IPEDS or CDHE, Institutional Research provides narratives clarifying the data sets on the dashboards.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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.

Rationale

CSU Pueblo has a comprehensive and well thought out plan to assess student learning and evaluate its programs. In response to the 2017 HLC Letter and as indicated in its interim report and the assurance argument, CSU Pueblo made the necessary adjustments to improve processes and develop what appears to be a robust path forward. CSU Pueblo has demonstrated to the team its responsibility for the quality of its educational programs, learning environments and support services. Further, it has shown mechanisms that are in place to evaluate the effectiveness for student learning and including processes designed to promote continuous improvement.

In addition to having a single office with oversight to manage its assessment reports, the templates were updated and re-aligned; reports are further reviewed in a peer process that involve faculty from other disciplines. This is considered a best practice and during the visit faculty reported finding it to be beneficial for continual improvement. SLOs have been written for all programs and are in the process of being updated again to align with the Vision 2028 plan.

Data is used widely at CSU Pueblo toward the improvement of the curricular and co-curricular environments. Resources available include data for tracking student retention, persistence, and completion, and funding from the State, the system, and grant dollars for student support activities. There are a wide variety of activities that are happening on campus and the students noted that they appreciate the learning environment that has been put in place for them. CSU Pueblo also demonstrates its ability to review its data and make improvements. The feedback loop is defined in the assurance argument and is shared openly on its website.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Through its administrative structures and collaborative processes, CSU Pueblo's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

CSU Pueblo demonstrates its commitment to shared governance through a variety of committees, councils and groups. The assurance argument provides evidence that key constituent groups are able to participate in the process through representation in groups consisting of administrators, faculty, staff and students. In follow-up interviews with respective leaders of the Faculty Senate, Admin Pro Council and Classified Staff Council, specific examples were given supporting the argument that the shared governance process is comprehensive, robust, and an effective means of communication between campus constituents and university administration.

The Faculty Senate is the primary avenue for faculty representation in shared governance of the university. The Senate meets on a regular basis and is responsible for providing leadership and submitting recommendations to the President and Provost concerning matters related to academic requirements, policies and procedures. An interview with the President of the Faculty Senate confirmed high satisfaction with the openness, transparency and receptiveness of faculty senate input by the current administrative leadership team.

There are regular meetings where the highest level administrative group (G6) meets with the

University Leadership Team, consisting of representatives of academic administration, student groups, and institutional departmental leadership. Interviews with the respective chairs of the Faculty Senate, Admin Pro Council and Classified Staff Council provided substantial evidence for a high level of satisfaction with all aspects of the governance process.

The President's Budget Advisory Council (PBAC) is an ad hoc advisory group that is charged with advising leadership on fiscal challenges that fall outside the normal budgeting process. This group made data informed decisions to streamline course section offerings and to combine or eliminate low-enrollment sections. Interviews with members of PBAC confirmed specific examples where the committee's advice on budget reduction strategies was successfully implemented.

The university has renewed its focus on the development and use of assessment plans to strengthen its decision making. The argument provides evidence that this process has resulted in improvement in student satisfaction surveys in Residence Life and Housing. Additional evidence was provided by participants who cited examples of changes made to course content and new courses (and programs) offered as a result of feedback received from the assessment process.

CSU Pueblo has a well-defined and faculty-driven process to set academic requirements. While curricular proposals originate in academic departments, the review process includes departments, colleges, and the Curriculum and Academic Programs Board (CAPB). CAPB membership includes faculty, staff, and students, demonstrating a collaborative and inclusive process. More general academic polices and processes are reviewed, developed, and recommended by the Academic Policies and Standards Board (APSB). Faculty comprise the majority of APSB membership, which also includes representatives from the Provost's office, Enrollment Management, Financial Aid, and student government.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The policies and processes related to conducting searches and hiring personnel are well articulated and thorough and should be sufficient to ensure a high quality candidate pool. The approval process for enacting searches requires that a division vice president request permission of the G6 before commencing a search. The professional development opportunities include participation in an employee tuition reimbursement program (with reciprocal opportunities with Colorado State University) and multiple training opportunities for both new and established employees. The current senior HR administrator is relatively new in her position. Our interview with her demonstrates that the President takes the HR role very seriously, including changing the reporting structure so that the administrator reports directly to the President. The HR function has transitioned from a predominantly compliance function to a much more strategic orientation which bodes well for the university.

In light of recent and past challenges in the areas of budget control and account management, additional focus on training in these areas is warranted. Interviews with leaders of student financial services and business financial services confirmed that interaction between the two units has greatly improved during the past year and that each leader is in routine communication with the other. Reconciliation of student accounting and budget functions are routine and frequent at this time. State Auditor's reports in 2018 and 2019 provide support for the argument that CSU Pueblo is now in compliance with Title IV fund processing.

The strategic planning and goal development process result in goals that correspond with the institutions strengths and are consistent with that of a regional comprehensive university. There is evidence of linkage of financial resource to the implementation plan. The 2015-2020 strategic plan clearly articulates goals. The ongoing strategic planning process, Vision 2028, should continue to flesh out and articulate specific goals to guide the university in its decision making. The Colorado State University System Board approved the Vision 2028 plan and has committed significant funds to support the plan. This was reported to the team during the visit, and confirmed in documents from

the CSU Board of Governors. This support includes a combined $5.8M in FY20 and FY21, and planned contributions of $6.8M in each of FY22 and FY23.

New budget guidelines and procedures have been developed and implemented in the past year. Discussions with the President revealed that policy compliance is now a component of the annual performance review process of senior leadership team members. The assurance argument demonstrates that processes are now in place that should ensure adequate budget control sufficient to resolve the historical inadequacy in this area. Interviews with campus and system senior leadership team members provided compelling evidence that financial control and fiscal responsibility is a top priority for both campus and system leadership.

In its final report dated 4/30/2017, the HLC peer review team recommended an interim monitoring report to specifically address: 1) policies and procedures associated with Title IV funding; 2) analysis of material weaknesses reported in CSU System Audits; and, 3) evidence of improvement of the net operating revenue and primary reserve ratios. The assurance argument and discussions during the visit provide substantial evidence that processes have been put in place to address concerns 1 and 2 above. The net operating revenue and primary reserve ratios have not significantly improved from the past review.

The Composite Financial Index (CFI) average for the past 5 years (FY15-FY19) is 1.45. The score has ranged from a high during this period of 2.33 (FY17) to a low of 0.32 (FY18). The CFI rebounded to 1.21 in FY19. The Interim Report in May 2019 provides explanation for the low score in FY18 that caused the institution to be "in the zone" for that year. The two primary factors leading to the low score for 2018 were cited: 1) changes to the Perkins Loan Program; and, 2) a year in which expenditures exceeded revenue. The Perkins Loan Program ended in 2017. As a result, CSU Pueblo booked (made an accounting entry) to recognize a one-time expense of $4.3 million as a liability to the federal government. The impact of this one-time entry was to lower the CFI by 0.71 from what the score would have been without booking the Perkins Loan liability (without the one-time entry the CFI would be 1.03, with the entry, the CFI is 0.32). Fiscal year 2018 saw operating expenses increase by $3.0 million and operating revenues decrease by $4.0 million. Simply stated, the institution did not operate within its means in 2018.

An analysis of the days cash on hand for CSU Pueblo demonstrated significant variability in this ratio during the period FY17-FY19 and moderate to low ability for the institution to cover its operating expenses should a significant disruption occur in its revenue stream. CSU Pueblo provided Days Cash on Hand Calculations at the team's request and the results are as follows: FY17, 140 days; FY18, 55 days; and, FY19, 89 days.

CSU Pueblo has taken steps to reduce its operating expenses and to increase operating revenue. The President's Budget Advisory Council worked closely with executive leadership to identify budget cuts that included elimination of positions, changes in number of course sections offered and other salary savings efforts to include not refilling open positions. Nonetheless, a review of the audit and finance committee May 2020 minutes finds that working targets and sources for balancing the university's FY21 budget include $10 million of CARES Funds, $3 million in funds from the system Board of Governors, and $1 million in expense reductions.

Meetings with the executive team, senior finance management for the campus and system, the system Chancellor and members of the Board of Trustees confirmed that each of these constituent groups are acutely aware of prior failures in financial control at the CSU Pueblo campus level, and each further demonstrated in their comments and actions a strong commitment to strengthening the financial

position of the university.

An increase in excess of $900,000 has been allocated to college budgets during the past three years. Additional resources have been allocated to student support initiatives. During this same time period, the university's fund balance has grown from $3,324,407 in 2018 to $7,252,662 in 2020. At the close of FY20 the E&G fund balance was reported at $9,110,057 and total institutional reserves were at $19,532,316, as reported in the September 15, 2020 President's Cabinet meeting. There is strong evidence to suggest a significant increased effort to better align financial resources with the academic mission of the institution during the past 18-24 months.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The budget process is designed to recognize institutional priorities and allocate its resources in a manner consistent with the mission, vision, and goals of the university. Departmental leadership is responsible for presenting and justifying funding requests for wildly important goals (WIG). Division vice presidents are responsible for assuring goal alignment and advocating to the G6. The President's Budget Advisory Council, made up of a broad constituency base, also has input in budgetary decisions.

Evidence of the linkage between assessment and budget allocation is demonstrated by increased funding to new programs developed over the past three years, including Health Science, Nursing, and Master of Social Work. Enrollment trends are monitored and programs have been eliminated or revised based on program evaluation and market trends.

The 2015-2020 strategic plan was developed with input from multiple constituency groups. The most obvious evidence of interaction with external constituents is the President's Citizens Advisory Council. The Vision 2028 planning process was extraordinarily inclusive and the process allowed for feedback from a cross-section of constituents within the Pueblo area, alumna, and faculty, staff, students, and administration.

University leadership recognizes the financial constraints under which it is operating and has reinstituted the Office of Research and Sponsored Programs and created the Office of Organizational Development to enhance external funding efforts. Total new grant funding received during the 6-year period of 2015-2020 is roughly $28.2 million. The past three fiscal years saw grant funding increase from approximately $1.7 million in FY18 to approximately $7.1 million in FY20. CSU Pueblo

recognizes it is a tuition-dependent institution, and as a result has a system in place for on-going monitoring of enrollment trends. Its summer and fall enrollment dashboards provide some evidence of this. Enrollment fluctuations have resulted in significant budget adjustments during recent years.

CSU Pueblo has made significant investments in technology in the past few years. Investments in Blackboard, Zoom, and classroom hardware have allowed the university to deliver its courses in an online environment. During the site visit, a team member toured an advanced lab within the Nursing program and reported evidence of state of the art technology being deployed in this area. CSU Pueblo recognizes that local student enrollment is declining and that recruitment of out of state, international, and online students provides an opportunity to offset the financial impact of the decline in the local market.

The CSU Pueblo Interim Report to HLC in 2019 chronicles the institution's actions and efforts to improve operations and student outcomes. The Institutional Effectiveness Committee was restructured in 2019 and there has been a significant investment in training, developing and implementing assessment plans across campus. Investments in OER training has resulted in open source textbook options and offer potential to greatly reduce textbook expense for students. The partnership with Johnson Control, Inc. resulted in needed upgrades to the campus energy infrastructure. Other third party partnerships to develop solar energy will further enhance the university's energy management plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

CSU Pueblo actively engages a large cross-section of campus constituents in its planning processes. The administration has been responsive to changes in its operating environment and has proactively modified and enhanced administrative structures, committees, and task forces to address challenges it faces.

The Office of Institutional Research collects, analyzes and disseminates data to appropriate bodies to ensure that data-informed decisions are being made. The team found that Institutional Research was more engaged at this campus than most any other institution with which the team was familiar. There is a significant focus on student enrollment patterns and trends, in addition to attention to persistence and completion. A renewed focus on institutional effectiveness and the restructuring of the Institutional Effectiveness Committee demonstrate a commitment to improvement in student learning outcomes.

CSU Pueblo has experienced significant challenges during the past decade that have resulted in a significant strain on its financial position. Insufficient accounting controls resulted in excess of $12M in negative account balances from 2005 to 2019. In 2019 the CFI composite score once again fell below 1.0 which reinforces the concern about the financial sustainability of the institution.

The 2017 reaffirmation review team noted concern for the financial sustainability of CSU Pueblo with specific concern with financial processes, controls, and low CFI scores with specific concern with the institution's primary reserve ratio and the net operating revenue ratio. The commitment of senior administration at the campus and system levels has resulted in the establishment of vastly improved financial controls and processes. The CFI scores continue to be low and there has not been significant improvement in the two ratios of concern at the time of reaffirmation. CSU Pueblo continues to rely on external infusions of revenue from the CSU System, grants, and one-time CARES funds. Our discussion with the CSU System Board of Governors and the System Chancellor found unwavering support and commitment to continue to provide funding to CSU Pueblo while the campus works to implement the 2028 Vision, which is expected to strengthen its long-term viability and fiscal sustainability. CSU Pueblo should continue to take aggressive steps to improve its primary reserve ratio, the net operating revenue ratio, and the composite CFI.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Since its last reaffirmation visit, CSU Pueblo has been in the Standard Pathway. In addition, they have a new President and have undergone an updated visioning process. CSU Pueblo has built a strong sense of mission through its work on Vision 2028. This vision was realized within a process that involved considerable input from the campus community. The goal of becoming the People's university of the Southwest is ambitious, yet the campus community is embracing the dream of achieving the goal. Support for this vision from the CSU System Board of Governors is significant.

 The institution's data focus is clear from an array of publicly accessible dashboards and capacity for customized data runs. CSU Pueblo has a well-structured student complaints process which allow the institution to resolve issues, while also identifying and learning from trends in complaints. CSU Pueblo has an appropriate array of academic and co-curricular programs and student support services. The institution is fully engaged with improving its general education, has a focus on assessment, and uses data for campus-wide improvement and serving its diverse student population. The status of CSU Pueblo as an Hispanic Serving Institution is important to the university's mission. The university has developed several programs to support students and has embedded new approaches to advising/coaching of students into the junior and senior years. Many of these processes are new and have provided only limited results to date. The processes themselves, when coupled with attention to the processes by faculty and staff, provide promise for continuing improvement in supporting student learning. CSU Pueblo has a comprehensive and well thought out plan to assess student learning and evaluate its programs. Department assessment reports are reviewed in a process that involves faculty from other disciplines.

 The shared governance processes and the multi-layered administrative committee structure allow for all constituents to participate in the planning and decision-making work of the university. Financial processes and controls in place at CSU Pueblo were a major concern of the team during the last HLC visit. The failures in these controls in conjunction with a pattern of borderline CFIs over a period of years resulted in significant concerns regarding the financial sustainability of the university. Systems have been put in place, including integrating the financial software at CSU Pueblo with the CSU System, that provide significant evidence of CSU Pueblo's opportunity to achieve financial sustainability in the future. Its position is much improved from where the institution stood 4 years ago. State funding, the COVID pandemic, and declining traditional student enrollment are risks that remain and threaten the financial health of the university. These risks are not unique to CSU Pueblo and are, in reality, the type of risks that the vast majority of public regional universities across the U.S. are experiencing. Continued real-time monitoring of enrollment and tuition revenue data with appropriate modification of budgeted expenditures to match anticipated revenue is strongly encouraged. Additionally, we recommend that CSU Pueblo continue to aggressively manage is accounts receivable. As long as CSU Pueblo continues to monitor enrollment and retention trends and regional economic indicators, they are ready to meet challenges in this area.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation

No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Colorado State University-Pueblo, CO
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation. Will include embedded interim reports on (1) Title IV Federal Compliance Process re: Student Complaint Policy and Process; and (2) activities and initiatives focused on fiscal capacity and sustainability.
	Due to the COVID-19 pandemic, only the following will travel to campus: Amy Kahn. The rest of the team will conduct the evaluation remotely.
DATES OF REVIEW:	11/9/2020 - 11/10/2020

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: **No Change**

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change: **No Change**

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2016 - 2017

Year of Next Reaffirmation of Accreditation: 2026 - 2027

Recommended Change: **No Change**

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Doctoral

The institution is not approved at the following program level(s): Associate's, Specialist

The institution is limited to offer the following program(s), within the approved program levels listed above: Doctor of Nursing Practice. Any new program(s) may require prior HLC approval.

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Recommended Change: **No Change**

Additional Location:

Prior HLC approval required.

Recommended Change: **No Change**

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. Approved for correspondence education courses and programs.

Recommended Change: **No Change**

Accreditation Events

Accreditation Pathway   Standard Pathway

Recommended Change: **No Change**

Upcoming Events

Comprehensive Evaluation: 2026 - 2027

Recommended Change: **No Change**

Monitoring

Upcoming Events
None

Recommended Change: **No Change**

Institutional Data

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	15	_____
Associate Degrees	0	_____
Baccalaureate Degrees	32	_____
Graduate		

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Master's Degrees	12	_____
Specialist Degrees	0	_____
Doctoral Degrees	1	_____

Extended Operations

Branch Campuses

None

Recommended Change: **No Change**

Additional Locations

Collaboration Campus, 4500 Limelight Avenue, Castle Rock, CO, 80109 - Active

CSU-Pueblo at Colorado Springs , 2864 South Circle Drive, Colorado Springs, CO, 80906 - Active

Fort Carson, Fort Carson, Army Education Center, Colorado Springs, CO, 80903 - Active

Recommended Change: **No Change**

Correspondence Education

45.01 - Social Sciences, General, Bachelor, BA, BS Social Science

45.11 - Sociology, Bachelor, BA, BS Sociology

Recommended Change: **No Change**

Distance Delivery

51.1601 - Nursing/Registered Nurse (RN, ASN, BSN, MSN), Master, Master of Science with a Major in Nursing (MS)

51.3801 - Registered Nursing/Registered Nurse, Bachelor, Registered Nurse to Bachelor of Science in Nursing Option (RN-BSN)

Contractual Arrangements

None

Recommended Change: **No Change**

Consortial Arrangements

None

Recommended Change: **No Change**

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet