Assurance Argument

Colorado State University-Pueblo - CO

Review date: 11/9/2020

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.

Argument

1. The mission statement is developed through a process suited to the context of the institution.

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

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

Expanding on that statutory mission is the current mission statement. Following an inclusive and transparent process, including many sessions designed to share information as well as to solicit stakeholder input, the campus drafted and the CSU System Board of Governors endorsed an ambitious new mission statement that clarifies how the University will achieve its vision to establish itself as "*the people's university of the Southwest United States by 2028*":

> *CSU Pueblo's success will be measured by the resilience, agility, and problem-solving abilities*

of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

The goal of this new statement was to provide a comprehensive mission and vision to guide the University over the next 10 years as it "reimagines higher education across the Southwest United States, in its region, for its community, and on the Pueblo campus". In the rapidly changing environment of higher education, the campus sought to differentiate itself from its peers, to define its niche, and to provide a road map for itself to best serve its constituents, impact its community and region, and fulfill its statutory mission.

In addition to the mission statement itself, the University developed a new statement of values which provides additional context for the mission statement:

> *CSU Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.*

Finally, eight guiding principles are provided to clarify the intent of Vision 2028: *Develop People, Live Sustainably, Engage Place, Empower Students, Transform Learning, Cultivate Entrepreneurship, Build Knowledge, and Impact Society.*

The process for developing the new vision, mission, and guiding principles was comprehensive, iterative, and transparent. A faculty member was appointed as Executive Director of Organizational Development and charged with leading the process. The administration also formed a task force of faculty and staff members from across campus. This group completed a SWOT analysis that included every unit on campus and surveyed all stakeholder groups for input. They held workshops and open fora to obtain iterative feedback from campus throughout the process. A draft of the new mission and vision was presented to campus in September 2018 and to the Board of Governors, who endorsed it, in October 2018. With the implementation of Vision 2028, in December 2019, the president charged the members of the Strategic Planning Advisory Team to create transition plans for formulating the new strategic plan, using the outline of Vision 2028 and its implementation plan, over spring and fall 2020.

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 cultural purpose.

Taken as a whole, the Vision 2028 and its related statements clearly address all important aspects of the University's mission, including meeting the educational and workforce development needs of the region, providing enhanced services to meet the needs of underserved students, improving access and affordability, cultivating impactful research and entrepreneurship meaningful to students and the larger community, and creating unique educational opportunities grounded in interdisciplinary and experiential learning to enhance relevance.

Vision 2028 is the embodiment of the University's mission. Key components of the new vision and mission documents that differentiate it from other regional comprehensive universities in the state include its focus on the Southwest United States, its focus on diversity, on engaging place, and its

focus on preparing students to be resilient and agile to ensure success in the workplace. Work is a key component of the mission and the Vision 2028 team developed the concept of CSU Pueblo Works to demonstrate how the mission will guide the university to "equip students with meaningful experiences that allow them to seamlessly transition from university to professional life."

Vision 2028's implementation plan states, "Under the auspices of our newly established Works Program, we will (re)imagine our campus as 1) increasingly responsive to student needs, specifically those of enhanced access and affordability, experiences, environments, and the need to develop people; 2) programmatically motivated by professional and workforce indicators; and 3) positioned to be an economic driver and change agent across the state, within our CSU System, and in an underserved region defined by diversity, poverty, and the grit associated with blue-collar roots and steel mill histories." The first five years of the plan focus on building financial aid infrastructure to address affordability, building accountability in managing projects to ensure sustainability, and implementing five initiatives that specifically address the needs of the institution's students including improved advising for both high school and college students, expanding reach into the Colorado Springs market, enhancing offerings for adult students to better serve the region, and redesigning of general education and capstone experiences to provide more relevant academic experiences for students. Our academic programs all have work-related components.

As a pathway for implementing Vision 2028, the campus developed several new initiatives. These were then presented to the Board of Governors and, to date, seven of them have received funding from the Board of Governors as well as external sources for phased implementation. These initiatives focus on providing enhanced advising and counseling services, enhanced workplace relevant curriculum including a revised General Education curriculum, capstone experiences, and college to work programs, services for adult learners, and expanded online offerings. Hence, these initiatives further illustrate how the University, guided by Vision 2028, is placing emphasis on the various aspects of its mission focusing on building the infrastructure needed to serve its regional population and creating an ecosystem that supports the attainment of its mission.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

The University's Vision 2028 mission and vision statements define CSU Pueblo as a regional, comprehensive institution and identify the intended constituents of the University's educational programs and services. Its emphasis on serving the people of the Southwest United States is further articulated by the document's focus on serving southern Colorado's culturally and ethnically diverse student body, including first generation students.

The CSU Pueblo Works document defines the University's constituent groups to include first-time freshman, transfer students, adult learners, student athletes, online students, concurrently enrolled students, international and graduate students. With its emphasis on "preparing students to navigate life and work in a rapidly changing world," this document defines the nature and scope of the University's targeted student groups as those who will benefit from access and affordability, professional and relevant work experiences, and enhanced student support systems, allowing them to impact their families and communities.

Each of the implementation initiatives mentioned above, targets a specific student group.

Initiative	Target Student Group	Benefit
1 - New Financial Aid Model	First-year students and all underserved populations	Create new avenues for access and affordability for the most high need student populations in the state of Colorado through paid learning experiences.
2 - Athletics	Student Athletes	Address crucial infrastructure needs to maintain upward growth potential across all athletic programs.
3 - University Tracks Centers	First-year students	Establish a "college going culture" in the community of Pueblo while offering opportunities and encouragement for high school students to enroll in a 4-year institution upon graduation.
4 - New Advising Model	First-year students, transfer students, continuing students	Create a more robust centralized advising process that can serve continuing students beyond the first year.
5 - CSU-Pueblo at Colorado Springs	Adult learners, working professionals	Deliver innovative and emerging industry directed degrees, certificates and micro-credentials targeting the adult learning population.
6 - Adult Learning Program	Adult learners	Develop academic programming with the adult learner at the forefront of their model.
7 - General Education & Capstone Curricular Redesign	All students	Transform learning for all students by developing an outcomes-based general education curriculum and capstone experiences for each major that provide access to high-impact practices for all students, development of civic and intellectual capacities, connection of general education to the major, and integrative learning.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

CSU Pueblo's mission statement declares that the university will develop its diverse student body to be resilient, agile, and adept at problem-solving, preparing them to navigate the rapidly changing work environment. The University's academic offerings accomplish this mission by providing professionally relevant degrees including but not limited to Business, Nursing, Health Sciences, Construction Management, Social Work, Criminology, and Wildlife Biology.

CSU Pueblo degrees are built upon the university's general education program. Campus administration and faculty have recognized the need to reimagine the general education program in light of the new mission. To that end, a General Education task force has been established—led by the Executive Director of Undergraduate Studies—and funded as a Vision 2028 initiative by the CSU System Board of Governors. The task force held multiple open fora for faculty to help develop updated general education student learning outcomes. The General Education Board proposed a new set of intellectual and practical skills-based student learning outcomes (SLOs) which were approved by the Faculty Senate in April 2020. These SLOs focus on skills students need to be successful in today's work or graduate school environment.

The campus has developed new programs to reach and serve other potential markets in the region. Examples include the Bachelor of Science in Health Sciences, Bachelor of Science in Cannabis Biology & Chemistry, Doctorate of Nursing Practice, Master of Social Work, Bachelor of Science in Interdisciplinary Studies, Bachelor of Arts in Humanities & Social Sciences, and Bachelor of Science in Middle School Math Education. Additionally, the University has increased its online course offerings including fully online degrees in Construction Management, RN to Bachelor of Science in Nursing, Master of Business Administration, Master of Science Nurse Educator, Master of Education, Bachelor of Applied Science in Health Science & Administration, and expanded online general education offerings. In fall 2021 we will add fully online Bachelor of Applied Science (BAS) programs in Leadership and Management and in Automotive Industry Management.

In addition to program relevance for student job or graduate school placement, the University's guiding principles also stress transforming learning. In order to ensure program quality, programs are regularly reviewed by the Curriculum and Academic Programs Board of the Faculty Senate to gauge program effectiveness and relevance. Several programs are accredited by external accrediting bodies which review academic programs for quality. (See section 4A.)

CSU Pueblo offers support services that are designed to meet the needs of its diverse student population. Students, including first-year, transfer, and undeclared students have access to comprehensive advising services provided through the Center for Academic Enrichment. As one of its Vision 2028 initiatives, the University has developed a new student advising ecosystem that includes inputs from four major programs/activities to achieve its primary goals, including; 1) Creating a new PACK Center; 2) Creating a "Success Team" from intake to graduation for each student, 3) Building a new Peer Advisor Network; and 4) Creating Individualized Advising Plans for each academic unit. This new advising model is designed to provide robust wrap-around services for all types of students throughout their tenure at the University.

Tutoring is available for general education courses and specific disciplines; in addition, academic improvement services are available for students on academic probation. The University provides writing assistance through the Writing Room, tutoring for math in its Math Learning Center and for science, technology, engineering and mathematics (STEM) courses through its Science Learning

Center. For students who qualify for their services, the University has TRIO grant-funded programs including Student Support Services, Veterans Upward Bound, Upward Bound, and the Educational Opportunity program and Talent Search. All students can also take advantage of the Career Center's services. The University Library provides a research help desk that is open late nights and weekends and also offers consultation services for students to assist with research projects. Students with disabilities find support at the Disability Resource and Support Center. Many of these mentioned services are co-located in the institution's Library and Academic Resources building to maximize accessibility to students. Each of these units tracks how many students utilize their services and how many times these students visit; some track academic success of their caseload. Annual assessment of these data is done in all areas. For example, the STEM Learning Center report shows this unit assesses the effectiveness of their interactions with students and can demonstrate that they have a positive impact on student success.

Student Affairs provides wellness support for students such as Counseling, Health Education and Promotion and Health Services. There are opportunities to learn and attain knowledge regarding inclusion, healthy life skills, and support toward persistence to the degree, providing each student the opportunity to reach their full potential both inside and outside of the classroom.

The Office of Student Engagement and Leadership (SEAL) provides supportive services such as programming, activities, and leadership opportunities for students to become involved with the University, whether they live on or off campus. In particular, SEAL helps students enhance their experiences outside of the classroom and develop a sense of belonging, purpose, and resiliency. Some of those co-curricular activities in Student Recreation and leadership-engagement opportunities include Student Organizations, Fraternity and Sorority Life, New Student Orientation, Associated Students' Government, Student Recreation, Club Sports, and Search and Rescue. CSU Pueblo had a total of 73 active, registered student organizations in spring 2020.

CSU Pueblo's mission emphasizes its commitment to serve its diverse community and region. 45% of its undergraduate student FTEs (full-time equivalents) are from underserved populations, in particular the undergraduate degree-seeking Hispanic population. Because 34% of enrolled students self-identify as Hispanic, the University qualifies as an Hispanic Serving Institution (HSI). The student body also represents diverse socio-economic groups. In fall 2018, 76% of degree-seeking undergraduate students were determined to have financial need, 41% of students were Pell-eligible, and 41% were first generation college students. Further demonstrating the institution's commitment to meet the needs of non-traditional students in its region, in fall 2019, the average age of our undergraduates was 24 years old.

CSU Pueblo students are also diverse in their level of academic preparedness. The selectivity of students admitted (defined as acceptances divided by applicants) ranged from 95% in fall 2017 to 93% in fall 2019. To support the graduate student population, the university also added an office of Graduate Studies overseen by a Director of Graduate Studies who reports directly to the Provost and Executive Vice President for Academic Affairs.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The university's mission and vision documents can be easily found on the CSU Pueblo homepage within the "about" section. This page includes the vision, mission, and guiding principles of the

University. It also links to many other supporting documents including the Vision 2028 Booklet, the CSU Pueblo Works booklet, and other implementation documents.

The President's office frequently discusses the new mission and vision in various settings including convocation and other public fora. In addition, the Vision Team distributed an informative poster to campus constituents so that Vision 2028 is visible across campus.

The mission is clearly articulated in the University's Statement on Vision 2028 where it speaks to the University's purpose to "reimagine higher education across the Southwest United States, in our region, for our community, and on our Pueblo campus." In addition, the University's mission is reflected in its value of being "dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world." Goals and institutional priorities can also be found in our Guiding Principles, located on the Vision 2028 web page, which include "Develop People, Transform Learning, Live Sustainably, Cultivate Entrepreneurship, Engage Place, Build Knowledge, Empower Students, and Impact Society."

The university's mission/vision is also reflected in the president's welcome letter located on the Office of the President's website which speaks to becoming the people's university for Colorado and the Southwest United States; and also about the people we serve and the manner in which we provide those services: "We are working to create a differentiated student experience, target new student populations, and reimagine the way we do our work. We will soon be teaching and developing students in a more interdisciplinary manner and with a set of innovation and entrepreneurial skills to prepare them to navigate work in a rapidly changing world." The President's Citizens Advisory Group assists with our connection to the local community. (see detail in 5.B.3)

The university's Wildly Important Goals (WIGs), Enhancing Our Appeal, Increasing Student Success, and Developing Our People, are plans and priorities which track to Vision 2028 and help to support the university's mission. These WIGS are mentioned often in campus communications, such as in this memo. To further reinforce the mission and vision and purpose of the university in the minds of faculty, staff and students, the president records a series of videos that are posted on the Vision 2028 website, the president's website and the university's communication hub, the Wolf Den.

The following statement is included on all press releases that are sent out from the Marketing and Communications department to further emphasize the mission.

> "Colorado State University Pueblo is a comprehensive state university with an enrollment of nearly 4,000 students. With 34 percent of its students Hispanic, it is a designated Hispanic Serving Institution (HSI), and a military friendly university. The university is dedicated to interdisciplinary learning and entrepreneurship that elevates its people and community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world."

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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.

Argument

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.

Colorado State University Pueblo has a long history of serving the community and responding to the growing needs of higher education in our region. It has evolved from a three-room junior college to a regional, comprehensive university offering 41 baccalaureate, 14 master's degree, and 1 doctoral programs, serving students from all 50 states and 17 countries. Today, over 20,000 graduates live in Colorado, with many residing in the immediate southern Colorado region. Thousands of students who have jobs and serve our local region graduated from our institution. As a four-year comprehensive university, CSU Pueblo has served the changing needs of the citizens of Colorado for more than 80 years. CSU Pueblo strives to continue its tradition of teaching effectiveness and to increase its efforts in basic and applied research while maintaining a high degree of service to the citizens of Pueblo, the region and the state.

Actions and decisions made by the institution reflect its mission to provide leadership and access for its region while maintaining its commitment to diversity. The institutional values of interdisciplinary learning and entrepreneurship elevate our people and our community, create educational opportunities, foster unique collaborations, and support inclusion, access, and affordability as a gateway to the world. Service to the public good is embedded in the Vision 2028 documents, especially in the guiding principles that focus on engaging and impacting society. Specific strategies that represent the guiding principles of *developing people, transforming learning, engaging place, building knowledge, empowering students*, and *impacting society* include:

- enhancing and expanding the Nursing program and adding a Doctorate of Nursing Practice degree and a Master of Social Work as a response to increased needs in the region,
- developing and expanding the nationally recognized Institute of Cannabis Research which produces published research on the impact of cannabis and legalization,
- providing local research and data,
- increasing the number of student internships in the community,
- enhancing alumni engagement with students,
- implementing mentoring of students by faculty, staff, or alumni, and
- providing leadership opportunities that extend to the community.

As another example, the campus focuses on integrating experiential education (EE) throughout the students' curricular and co-curricular activities. This is well represented by the Communities to Build Active Student Engagement (CBASE) As a philosophy of education, EE informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. Inherent in EE is volunteerism and service learning which serves the public good of the region as well as the University.

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

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

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

As a result of CSU Pueblo's mission and objectives, its primary responsibility is serving the student. One way we are achieving this goal and engaging with external constituencies and communities of interest in Southern Colorado is by combining student education with community engagement. The value of experiential education, engaging students in community-based research, internships and service learning, is that it focuses on multi-dimensional factors of serving students. Service learning provides service to the local community and region. The students benefit, the faculty and staff benefit and the region benefits.

Community and region-based research and scholarship produced by the faculty provide additional evidence of the institution's commitment to the public good. Basic and applied research and scholarship adds value to the region, its government, businesses, organizations and residents. Discoveries in science, technology, engineering, math, business, nursing, social sciences, art, education, and the humanities make our region a better place to live and enhance the quality of life of the residents. Recent examples of collaborative or relevant research include reducing expulsion and suspension of students in Pueblo City Schools, facilitating strategic higher education partnerships and student exchange, assessing and training athletic preceptors in the Rocky Mountain region, "Go Ask Tara" health education campaign with Pueblo Department of Public Health and Environment, K-12 Cannabis research in Pueblo City Schools, toxicology of wildlife around the Fountain Creek Watershed, public health risk of smelting in Pueblo, mercury and selenium level in trout at high-elevation Colorado lakes, efficiency analysis of hospitals in the region, and analysis of school wage and construction costs.

Many more examples of community collaboration, experiential education, service learning and research produced by the faculty, staff and students at CSU Pueblo exist. A select sample of

initiatives that serve the good of the region are listed below. Many community-based opportunities for students still exist in a decentralized fashion under the umbrella of service learning and experiential education through academic departments and the Career Center.

- The President's Citizens Advisory Group consists of a diverse group of community members. Recent initiatives include consultation from the community group on cannabis concerns, Vision 2028, the solar farm, developing Chicano Studies, COVID-19 and a host of other timely concerns requiring community input.
- District and Colorado Regional K-12 STEM fair held on campus for the last two years.
- Annual Health Informatics Research Symposium.
- Nursing student study of healthcare efficiency in local hospitals.
- Ongoing Library archiving of historical data important to our local culture and community.
- Fine Arts creative works exhibits and guest performances with community artists or ensembles.
- The "National Summer Transportation Institute," held each summer by civil engineering technology faculty, introduces students in grades 6-9 to careers in transportation through seminars, field trips, and hands-on activities.
- University Tracks Centers in area high schools (Districts 60 and 70) provide college-going assistance to those high school students who want to attend a four-year institution, whether at CSU Pueblo or another institution. Tracks Centers are currently located in Pueblo West and Pueblo East high schools, with new centers close to opening at Pueblo South and Pueblo County high schools. These centers, staffed by university employees and student workers, provide essential support to school guidance counselors and are an example of excellent collaboration with the local community for significant impact on local families.
- Our Student Recreation Center offers yearly "Multi-Sport & Adventure Camps" for students entering grades 1-5 to experience the wonders of the Colorado terrain.
- Bringing home-schooled students to campus in the fall semesters to receive quality physical education instruction by senior level students in the Physical Education Teacher Preparation program.
- Upward Bound offers a "Summer Bridge College Preparation Program" which affords high school graduates the opportunity to earn college credits.
- Over 3,000 students who belong to Future Farmers of America held their state conferences on our campus and occupied our residence halls.
- Boys State has been hosted on campus each summer for 28 years.
- Boys and Girls Club collaborative summer site on campus.
- Multiple athletic camps in many sports, including cheerleading, were hosted during recent summers by our coaches and staff. These sports camps provide opportunities to about 2,000 students each year—many from the local community—for improving their skills and teamwork, and helping develop a familiarity with a campus environment.
- Development of the Industrial Hemp Education, Agriculture, and Research (InHEAR) Program, funded by the United States Department of Agriculture, which allows students to apply and reinforce their knowledge and skills through internships with local industrial hemp agriculture businesses and research facilities.
- Partnerships in Undergraduate Education for New and Transferring Estudiantes (Project PUENTE), funded by the National Science Foundation, uses cybersecurity as a mechanism and model for increasing the numbers of Hispanic/Latino and underrepresented student groups receiving degrees in STEM careers. Project PUENTE creates a seamless pathway to "New-Collar" cybersecurity careers via an Associate of Applied Science degree (AAS) to a BS degree in Computer Information Systems program through coordination with high schools and community colleges.

The addition of state-of-the-art equipment and instrumentation in the Biology, Biochemistry, Chemistry, Nursing and Engineering departments (see also 3.D.4) has had a positive impact on the institution by increasing its physical assets and expanding the capacity for community-based research as well as the capacity to seek additional external financial resources to support graduate research and community-based research. Newer residence halls, auditoriums, classrooms, meeting rooms and athletic facilities bring the community to the campus (see also 5.A.1). Many meetings, conferences, and community events utilize University facilities. In 2019, Auxiliary Services booked 895 community events with an approximate attendance of 13,100 people.

While these examples provide evidence of CSU Pueblo's commitment to its educational role, they also illustrate how the University serves its region and community through its educational programs, student internships, experiential education, and faculty and student research to enhance the public good.

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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.

Argument

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

In order to achieve the vision of CSU Pueblo as the people's university of the Southwest United States, the institution provides leadership, educational access, and opportunity to its local community and surrounding regions. This requires a focus on informed citizenship and workplace success. CSU Pueblo's mission directly reflects this focus as our success is measured by the way our diverse student population will be able to navigate the rapidly changing world. The university provides a variety of curricular and co-curricular programs to help prepare students. Examples of this include:

- Internships
- Nursing and Teacher Education practicums
- Hands-on experience for Mass Communications majors running the campus radio station, online news website and newspaper
- Revised General Education with focus on practical skills (see section 1.A.4)
- President's Leadership Program
- Student research projects with Care & Share Food Bank of Southern Colorado, Pueblo County Health Department, Lower Arkansas Valley Water Conservancy District History Project, Southwest Chief/AMTRAK, City of Pueblo Wastewater Department, East 4th Street Business Owners, etc.
- On-going Library archiving of historical data important to our local culture and community
- Reserve Officer Training Corps (ROTC). Successful Bachelor's degree graduates commission as a Second Lieutenant into the United States Army.
- Athletics participation and community engagement.
- Mindfulness and Restorative Justice grant projects by Exercise Science, Health Promotion and Recreation faculty in collaboration with District 60 schools.
- The Center for International Programs and Inclusive Excellence provides diversity training to students. Topics include supporting Undocumented Students, Safe Zone Training, Microaggression Training, and Diversity training. Extended Studies has offered community service courses in Bilingual Education for Emergency Responders and Bilingual education For Food Safety through the Short Course format.
- The Associated Students' Government is dedicated to advocating on behalf of students and

their concerns, bridging the gap between faculty, administration, staff, and students. Students strive to establish a productive and dynamic learning environment, as they serve as liaisons, coordinators, and leaders between different aspects of our university.

We recently were accepted to participate in the Department of Education Title IV Experimental Sites Initiative for Federal Work-Study employment expansion. This will allow use of work-study dollars off campus in Pueblo businesses, as part of our Vision initiatives.

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

In order to achieve its vision, the university must reflect the multicultural nature of the Southwest. The university accomplishes this through teaching, research, service activities and hiring practices that promote and build upon the university's commitment to diversity. The institution's mission and core values ensure that diversity is a priority for the institution, both in its core operations on campus and in its outreach activities in the community.

Reflecting the culture of the region, the University's status as a Hispanic Serving Institution (HSI) is of major significance to our intended status as the people's university of the Southwest United States. In addition, the university's Guiding Principles include a focus on diversity. The most relevant principles are Engaging Place—embracing our regional histories, diverse cultures, socioeconomic realities and physical location, and Impacting Society—elevating the region through our commitment to the health and well-being of our people and our communities. According to the University student enrollment profile, approximately 47% of student undergraduate FTE is from minority groups, including 34% of undergraduate students who self-identify as Hispanic.

To facilitate greater support and success for the diverse members of our campus community including students, faculty and staff, in summer 2020, the University announced a realignment of operations involving the Office of Institutional Equity, the Disability Resource & Support Center, and Human Resources. The University is taking advantage of structural efficiencies and operational synergies to expand support and services for not only our diverse students, but also our diverse faculty and staff. The offices of Institutional Equity and Human Resources have merged to create the new Office of Human Resources and Institutional Equity. The previous Director of Institutional Equity position will be replaced by the Director of Compliance/Title IX Coordinator and a restructuring of diversity duties within Student Affairs. The Disability Resource and Support Center will now report to the Dean of Students in order to be more responsive to student needs and the Title IX services location has moved to the Dean of Students office to provide more accessibility for students. Additionally, The Office of Diversity and Inclusion and the Center for International Programs have merged to create a new Center for International Programs & Inclusive Excellence (The Center). The Center will help to develop initiatives that promote the successful recruitment, retention, graduation, and placement of diverse and traditionally underrepresented students. The current institutional org chart illustrates these changes.

In order to create an environment where all individuals are treated equally, the Office of Human Resources and Institutional Equity coordinates the University's ongoing discrimination and harassment prevention training programs. All employees, regardless of full- or part-time status, are expected to complete an annual training regarding identifying and preventing discrimination and protected class harassment. Not only does this training address protected class harassment, but also

issues around workplace civility, respect, and bullying. The University has partnered with *EverFi* to deliver this training through an on-line learning management system. During the 2018–2019 annual training period, in excess of 99% of full-time employees completed the course "Harassment Prevention (US)." The 2020 administration was delayed due to revised title IX regulations.

CSU Pueblo also seeks diversity among its faculty and staff in an attempt to create an inclusive environment. The Office of Human Resources and Institutional Equity provides guidance to departments throughout the search-and-screen process to assist them in attracting the most diverse applicant pool possible. A requirement for each search is to send the application documents of those chosen for interview to the Office for review of diversity among applicants. While the percentage of staff members who are classified as minorities is fairly representative of the student population, the University faculty is much less diverse. While this is not unusual, we do work to ameliorate this as described in C.3.1.

In recognition of the fact that the University is its people and the important role that a diverse faculty and staff play in student success, the Office of Institutional Equity, in partnership with Human Resources, deployed a new training for search committees in October 2018. The training was developed to not only ensure equitable and lawful treatment of applicants, but also best practices for managing biases and identifying the best candidates based on their knowledge, skills, and abilities. In order for an employee to serve as a chair of a search committee, they must go through an additional training regarding the responsibilities and best practices for serving as a committee chair. Since deploying this new training program in October 2018, approximately 60% of the University's faculty and staff have completed this training and are eligible to serve on a search committee. All search committees must be composed of individuals of diverse backgrounds (age, race, department, length of service, gender, etc.), in recognition that diverse search committees can lead to better hires. The hiring process is overseen by the Office of Human Resources and Institutional Equity, which ensures diverse candidate pools.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

The CSU Pueblo student body is diverse in its racial and ethnic makeup, its socio-economic makeup, the number of non-traditional students it serves, and the presence of diverse learners. Campus services and student organizations exist to support the diverse student body including the institution's Center for International Programs and Inclusive Excellence, the Black Students' Union, LatinX Students Union, Alpha Psi Lambda, the Ballet Folklorico, and others.

Gender diversity is also important for CSU Pueblo. Women are well-represented in both the student body and the faculty and staff. From the 2019 Fact Book, 55% of students enrolled in resident instruction (headcount) were female. In addition, the total percentage of female faculty and staff, including all staffing categories was 53%. For full-time faculty, the ratio was slightly lower, with 43% being female. With our upcoming migration into Banner, as part of our charge to be more inclusive we are developing a third option for gender identity in our student information system.

The Center for International Programs and Inclusive Excellence at CSU Pueblo helps stimulate, promote, and support a welcoming environment for underrepresented students, faculty, and staff. In addition to the center, several clubs and organizations exist at the institution to provide support for underrepresented student groups, including Prizm, a group that is the on-campus LGBTQ+ activist

and support group for students, staff, faculty, and community members.

CSU Pueblo has a large international population on campus. In fall 2019, 99 international students from 27 countries were enrolled. The Center for International Programs and Inclusive Excellence provides services to prospective, new, and continuing international students at CSU Pueblo. One of the Center's aims is to establish support and promote international education and to help create a community that is responsive to the increasing needs and obligations of our international students and faculty.

The University makes it a priority to provide programs for veterans. The Military and Veterans Service Center serves veterans at CSU Pueblo by processing GI Bill benefits, providing work-study opportunities, and resources such as the Veteran's Resource Center. Through its grant-funded TRIO programs, the University also offers Veteran's Upward Bound to assist veterans in accessing higher education throughout southern Colorado, regardless of a veterans educational goals. CSU Pueblo is the only Purple Heart Designated University in Colorado, a designation which reflects our commitment to our veterans and their academic success.

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1.S - Criterion 1 - Summary

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

Summary

Colorado State University Pueblo has fully embraced a clear mission and vision that is embodied throughout all core operations, strategic planning, and daily life on campus. The mission statement, as part of a comprehensive planning effort resulting in Vision 2028, was developed through an appropriate, inclusive, and transparent process. The mission emphasizes the important and defining aspects of the University. Vision 2028 and its accompanying documents are the embodiment of the University's mission. All areas, from academic programs and departments to student services are in line with and support the stated mission and vision of the institution. Vision 2028 initiatives clearly identify the priorities of the institution including the nature, scope, and intended constituents of its programs and services.

Developed in 2018, the mission and vision have been consistently promoted and shared on the University website, through the Vision 2028 booklet and other documents, as well as consistent and numerous public discussions from the President's office in a variety of settings. CSU Pueblo has a multitude of programs, services and staff that align with the mission and our vision to become "the People's University of the Southwest." The mission places emphasis on the development of our diverse students to ensure they are prepared to navigate and succeed in a rapidly changing world.

Sources

There are no sources.

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.

Argument

1. The institution develops and the governing board adopts the mission.

The current mission of the university was adopted in 2019 after an extensive process to redefine our mission as part of the Vision 2028 process as described in criterion 1. The vision and mission initiatives were endorsed and funded by the CSU System Board of Governors.

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Financial Integrity

CSU Pueblo complies with the directives of the state of Colorado, the CSU System Board of Governors, and federal laws regarding its financial practices. Fiscal rules for budgets are instituted by the CSU System Board of Governors. To ensure compliance, each office within Financial Services and Administration provides expertise to manage the University's resources in accordance with system bylaws. These offices include Business Financial Services, Accounts Payable, Budget Office, Human Resources, Student Financial Services, Auxiliary Services, and Sponsored Programs. The direct reporting line for our Controller to the CSU System, as well as to local and state leadership, aligns our fiscal policy. The current university Controller has significant experience in higher education.

The Vice President for Finance and Administration along with the Audit and Finance Committee for the CSU System Board of Governors monitor the performance and fiduciary responsibilities of CSU Pueblo. Audits are conducted annually. The Kuali financial system allows oversight from managers in Business Financial Services and coordination with CSU-Fort Collins. Financial control and accountability is present within every level of the university. Electronic signature approval must be achieved by department heads and managers within each division and area within the Kuali system.

Evidence for accounting and finance units acting with integrity includes the following:

- External (independent) and internal audits since last comprehensive evaluation. (2017, 2018, 2019)
- Investment policy and documentation demonstrating compliance.
- Internal budget control rules.
- Bond rating since last comprehensive evaluation.
- Schedule and minutes for System Board audit and finance committee meetings.
- CSU System compliance reporting hotline where employees can report financial malfeasance.

When a $7.9M accounting error was discovered in 2018, the President and Cabinet moved decisively to address the concern and notified HLC of the remedy actions taken. (also see 5.B.3) The VPFA longitudinal analysis details updates on policies and financial issues including funding from the board to support Vision 2028 and the resolution of the accounting error.

CSU Pueblo procurement rules were updated in March 2019 to ensure a procurement process of quality and integrity, broad-based competition, fair and equal treatment of the business community, increased economy in the procurement process, and uniform procurement procedures.

CSU Pueblo has addressed the HLC concerns on the processing of Title IV financial aid which were highlighted in the 2017 review.

1. As stated in the 2019 interim report (p.10), CSU Pueblo Student Financial Services (SFS) has revised and implemented new policies and procedures to address areas of material weakness with the processing of Title IV aid. At the time of the report, some of these procedures had just been implemented, leaving little evidence that the change was indeed impactful. Since the 2014 and 2015 audit, CSU Pueblo SFS has continued to originate and disburse loans on a weekly basis, as well as send disbursement extract files to COD the day of disbursement, to ensure timely recording of the disbursement to the Department of Education. This was also detailed in HLC letters from 2019-11-22 and 2019-12-09.
2. The process for reporting enrollment to the National Student Loan Data System (NSLDS) was corrected after an audit finding in 2017. This was a nationally recognized issue within the National Student Clearinghouse and the timing of data sent between the University, the Clearinghouse, and NSLDS. This has been rectified and no further audit findings have been recorded. The findings of an audit conducted in FY20 by RubinBrown are included. No CSU System internal A-133 audits were scheduled or conducted in either FY19 or FY20 for financial aid. The next CSU System A-133 audit is scheduled for FY21.

Based on the recent financial aid audits, as well as the increase in procedural documentation for daily operations within SFS, and backup training for all positions, the previous HLC concerns of material weakness have been remedied.

Academic Integrity

CSU Pueblo operates with integrity and ethical practices for its academic programs in a variety of ways. The Registrar's Office ensures the accuracy and security of academic records in accordance with faculty governance processes and the Family Educational Rights and Privacy Act (FERPA). Information regarding the awarding and evaluating of credits can be reviewed in the academic policies section of the University Catalog. (Transfer, Prior Learning Assessment, etc.) The integrity of academic programs is maintained through a program review process. The program review process as defined in the CSU Pueblo Faculty Handbook aims to:

- Assure that each academic unit will be afforded the opportunity to assess and evaluate its program outcomes [objectives], resources, curriculum, faculty, staff, facilities, students, alumni, and other programmatic considerations;
- Provide quantitative and qualitative information that will enable the program, college, and University as a whole to enhance their planning processes;
- Communicate to the Board of Governors program review results thereby assisting the Board in its efforts to provide informed governance and coordination. (1.2.6.2.c.3)

Through the review process academic units articulate in a self-study their purpose, goals, and aspirations and describe how the program curriculum and activities support their accomplishment. It is also a tool for identifying gaps between a program's intended goals and its actual performance, and These gaps provide the basis for systematic annual action steps to move the program closer to achieving its goals. External reviewers are used for programs that do not have professional accreditation. Program reviews are also used to inform the addition, revision and deletion of programs (Also see criteria 3 and 4.)

CSU Pueblo has policies that help to ensure students' academic complaints are addressed. Students have the opportunity to appeal grades from faculty members through the academic grade appeals process as explained in the university Catalog. Our Student Academic Appeals Board, composed of faculty, staff, administration, and student representatives, arbitrates grade appeals as well as other student academic complaints. Students who wish to appeal a final grade for a course can petition to the board and have the case heard and resolved within the first few weeks of the following semester. For grievances other than grades, students have access to department chairs, deans, and the dean and staff of Student Affairs.

Student Code of Conduct and Addressing Concerns

Students are expected to follow the student code of conduct, found on the University website, and the Pack Guide, which thoroughly explain our standards of conduct. Students are introduced to the Code of Conduct through mandatory online orientation which all new students are required to complete. The Director of Student Conduct and Community Standards routinely provides programs and information to students regarding the Student Code of Conduct. Additionally, students receive a link to the Student Code of Conduct prior to conduct meetings via a Charge Letter so that students can familiarize themselves with the conduct process as well as their rights and responsibilities.

The Student Code of Conduct governs behavior while students are enrolled and/or participating in student organizations and clubs. Additionally, residence hall students have policies and community standards that are explained in the Resident Handbook, found on the Residence Life and Housing webpage and Pack Guide.

Student concerns and informal complaints

Students have an avenue for addressing concerns and informal complaints about items other than grades by following the student complaint/concern resolution process. The website associated with this process lists types of concerns and, by clicking on the pertinent concern type, provides steps the student should follow. There is also a student concerns and complaints matrix, the link for which is posted on Student Affairs' Student Complaint/Concern Resolution Process website that provides pathways to resolution for a wide variety of issues that may arise. Students are able to resolve their concerns at the department level by following that concern resolution matrix. Individual departments/units track these concerns in order to assess patterns and make process improvements.

This data is collected annually by the Senior Associate Vice President of Student Affairs and assessed by a committee along with the formal complaint information, as shown by examples of how informal student concerns have been resolved.

Student Formal Complaints

If a student's concern is not resolved and the student feels that the university has violated its policies, the student can file a formal complaint by submitting the student complaint form and documentation to the link on Student Complaint Website. The student complaint policy outlines the rights of students to file complaints as well as what to expect from the process. Those complaints are received by the Dean of Students, who reviews the information and navigates a resolution process. The implementation of Maxient software for tracking student issues has facilitated follow-up documentation.

Assessment of concerns/complaints

CSU Pueblo has had the student concern and resolution process in place since December 2016. From fall 2016 through spring 2020, there were 76 formal complaints and 226 informal concerns submitted (see concerns and complaints chart). Complaints are tracked and assessed in an electronic database to monitor trends and recommend process improvement. A committee meets twice per year to assess concern/complaint information and make recommendations for improvement. For example, complaints received in Auxiliary Services regarding photo IDs, resulted in better signage to explain ID policy to students. The increased documentation and analysis of complaint resolutions has addressed previous HLC concerns.

Ethical Conduct for Personnel

Expectations regarding acceptable conduct for faculty and staff are explained in the Faculty Handbook, Classified Handbook, and the Administrative Professional Handbook. Additionally, classified staff are governed by the Colorado Department of Personnel Board Rules and Administrative Procedures, which provides guidance regarding employee responsibilities and ethical behavior. Grievance processes and procedures are established for both faculty and staff regarding complaints and employment concerns. The grievance policy for both faculty and staff specifies fair and equitable investigative procedures as well as a mediation option.

To ensure ethical conduct, all faculty and staff are required to sign a conflict of interest statement before starting employment at the University. Faculty and staff are required to resubmit this form annually to maintain current documentation. The process is documented and maintained in the University's employee portal.

All faculty, staff and students are reminded yearly of institutional FERPA policies. FERPA information is provided to the campus community by the Registrar's Office in the fall semester via email notification with links to the current FERPA document.

All new employees are required to complete a two-hour harassment prevention course and thereafter an annual harassment refresher class. All employees are required to complete an annual FERPA and a code of conduct data security course.

As noted in Criterion 1, CSU Pueblo has had an Office of Institutional Equity which is responsible for carrying out the University's commitment to preventing discrimination, protected class

harassment, sexual misconduct, intimate partner violence, stalking, and retaliation towards faculty, staff, students or invited guests. The office provides leadership in supporting and enhancing campus diversity and an inclusive community, as well as developing, implementing, and monitoring equal opportunity and affirmative action (EO/AA) compliance obligations. It will continue to do so in the reorganized structure of the Office of Human Resources and Institutional Equity.

Reports about harassment or other concerning behavior can be reported in person at the Office of Human Resources & Institutional Equity or online. The CSU System provides a means for employees, students, and constituents to report issues regarding compliance with laws, regulations, and policies. Its reporting hotline allows anyone to report issues anonymously. The issues reported are reviewed by the appropriate officials to determine if further investigation and actions are warranted.

Some policies providing employees with additional guidance on ethical behavior:

- Familial and Consensual Relationships Policy
- Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking & Retaliation
- Privacy and Release of Student Education Records (FERPA)

Ethical and Responsible Conduct by Auxiliary Functions

Auxiliary enterprises at the university are operations which provide goods or services to students, faculty, or staff and that charge a fee for those services. The food service functions, banking relationships, and child care facilities are periodically the subject of open competitive bidding. The process is reviewed and managed by the university's Purchasing Department and the CSU System legal counsel. Awarded contracts adhere to State of Colorado procurement rules. Internal university audits are conducted in Auxiliary Services areas on a regular basis, to improve processes. A recent Accounts Receivable audit revealed opportunities to improve our accruals and deferrals at the end of a fiscal year. Another opportunity that was revealed from a recent internal audit was the need to improve our collection process of receivables. Our cash handling process (rule 6 of Financial Policies & Procedures) is audited by the University's Business Financial Services department for discrepancies or opportunities.

Ethical and Responsible Conduct by Intercollegiate Athletics

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

The Athletics department's Strategic plan, developed in 2018, dedicates an entire section to program integrity, with this specific goal: *We will strive to develop a high impact instructional unit that is at the forefront of the profession while demonstrating sound fiscal operations, rules compliance, inclusion and services that bolster our State, city and institution.* The section then outlines expectations for budget planning, compliance, and gender equity and diversity.

The Student-Athlete Handbook details expectations for all student-athletes and includes sections regarding student-athlete conduct. As noted in the handbook, the following conduct expectations are given special emphasis within this athletic department:

- Student-athletes will attend class regularly and punctually, adhering to the missed class policy outlined in this handbook.
- Student-athletes will not gamble on any NCAA-sponsored sport.
- Student-athletes will abide by all applicable regulations regarding drug and alcohol use, including the legal drinking age of 21, athletic department policies, and team rules.
- Student-athletes will not use tobacco products during any intercollegiate athletic event (including practice) or on team road trips.

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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.

Argument

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.

Presenting ourselves clearly to students

Some of the ways CSU Pueblo seeks to present itself clearly and completely to students is through the university website's student portal, Semester Notes, Academic Catalog, Academic Calendar, course offerings, Degree Audit Reporting System (DARS), degree planning sheets, Starfish, e-mail communication, and PackLink.

The website's student portal includes student-relevant news and links to the academic calendar, course offerings, resources, and campus events. The Semester Notes website includes academic calendars, important dates and procedures, drop, add, and withdrawal deadlines, final exam schedules, and graduation planning sheet deadlines. The Starfish academic progress software enables students to find out how well they're doing in their courses and how they can improve their grades, ask for support, view services offered for a course or program, schedule appointments with faculty and advisors/coaches, and receive texts or emails regarding their courses or appointments. DARS allows students to track their academic progress towards a degree as well as see the evaluation of transfer credit. Packlink allows students to find student organizations they may want to join, utilize discussion news posts and group messaging, and discover events happening on campus.

CourseLeaf is software that creates an electronic catalog for students. In fall 2019, the first completely online web-based course catalog was implemented allowing students to navigate more easily to programs and policies. Additionally, the academic catalog is available as a searchable PDF so students can access the information they need by keyword and phrase searching. This information is available on the Registrar's Office web page. For each content area, a content contributor and an approver are designated to update and ensure accuracy.

An update to the Admissions website began in 2019, and it continues to be modified to meet the changing needs of our students. The intent of the redesign was to provide a transparent view of the university, including the costs of the university, student life, registering for classes and finding a counselor. The Current Student link, found on the CSU Pueblo home page, also includes access to the Academic Calendar, Course Offerings, as well as links to academic resources, finances, and other

student-related resources.

Presenting ourselves clearly to the public

Campus web resources are comprehensive and descriptive and are available to our students and the public. CSU Pueblo employs professionals to update and monitor our web pages and they prompt campus constituents to make regular updates to the content included in the university web pages. An example of this took place during spring 2020 when the academic units were asked to provide a web coordinator for training and participation in an academic web update for each department. The details of the comprehensive CSU Pueblo website redesign, which is scheduled throughout 2020, can be found on the Web Development website.

The university website has a section devoted to cost of attendance with a variety of helpful information. The cost of attendance is outlined in several different ways for students and the public, including the website for Business Financial Services where students can see information regarding student billing and semester due dates for balance payments and late fee accrual, tuition and fees broken down per credit hour for both Colorado resident and non-Colorado resident students and graduate and undergraduate students, as well as other miscellaneous fees and room and board costs. The Student Financial Services website has useful information related to the cost of attending CSU Pueblo, located on the Cost of Attendance and Net Price Calculator pages. The Cost of Attendance page outlines CSU Pueblo's costs for an average full-time student. It includes costs for general tuition and fees, housing and meals (both on-campus housing costs, and off-campus allowances determined by the Colorado Department of Higher Education), books and supplies, transportation, and medical expenses. The cost of attendance for each student type (resident and nonresident, Western Undergraduate Exchange) is also outlined as well on the students' individual award letter. The Net Price Calculator is a tool available to students to assist them with calculating an estimate for total cost to CSU Pueblo. Many prospective students use this tool to gauge what it might cost to attend CSU Pueblo on an annual basis. Continuing students tend to use a similar tool located in their student portal (PAWS) to calculate a semester balance using the courses they are choosing to enroll in for upcoming terms. The Student Financial Services website also includes links for scholarships, grants, student employment, and loans to provide students with information to help finance their cost of attendance.

Accreditation information for academic programs is available on the website section devoted to accreditation and on individual unit's websites and is verified and updated by the Provost's office.

Ensuring the accuracy of representations

To review the cost of attendance, the university follows guidelines of the Colorado Department of Higher Education to update, on an annual basis, non-institutional budget components (cost of living for off-campus students, personal/medical expenses, transportation, books, and food allowance). This is added to actual Board-of-Governors approved tuition, fees, and room and board for on-campus housing. We typically set the cost of attendance prior to knowing approved increases, but we go back and recalculate after the Board of Governors approval in late spring. Tuition and fee schedules are updated on the web by Business Financial Services, once Board of Governors approvals are secured for the next year. At that point, the Net Price Calculator is updated to reflect correct tuition and fee amounts.

The process of changes to the academic catalog goes through a shared governance process that starts with the academic programs requesting the change followed by a review by the Curriculum and

Academic Programs Board (CAPB) and the faculty senate. Changes are implemented by the Registrar's office after approvals from the Provost's office.

To ensure accuracy and consistency regarding its academic offerings and programs, in 2019 the university transitioned to a new Content Management System (CMS) platform for its online Course Catalog. Great attention was given to the process to ensure accuracy and consistency. The academic offerings and requirements are all reviewed annually by the academic units and are updated through formal processes maintained by the Curriculum and Academic Planning Board and published in the academic catalog available publicly through the campus website. All academic-related information is vetted by multiple parties to ensure added accuracy. For example, course and program changes will typically be reviewed by the department chair, the college curriculum committee, dean, university curriculum committee, Faculty Senate, the Provost's Office and Registrar's Office prior to placement in the catalog. In addition, it is screened to ensure it meets all federal, state and institutional accessibility requirements. The catalog is updated annually, with any changes to the curriculum occurring through the same vetting/workflow process, as are non-academic changes. Other academic-related information relevant to students, such as the Semester Notes, and other publications are updated annually in a collaboration between the Registrar's Office and Provost's Office, and are available on the CSU Pueblo Registrar's website.

To ensure accuracy and consistency regarding its academic program web pages, CSU Pueblo leadership recently endorsed a webpage redesign initiative for all academic pages. As part of the redesign project, the Academics Page was given a complete redesign to better illustrate the academic offerings at CSU Pueblo. Changes included linking directly to the CSU Pueblo Catalog, thereby ensuring the course information for students is up-to-date and consistent. Each academic offering description was updated to include more content on differentiators, accreditation, strengths and career outcomes. In addition, each program's metadata was changed to include search terms to ensure students can more easily find academic information.

Faculty and staff information and credentials are posted on academic program pages such as in the College of Science, Technology, Engineering, and Mathematics (STEM) Contact Us link.

The university's leadership and governance structure can be found on the "About" web page, as well as a link to the university's CSU System homepage, which includes information on its Board of Governors. It can also be found in the Course Catalog. Information related to campus safety and safety statistics are easily found on the Campus Safety site.

Higher Learning Commission accreditation and all relationships with special program accrediting bodies in programs such as Nursing, Engineering, Education, Business, and Social Work, are publicly disclosed on the campus accreditation website.

All marketing and communications, including messaging, advertising and marketing materials produced and used to promote, recruit and represent CSU Pueblo to students and the public are vetted and approved by the office of Marketing, Communications and Community Relations. Program-specific marketing collateral are also vetted for accuracy by department chairs/directors, as well as fact checked through Institutional Research. In addition, a CSU Pueblo Marketing and Creative Committee, and a Campus Communicators committee, made up of representatives from across campus, were established to serve as champions of the CSU Pueblo brand and to ensure consistency across the university in how the institution presents itself to its students and to the public, including how it represents itself regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

CSU Pueblo also communicates with students and the public in the following ways:

- The university website is frequently updated and includes an electronic campus calendar of events and the Wolf Den.
- Extended Studies independent study courses and short courses and conferences information is provided on its website.
- Open fora at convocation and other meetings throughout the academic year are held to discuss the budget and other issues.
- The President meets with media representatives, provides video messages, and campus communication when significant information needs to be shared.
- CSU Pueblo's budget guidelines and procedures and budget planning process are accessible on the website. Budget information is also available on the Budget Central website.
- Institutional research data (e.g., student outcomes) are available on the IR website and in the included Fact Book.
- Transfer and articulation guides are available on the website.
- The CSU System Board of Governors complies with the Colorado Open Records Act and some of its meetings are open to the public. As noted in Policy 103, "The Chancellor's Office and the General Counsel maintains a full and accurate record of the minutes of all Board and Committee meetings in accordance with the applicable law." These documents, available on the Board website, include materials submitted by any parties to the Board for consideration. The Board, along with the institutions and the System as a whole, comply with the Colorado Open Records Act. This compliance ensures the transparency and accountability of the Board, System, and institutions.
- CSU Pueblo complies with public open records laws.
- CSU Pueblo compiles and posts its annual Clery Report to provide transparency about campus crime policy and statistics.

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.

CSU Pueblo maintains an office of Institutional Research (IR) which provides audited data regarding the campus claims of educational experience such as enrollments, academic progress, graduation, etc. The campus personnel also maintain other data streams regarding co-curricular experiences such as athletic participation, music and the arts, resident life which are not as widely distributed, but nonetheless document a broad set of campus activities outside the classroom.

Research centers at CSU Pueblo document areas of particular interest on our campus. These centers provide documented opportunities in engaging students and faculty. These research and engagement centers include:

1. Center for the Study of Homeland Security
2. Center for Cybersecurity Education and Research
3. Institute of Cannabis Research
4. Thomas V. Healy Center for Business and Economic Research
5. Communities to Build Active STEM Engagement

The university support the publication of *El Rio*. This is a Colorado State University Pueblo's open

access, peer-reviewed journal of student research. The university also hosts symposia and conferences where research work of faculty and students is presented to the university community and to the public.

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- Catalog 2020-21.pdf
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- ICR_Website-2020
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- PRES_About-CSUP webpage2020
- PRES_Chieftain-VisionStory-news-2020-10-06
- PRES_HR_ConflictOfInterestForm
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- PRES_Strategic Plan 2015-2020 (page number 11)

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.

Argument

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.

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

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

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

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

The Board of Governors consists of 15 members, nine of which are appointed by the governor of Colorado to serve four-year terms as voting members. The six non-voting members represent Colorado State University, Colorado State University Pueblo, and Colorado State University Global Campus. One faculty member and one student leader from each university also serve as representatives.

The Board's means of ensuring that its members are trained and knowledgeable are outlined in Policy 130: training and best-practices policy. The Board's bylaws and policies ensure that it meets its fiduciary obligations to its institutions and properly oversees the institutions' academic and

student affairs in accordance with higher education best practices. The Board obtains financial information from the System institutions at the Board's meetings to make informed decisions in accordance with its fiduciary responsibilities. The Board meets six times throughout the course of the academic year, and one of those meetings is held at CSU Pueblo. These meetings include presentations from CSU Pueblo regarding academic programs, research, finances and policies. The CSU System Board of Governors provides the opportunity for any individual to be heard on a topic related to university matters at official meetings by registering prior to each regular meeting (Policy 110: CSU System Board Open Meetings Policy). Board members consider stakeholder input as they formulate actions on various topics.

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

The Board is charged with working in conjunction with the System Chancellor to further the roles and missions of its three universities and to ensure campus leadership has the resources to be vital contributors to the economic development of the state. As one way to ensure adequacy of resources, the Board instituted a System reserve policy. As stated in System Policy 205, "The purpose of maintaining reserves is to ensure the financial health and stability of each institution within the CSU System, as well as the CSU System as a whole, and to provide an additional measurement of the fiscal condition of the CSU System and its institutions."

The CSU System Board is charged with ensuring that four initiatives are underway on each campus: ensuring student satisfaction and success, expanding statewide presence, creating financial sustainability, and transforming Colorado's future. As part of these initiatives, CSU Pueblo recently approached the CSU System Board with a request to invest $34M over 10 years to support Vision2028. The first two-year investment of $7.8M was contested by some members of the Board initially, but unanimous support was eventually reached through careful deliberations by the Board leadership. This investment shows the commitment of the CSU System Board to enhance the institution through the eight guiding principles of Vision2028 (develop people, transform learning, live sustainably, cultivate entrepreneurship, engage place, build knowledge, empower students and impact society)**.** See letter of support from Chancellor Tony Frank.

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

The Board carefully considers internal and external constituents in its deliberations, as evidenced by the detailed Board materials presented at each meeting, including minutes of previous meetings. All agendas and minutes are posted to the Board website. Approvals of requests are recorded in minutes and communicated as necessary to the CDHE.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

As stated in the Board's bylaws, "all decisions of the Board, Board officers, System staff and the institutions must be made solely on the basis of a desire to promote the best interests of the System

and its institutions." The bylaws also state that, "although members of the Board may have allegiances to and associations with a particular System institution, community, or other outside interests, their paramount fiduciary obligation is to serve the best interests of the Board and the System." (Bylaws, Article IX).

The Board has created a code of ethics in Policy 107 which guides its decision making. Among other guiding principles, the code specifies that members of the Board and System employees:

- Do not use public office to bestow preferential treatment on family members, social acquaintances, and/or business associates;
- Do not disclose, use, or allow others to use confidential information acquired through State employment or service for private gain;
- Do not accept or allow any compensation—other than from established salary and benefits – gift, payment of expenses, or any other object of value (a) to bias or influence the faithful and impartial discharge of assigned duties and responsibilities, or (b) accept the same as a reward for official action(s) taken;
- [With the exception of the Board members] Do not engage in outside employment without (a) disclosing it in accordance with established procedures and arranging to manage any and all actual, potential, or perceived conflicts of interest, and (b) certifying the absence of any interference with or interruption of assigned duties and responsibilities;
- Do not knowingly engage in any activity or business creating an actual, potential, or perceived conflict of interest likely to undermine public confidence and trust in government without strict adherence to disclosure rules concerning conflict of interest.

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.

The institution presidents each serve as the chief executive officers of their designated campus. As System officers, presidents are appointed by the Board and report to the Chancellor. The presidents' responsibilities are defined in Policy 105, which states that presidents provide visionary leadership fostering the development of the campus communities and the fulfillment of distinctive campus missions in teaching, research, and service, while assuring environments conducive to and supportive of robust intellectual interaction and exchange, creativity, diversity, civic engagement, and achievement.

Regarding faculty involvement in university management, as noted in Policy 311, the Board supports shared governance as important to maintaining campus environments supportive of teaching, learning, research/creative activity, and service. The policy states that "to function effectively and efficiently, shared governance requires free and open exchange in the discussion, debate, criticism, and challenging of current and proposed campus policies and procedures."

The Board approves faculty (and other) handbooks, and the CSU Pueblo Faculty Handbook makes it clear that faculty play a large role in academic matters. It states that, through the Faculty Senate, the faculty participates in the conduct of the University's affairs. It provides leadership in the protection of academic freedom; the development, maintenance, and evaluation of academic programs and educational standards; and the advancement of the University by submitting recommendations to the President through the Provost concerning all matters within its jurisdiction.

Sources

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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.

Argument

CSU Pueblo's commitment to freedom of expression and the pursuit of truth in teaching and learning is clearly described in the *Faculty Handbook*, as these excerpts from the *Handbook* indicate:

- Institutions of higher education are conducted for the common good and . . . the common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher [professor] in teaching and of the student to freedom in learning (Faculty sec. 2.5.1, [from the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure]).
- Administrators . . . must protect, defend, and promote academic freedom as a necessary prelude to the free search for and exposition of truth and understanding".
- Professors' "primary responsibility to their subject is to seek and to state the truth as they see it. . . . Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry" (*Handbook, 2.5.2*).
- Professors protect students' academic freedom.
- Professors "respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others".
- CSU Pueblo's commitment to freedom of expression is evidenced in the Catalog, which has a section devoted to freedom of expression and inquiry. It states that CSU Pueblo is committed to respecting diverse viewpoints and that members of the university community are encouraged "to exchange ideas and opinions, and to speak, write, and publish freely in accordance with the guarantees and limitations of our state and national constitutions."

Guidelines from the Library provide further support for academic freedom through its adoption of the principles of intellectual freedom embodied in the American Library Association's Bill of Rights. These principles include the following:

- In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
- Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear.
- Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library.
- Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

Campus-wide support of free speech was directly addressed in 2017, when the President appointed a free speech task force made up of seven members charged with developing recommendations that

promote (1) free speech, (2) campus safety, and (3) civil discourse. These recommendations were submitted in April 2018, eventually resulting in our free speech and peaceful assembly policy, posted on the website. Campus actions taken in response to the recommendations were summarized in 2020.

Sources

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- ACAF_ORSP_Resources website
- FAC_Faculty-Handbook-revised-summer-2020
- FAC_Faculty-Handbook-revised-summer-2020 (page number 59)
- FAC_Faculty-Handbook-revised-summer-2020 (page number 60)
- POLICY_Email & Electronic Mass Communication
- POLICY_FreeSpeech-PeacefulAssembly
- PRES_Free Speech
- PRES_May15-2020-communication
- PRES_Strategic Plan 2015-2020

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.

Argument

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Research compliance efforts at CSU Pueblo are directed by the Office of Research and Sponsored Programs (ORSP) and overseen by the Director of Sponsored Programs and the Senior Director of Research Development. Many of the university's policies on proper-research practice are outlined in the Principal Investigators PI manual. Our policy on scientific misconduct details processes used to deal with allegations of researcher misconduct.

The university has three main oversight boards and committees for research: the Human Subjects Institutional Review Board; the Institutional Animal Care and Use Committee; and the University Biosafety Committee. These can be accessed from the ORSP website.

The Institutional Review Board (IRB), composed of faculty and community members, reviews, approves and oversees human research as required by the Office of Human Research Protections (OHRP). The IRB interacts with external entities (e.g., funding agencies, other IRBs) regarding the protection of human subjects in research conducted by CSU Pueblo faculty, staff and students. No CSU Pueblo principal investigator will commence human research unless they have received approval by the IRB and other appropriate committees. During the review and approval process, the IRB chair categorizes each project for review status (exempt, expedited or full board) using OHRP criteria, conducts each review with assistance of the IRB members and carefully considering the balance of subject risk to potential research benefit, and communicates with each principal investigator as to the outcomes of the review and to ensure that each project is carried out safely.

CSU Pueblo's Institutional Animal Care and Use Committee (IACUC) is responsible for oversight of the animal care and use program and its components as described in the Public Health Service *Policy on Humane Care and Use of Laboratory Animals* and the *Guide for the Care and Use of Laboratory Animals*. It is a federally mandated committee that oversees the university's animal use, facilities, and procedures. The IACUC's oversight includes an ongoing assessment of animal care and semiannual program reviews and facilities inspections, semiannual reports to the Senior Director of Research Development, protocol review and approval, post-approval monitoring, addressing animal welfare concerns, and, if warranted, suspension of animal activities. IACUC consists of at least five

members and includes one veterinarian with training or experience in laboratory animal science and medicine, one practicing scientist experienced in research with animals, one non-scientist, the campus Environmental Health and Safety Director, and one member of the community who is not affiliated with the university.

The University Biosafety Committee (UBC) operates under federal guidelines as do the IRB and IACUC committees. The UBC reviews and approves practices and procedures regarding research involving bio-hazardous materials such as infectious agents, biological toxins, and recombinant DNA. This committee carries out all functions required by NIH Guidelines and assists principal investigators in meeting their responsibilities for assessing risks, establishing policies and procedures, and training personnel. The committee consists of the campus Environmental Health and Safety Director and two representatives each from the Biology and Chemistry departments

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

The ORSP provides researchers and administrators with a wide array of training on research ethics, procedures, and compliance. The ORSP maintains an active Collaborative Institutional Training Initiative (CITI) license accessible by any prospective researcher (faculty, staff and students) with evidence of successful completion of such training required for principal investigators under current IRB policy. Guidance for researchers is also provided in the PI manual and by policy and procedures concerning the conduct of human research and interaction with the Institutional Review Board (IRB). The ORSP also provides training modules for animal care and use for faculty members, staff, and students in accordance with the Animal Welfare Act (AWA) and Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals.

Our externally funded undergraduate research programs have biannual training sessions in responsible conduct in research (RCR) for students involved in undergraduate research using a program published by the National Institute of Health (NIH). Some departments have RCR training for their incoming graduate students embedded in their graduate orientation courses.

Both graduate and undergraduate students are encouraged to pursue research projects as volunteers, co-investigators and in some cases, as principal investigators when aligned with a mentoring faculty member acting as a co-principal investigator in a degree-completion research project. In all cases research projects including students as investigators are overseen by a faculty member, whether that be within a classroom setting or in an external-to-class project. All researchers at CSU Pueblo, regardless of status as a faculty member, staff member or student, are accountable to the university IRB, IACUC, and UBC policies and procedures.

The university's student research journal, *El Rio*, provides an example of how the university cultivates ethical behavior among students. Student editors for *El Rio* receive extensive training and supervision to ensure that ethical and responsible practices are followed. Student editors take a one-credit hour course that introduces them not only to the technical aspects of being a journal editor, but also to fair and ethical editorial practices and the underlying concept of peer review. The journal has an advisory board comprised of faculty and staff to ensure that the journal's procedures and activities are conducted with careful consideration. Board members, and other faculty as needed, work with student reviewers to ensure that those who submit manuscripts for the journal's peer review process are treated fairly and considerately.

Development of research skills is integrated into the curriculum. Natural and social sciences majors all have required courses that focus on research methods applicable to the discipline. This includes accepted methodologies in research design, data collection, and the use of analytical statistics. Beyond a one-year composition requirement for all students as part of our General Education requirements, most majors and many minors incorporate at least one research and/or writing intensive course in the curriculum, as evidenced by a review of the Catalog. Library faculty provide students assistance in the use of information resources either on an individual basis or through course presentations arranged by many instructors.

3. The institution provides students guidance in the ethics of research and use of information resources.

The university develops students' understanding on how to ethically use information resources in a variety of ways including formal classroom instruction, faculty role modeling, and extracurricular instruction. Many undergraduate and graduate program curricula include classes addressing ethics and leadership as well as research methods, data collection and analysis. Students in some courses collect, analyze and generalize data from human-subject research projects. Examples include EXHP 461, *Managing Programs in EXHPR*, REC 350, *Leadership and Ethics*, EXHP 343, *Research and Statistics*. Students enrolled in EXHP 492, *Undergraduate Research*, participate in research as co-investigators. In MKTG 440, *Marketing Research*, students learn about informed consent, anonymity and confidentiality, minimization of harm, use of deception, and right to withdrawal. Classic psychological experiments that pushed or exceeded the boundaries of research ethics are also introduced (e.g., the Stanford Prison Studies, Milgram's Obedience Experiment, Watson's "Little Albert," etc.). In addition, the university offers a variety of extra-curricular training programs for students involved in human research ranging from the formal Citi training previously mentioned to seminars provided by the CSU Pueblo IRB about how to apply to the IRB.

In addition, as a function of the university's emphasis on experiential learning both inside and outside the classroom, many students are exposed to practical situations in which ethical leadership is applied under the mentorship and role modeling of a faculty member. An example is the student led conduct of the "Let's Move" program in conjunction with EXHP 461, *Managing Programs in EXHPR*.

The university library provides students with instruction on identifying key library services, using research tools to make informed decisions, constructing research strategies, evaluating information sources, and recognizing economic, legal and social issues. The library has faculty and staff available to assist students with any training that is necessary.

Information Technology (IT) provides guidance on the ethical use of information resources through the Acceptable Use Policy (AUP). The policy states, "All users have the responsibility to make use of the Resources in an efficient, ethical, and legal manner. The resources are meant to be used in a manner consistent with the instructional, research, and administrative objectives of the University community in general and with the purposes for which such Resources were provided. Access to the Resources is a privilege and imposes upon Users certain responsibilities and obligations, as further described in this policy. All users must agree in writing to comply with this policy prior to being given access to University electronic resources and may need to update such agreement from time to time based on changes to the policy."

4. The institution enforces policies on academic honesty and integrity.

All students are held to high standards of academic honesty and integrity. The Academic Catalog defines academic misconduct and each academic department has protocols in place for addressing accusations of academic dishonesty which align with the campus policy. Students who violate the standards for academic honesty and integrity will be referred to the Office of Student Conduct and Community Standards, where they will go through the student conduct process. Students may receive sanctions if found responsible for academic misconduct.

The Catalog, Student Code of Conduct, and Faculty Handbook address student academic conduct and set forth programs and services that promote a positive and safe environment for student learning. The Faculty Handbook (section 2.5.2), for example, states that "professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit." The Student Code of Conduct (section 1) states that "Colorado State University – Pueblo strives to achieve a campus community in which individuals . . . uphold high standards of personal and academic integrity." And the Catalog provides a thorough discussion of academic misconduct, including examples of types of misconduct. It also outlines the process for dealing with academic dishonesty.

All syllabi include a statement on academic integrity which refers to Catalog and Code of Conduct definitions of misconduct and the process for addressing infractions. The majority of academic misconduct is managed at the department level. Cases are then referred to Student Conduct and Community Standards where students go through the conduct process. Cases are recorded and tracked in a case management system called Maxient. For example, there were 11 reported cases of academic misconduct in 2019–2020. Of those eleven cases, two were given a verbal reprimand, nine were given a zero on the assignment or in the course. Six of the referrals were from Extended Studies, and five were from faculty.

CSU Pueblo employs specific processes to ensure that academic honesty and integrity are maintained throughout all the different modalities by which courses are offered. For all distance courses, student identity is confirmed using our learning management system, Blackboard, for which each student has a unique username and password. *SafeAssign* is available within Blackboard for verifying original work. When appropriate and requested by faculty, proctored exams are administered. This is always the case for correspondence courses. Proctored exams must be taken either at the proctor's office, through a recognized testing center or public library, or through the virtual testing service, Proctor U. *Respondus* lockdown browser has also been made available for use during online testing in Blackboard starting fall 2020 with increased online courses and testing due to COVID-19.

Extended Studies employs specific processes to ensure that academic honesty and integrity are maintained throughout all the different modalities by which courses are offered. Some of the key processes are listed here:

For all courses: Academic integrity issues are handled first by the instructor, then referred to the Extended Studies office which sends them on to the Office of Student Conduct for assistance if necessary. The faculty member and Student Conduct will determine proper recourse or actions necessary. Every syllabus includes the academic integrity policy from the catalog as well.

Correspondence courses: The student identity confirmation practices are specified in Extended

Studies policy, but generally the course content management system used by the University, Blackboard, is used for the unique username and password and any correspondence course requires either a proctored exam which requires students to provide a photo ID or a series of written assignments designed to ensure the instructor can identify student's writing style and the development of original written assignments. Proctored exams must be taken either at a proctor's office, through a recognized testing center or public library, or through the virtual testing service, Proctor U.

For students completing the work through paper-based correspondence, U.S. mail is used in place of the username and password. Paper-based courses are limited to students who are incarcerated or live in areas in which they are able to demonstrate that commercial internet is not available. Many students in the print-based correspondence program complete a Consent for Release Form (FERPA) so a sponsor can assist them in communicating with the university, which are kept on record in both the Registrar's Office and Extended Studies office so staff know to communicate with a student's sponsor and follow FERPA policy

Courses proctored by Proctor U: If there is an issue with a student taking a test through Proctor U, the company alerts Extended Studies staff about the issue, and then the student is referred to Student Conduct as necessary to follow the conduct process.

Courses proctored in the Extended Studies office: Staff verify a student's identity with a state issued ID or student ID and fill out an Exam Request Form. Students must leave personal belongings, smart watches, phones, and other devices outside the testing center during their test.

Online courses: A unique username and password are used through Blackboard and all written assignments use the included SafeAssign technology for plagiarism checking. Courses with exams require proctoring under the same conditions listed above.

Dual-enrollment courses: Identity confirmation is handled by the high schools through their regular practices. These students are taking face-to-face courses and enrolled in their high schools which require a significantly higher standard of identity confirmation than is required by higher education including a birth certificate, vaccination records, and registration for a unique state identifier. The CSU Pueblo academic integrity policy is included in all course syllabi. When academic integrity issues occur in courses offered for credit, those are reported to the student's high school, to the Extended Studies office, and to Student Conduct. If the school and University determination of a violation of the academic integrity policies differ, grading consequences may be employed by either institution independent of the other. For example, if a student was found to have plagiarized a paper, and the instructor determined that an F be assigned for the course but the high school determines that it would only be an F in the assignment, the instructor's decision for the F in the course would go forward to the campus department chair and if upheld would result in an F in the course on the CSU Pueblo transcript.

Sources

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- ACAF_2020 EXPER 461
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2.S - Criterion 2 - Summary

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

Summary

CSU Pueblo has a well-developed set of policies and processes to ensure fair and ethical behavior by its governing board, administrators, faculty and staff. Internal controls assure proper financial practices are in place, and audits verify the extent to which the practices are being followed. The university has a well-defined code of conduct for students which is supported by new student orientation. The university requires training to educate employees on proper behavior. The university's complaint and concern resolution processes are in place to serve as a "safety valve" for ensuring fairness and ethical behavior.

The university strives to present itself clearly and completely to its students and to the public. The Department of Marketing, Communications & Community Relations maintains an informative university website supplemented by other communication tools and media. Information on costs of attending the university, including deadlines, is available in Student Financial Services webpages and in financial aid award letters students receive. The course catalog is maintained in a content management system with all academic information vetted by multiple reviewers for accuracy.

The CSU System Board of Governors is autonomous enough to make decisions in the best interest of the institution in compliance with well-defined policies, procedures and bylaws. The Board grants CSU Pueblo's president the autonomy necessary to effectively guide the university.

The university's commitment to freedom of expression in the pursuit of truth in teaching and learning is forcefully stated in the free speech policy and freedom-of-expression section of the Catalog. These statements explicitly support the right of faculty, staff, and students to speak, write, and publish while striving to be honest, accurate, and respectful to the opinions of others.

The Office of Research and Sponsored Programs and associated compliance groups assist faculty, staff, and students in responsible acquisition, discovery and application of knowledge. Training is provided by the OSRP, the Library, and Information Technology on ethical best practices for research and information use. The Faculty Handbook and the Catalog make it clear that dishonesty and unethical behavior are subject to processes and policies to prevent, detect, and appropriately deal with violations by faculty, staff, or students.

The carefully designed and implemented web of work units, practices and policies discussed here has enabled CSU Pueblo to act ethically, responsibly, and with integrity.

Sources

There are no sources.

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).

Argument

Colorado State University Pueblo is committed to quality teaching and learning. Grounded in a broad liberal arts general education format, as a regional, comprehensive university and Hispanic Serving Institution (HSI), CSU Pueblo prepares its graduates, both baccalaureate and graduate, for productive professional and personal lives through a variety of programs. Academic Affairs including Provost's office, Deans, Department chairs and Program directors are responsible for the quality and rigor of degree programs. The Executive Director for Undergraduate studies and Director of Graduate Studies provide administration for our degree programs, minors, concentrations and licensure programs, and our Curriculum and Academic Programs Board reviews and approves all curriculum and programs.

Students are immersed in classes taught by faculty members who embrace pedagogical innovation and are engaged in scholarly activities in order to stay current in their field. Goal One in the 2015–2020 strategic plan is to provide excellent academic programming and instruction that includes an assurance that students meet the specific learning outcomes in their discipline and in general education, resulting in completion of a degree program that prepares them for professional and academic success.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Expectations for student performance are explicitly identified in the Catalog for all undergraduate and graduate degrees, minors and certificates. Faculty design the curriculum and the University's Curriculum and Academic Programs Board (CAP Board) reviews all submitted courses and programs, including new courses/programs and changes to existing courses/programs, to ensure the appropriateness of degree programs. The CAP board process for approval of new programs is robust and comprehensive. CAP board recommendations are approved by the full Faculty Senate and Provost Office. New Programs and substantial changes are also submitted to the Board of Governors for approval. Program reviews are conducted on an institutionalized five- to eight-year cycle

(depending on program accreditation.) Program reviews engage program faculty, staff and students in a strategic oversight process to ensure currency of curricular offerings, level of expected performance, and overall program quality.

External accrediting bodies shape the curriculum of accredited programs and regular reviews by those bodies ensure current and appropriate level of content. Currently, all accredited programs have no conditions. This includes Business, Computer Information Systems, Music, Social Work, Engineering, Civil Engineering Technology, and Nursing. As standard practice, benchmarks for student performance are chosen by faculty to meet current discipline expectations, whether or not the program is accredited. These are explained in the assessment plans. Benchmarks for Licensure Exams are reported on the university website for Nursing and Teacher Education, a webpage snapshot is included of the scores of graduates. Assessment of students attaining learning outcomes is completed annually by each program, including review of programmatic student learning outcomes (see section 4.B.).

In some cases, advisory boards comprised of community members and industry professionals assist in the development of benchmarks and in shaping the curriculum. For example, Engineering, Business, Nursing and Biology departments have external advisory boards who periodically assist faculty with ideas for improvement. A sample of minutes and agendas from these programs is included.

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

Distinct student learning goals for each undergraduate and graduate program, as well as for certificates and post-graduate programs, appear in the college Catalog. Course syllabi are housed on an internal drive and are accessible to all faculty. Review of new course syllabi by the Curriculum and Academic Programs (CAP) Board includes the expectation for undergraduate and graduate performance to be specified clearly, even when the courses are "stacked." A course is considered stacked when multiple level students are in the classroom simultaneously (lower and upper division or both undergraduate and graduate students), with performance expectations for the two different levels clearly delineated either in a single combined course syllabus or separate syllabi for the stacked sections. The CAP Board also monitors the required presence of student learning outcomes (SLOs) on submitted new syllabi, following the faculty handbook syllabus template. Accredited programs have specified requirements for undergraduate and graduate education, so the program SLOs for those are distinctly defined.

In order to make sure the SLOs are well-articulated, appropriate and designed to support student success, they are assessed annually by every program and reports are available on the assessment website as described in criterion 4. In essence not only are the SLOs designed to support student success, student performance is assessed periodically with respect to the expected achievement levels, which feeds a continuous improvement plan for the degree level.

When new programs are submitted to the CAPB, a curriculum map is required, detailing each course's place in the curriculum with regard to the SLOs and the level of mastery of the SLOs within each course, as well as an assessment plan. For an example, see the Art curriculum matrix and Biology BS and MS matrices.

In order to help faculty members and programs design and assess SLOs appropriately, professional

development sessions were organized for faculty and staff members whose work is related to the development and assessment of Student Learning Outcomes for Curricular and Co-Curricular activities. These training sessions focused on program learning outcomes development and assessment have been held during Convocation activities in January and August 2019, January and August 2020. They were offered by invited external experts as well as through organized discussions among faculty members.

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

CSU Pueblo maintains consistent and rigorous instruction by making sure the courses and programs each have consistent SLOs, regardless of mode of delivery or location. The syllabus template is used by all courses. Our course offerings include those which are resident instruction on campus, online, through our other locations at Colorado Springs and Fort Carson and Castlerock, in high schools through senior-to-sophomore (STS) courses, and through Extended Studies offerings of independent study and online courses.

Common student learning outcomes across sections of a course or within courses in a program appear in the syllabi as required by the Faculty Senate template used by all faculty and overseen by program chairs and directors, with assignments linked to the SLOs. This includes course-specific outcomes, shared program outcomes and general education outcomes where appropriate. At the beginning of each semester chairs and directors review all course syllabi, across instructors, modality, and location, for consistency using our syllabus checklist. Results of this review are submitted to the Provost's office. When courses are scheduled to be taught through Extended Studies, a home department must approve the instructors and syllabi. Accredited programs, such as Business, Nursing, and Social Work use common course syllabi, regardless of site or modality. In accredited programs offering courses at the Colorado Springs location or the Sturm Collaboration Campus in Castle Rock, syllabi are provided to instructors and are in alignment with accreditation standards and the main campus sections.

CSU Pueblo is putting in place accepted best practices for hybrid and online courses. Faculty training has been supported by the Center for Teaching and Learning (CTL) funded by Title V funds, which provided support for faculty development of online and hybrid courses for programs interested in these modalities, and has facilitated our recent Faculty Academy sessions on various topics related to good practice in course delivery and pedagogy. In summer 2020 a major professional development effort provided instructional design support for online and hybrid courses and led to the creation of a self-paced Blackboard course for faculty. Extended Studies standardizes expectations for online and hybrid courses, offering workshops for faculty interested in developing courses for delivery using these methodologies. Instructional Technology plays a major role in assisting faculty through use of the standardized online presentation for courses supported by the Blackboard learning management system to provide visual consistency from course to course and program to program. Recently we joined Quality Matters as a campus to facilitate improvements in remote instruction, with a faculty professional development virtual workshop held in August 2020.

Adjustments for coronavirus started in March 2020, when the campus moved to remote instruction and increased support for Blackboard course instruction and multiple other tools were provided. In the summer, mini-grants were provided for faculty to work with instructional designers from Beyond Campus Innovations (BCI) to design online courses in Blackboard for summer and fall course

delivery. The Instructional Technology Center Blackboard course for faculty covers online and remote teaching hints, pedagogy, etc., which is available to all faculty.

The assessment plan for each program is reviewed annually, updated as needed, and appears on the university's Assessment web page so it is available to all faculty to inform consistency. Student learning outcomes act to unify multiple sections of one course, regardless of site, modality, or instructor. The annual review process provides the evaluation which has informed improvements to curriculum and led to better achievement of the learning outcomes. Examples of such assessment-informed improvements are provided in criterion 4.B.

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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.

Argument

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.

CSU Pueblo is a regional, comprehensive university, therefore a broad framework of general education is necessary to prepare graduates for their careers and to serve as informed citizens. Pueblo's mission states that its success "will be measured by the resilience, agility, and problem-solving abilities of our diverse student population" and our general education curriculum and learning outcomes help lay the foundation for this success. The general education program, as a foundation to all undergraduate degree programs, is designed to further the mission of the institution by helping students develop the knowledge and skills needed to successfully navigate in a rapidly changing work world.

The framework used to develop the general education curriculum (see Catalog page 56) targets the whole person, including skills in communication and quantitative reasoning plus knowledge in the arts and humanities, social sciences and natural and physical sciences. It focuses on students gaining knowledge and skills to attain the following student learning outcomes (SLOs):

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

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

The recently updated plan for general education was developed after consultations and discussions with multiple faculty groups, and builds on the extensive work done through Vision 2028 with various stakeholder groups. It was approved by the faculty senate in spring 2020 and will be implemented in fall 2021. The skills outcomes identified will be assessed using selected AAC&U VALUE rubrics, closely aligned with the Colorado Guaranteed Pathways outcomes and rubrics. The details of implementation will be further developed during the 2020-21 academic year.

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.

The General Education purpose, content, and intended learning outcomes are posted on the website and in the Catalog. Faculty on the General Education Board developed the current program structure through extensive discussions in 2008–2009. Alignment with statewide GT Pathways curriculum was included in that work, and verified in 2012–13. More recently all GT Pathways courses are being recertified to meet the redefined content and core competencies defined by the state GE Council. (Our recertifications are to be completed in fall 2020.) This includes review of learning outcomes and the assignments used to assess whether students are meeting them.

General Education SLOs reflect a grounding in the philosophy of what is traditionally called a "well-rounded education" that will serve our students well as they move into and through an evolving work and social world. The SLOs for the general education courses help to bind the content together, ensuring quality instruction and rigor. They require knowledge, values or attitudes, and skills to be developed in courses within six categories which also align with Colorado GT Pathways content categories:

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

The intent of general education at CSU Pueblo is to prepare students to be competent professionals in their discipline and to be healthy, active, and informed citizens. The philosophy emanates from our mission, in that we understand the necessity of exposing our students to a wide range of cultural, disciplinary, and academically rigorous courses. We offer choices within categories, but those choices are guided by an overarching framework that connects courses to their appropriate content area. The

philosophy also encompasses the idea that the well-educated person should be able to discuss various topics with people from all walks of life with at least some level of content awareness, value-sensitive language, and with skills that maintain the person in the economy. As previously indicated, the revised learning outcomes to be implemented in 2021-22 have been identified through an extensive process rooted in the Vision 2028 work and the assessment plan is being built. The need to update our General Education SLOs resulted from continued discussion of the General Education Board, especially before, during, and immediately after our Vision 2028 planning.

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.

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

The University has a number of special events highlighting diversity. As some examples, the University sponsors a cultural dance group, called Ballet Folklorico, which has been very successful in competition. Individual courses and/or departments have guest speakers and activities, as well. Art secures visiting artists for weekend workshops. Other examples include programs/talks sponsored by the Sociology Club, art gallery shows, music performances, etc. Student affairs has hosted cultural heritage month programming, Gospel Explosion, HSI Week, International Education Week, MLK Breakfast, Multicultural Congratulatory, and International Extravaganza. Professional development in cultural diversity also has been provided.

There are mandatory and optional field experiences, internships, capstones, projects, and thesis defenses that appear throughout the majors and include diverse content. In some areas, such as World Languages, expertise in speaking and writing is the expected outcome, and therefore mandatory experiences are listed. In Music and Art, recitals and exhibitions or presentations are required. The College of Humanities, Arts and Social Sciences continues to sponsor the Southern Colorado Conference for the Humanities, Arts and Social Sciences (CHASS SOCO conference) each spring. This conference was first offered in April 2016 and annually each year since then (with the exception of 2020 because of COVID-19). The conference is designed to showcase faculty-guided student research to the Pueblo community, with research, poster and panel presentations on diverse topics that the public can attend. The event has been held at venues in the Pueblo community for the past three years, allowing students and faculty to showcase research directly in the community.

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.

Faculty members have the basic responsibility to engage in scholarly or creative activities in accordance with the accepted professional practices of their academic disciplines.

Faculty Sabbaticals also have expectations (handbook) regarding the dissemination of materials produced during the time spent on sabbatical. In addition, announcements of juried exhibits and performances and peer-reviewed presentations are collected during the annual review. The Faculty Senate advisory board to the Provost, the Scholarly Activities Board, helps to monitor the scholarly and creative activity across campus, as well as to recommend on the disbursement of internal research and professional development funds. We recently implemented a recognition program for Distinguished Faculty to recognize those faculty contributing in notable ways and made the first award. The institution may have up to three faculty at any one time in this capacity.

Independent study courses and special project courses act as vehicles for students to give extra time to an area of study. Undergraduates sometimes have publications on their resume by the time they leave the University. Faculty scholarly and creative activities are recorded annually through the APR, reported at Board of Governors meetings, and showcased each year during the Scholars' Reception which celebrates the works produced. Internal grants for faculty professional development or research including SEED research grants and summer undergraduate student-faculty research (SURP) are available on a competitive basis, and products from awarded grants are expected to be available for public scrutiny. Additionally the Office of Research and Sponsored Programs provides support for faculty seeking to submit proposals for external funding.

The University sponsors a number of symposia where students are encouraged to present their research findings, in humanities, arts and social sciences, or in science and mathematics. The largest is the Research, Scholarship, and Creative Activities (RSCA) Symposium held every April (eight years to date, but not in 2020 due to COVID-19) where over 100 undergraduates participate in providing research posters, oral presentations, artistic presentations, or artwork for viewing. The *El Rio* journal gives undergraduate and graduate students an opportunity to publish in a peer-reviewed publication, as well as participate in the article-review process.

The previously mentioned Southern Colorado Conference for Humanities, Arts and Social Sciences (CHASS SOCO Conference), is an annual event which allows faculty and students from CHASS to share research, scholarly and creative works in the social sciences and humanities and to showcase achievements in art and music.

Student research is presented at the College of Science and Mathematics (CSM) annual (14 years) student research symposium for its undergraduate and graduate majors, some of whom also present at regional and national meetings. The CBASE (Communities to Build Active STEM Engagement) grant has allowed for increased student involvement in STEM research, with opportunities for presentations. All STEM programs require experimentation, data analysis and reporting. In Engineering various projects are required, including in robotics. Library instruction on research is offered at key milestones in the curriculum, including ENG 101, ENG 102, research methods courses in the discipline, and for both capstone and graduate courses. Library grants have also been available.

Many departments and programs include in their curricula an independent study course (495) and as

noted earlier, many have research courses (292, 392, 492). These courses are designed to accommodate more in-depth research under the supervision of a faculty member. For some students it is a way to explore career directions. For others, it is simply a way to enhance their knowledge on a particular subject. These research efforts often yield posters presented on campus or at regional, national, or international meetings. Many programs include elective courses in field experiences (e.g. BIOL 294, BIOL 494). This course generally requires a written report or portfolio of work, tying the experience conducted off campus to the subject matter of the discipline.

In addition, some departments and programs provide other opportunities for students to present their research findings. Teacher education requires all graduate students to present a research paper in a public seminar. The world languages program requires all students doing field experience to do a public presentation. For the sciences including math, physics, biology and chemistry, students are encouraged to present research findings at the discipline's annual association conferences. History encourages its students to present at regional conferences as well as at university-sponsored symposium. Some of the Hasan School of Business's students present at conferences outside of the university, and students occasionally contribute as co-authors to manuscripts submitted to journals for publication. All majors in the arts fields, including in music, painting/photography, and pottery, do annual presentations of their creative activities, including gallery showings and instrument/voice recitals in music.

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3.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.

Argument

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.

The Office of Human Resources and Institutional Equity (HRIE) takes steps to ensure diversity in the university's faculty and staff. All job announcements clearly state: "Colorado State University Pueblo is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or veteran status." Additionally, the University complies with all other relevant, federal, state, and local laws regarding employment practices. CSU Pueblo posts job announcements on a variety of external sites to reach the broadest audience and ensure diversity in the applicant pool: Higher Ed Jobs, The Chronicle of Higher Education, and Governmentjobs.com, as well as on the university's web site.

Chairs and members of search committees must participate in Search and Screen Training, which includes specific diversity-related components. Each training participant receives a Search Committee Reference Guide to further reinforce the university's commitment to seeking and hiring a diverse workforce. Homogeneous committees generally would not be approved, as HRIE believes a diverse search committee is most likely to identify a diverse array of candidates.

When search committees are formed, their composition is proposed to and approved by HRIE. HRIE reviews the proposed committee for diversity in school of thought, age, gender, ethnicity, years of experience, and diversity of specialty. Search committee composition is reviewed/approved by the Employment Specialist and Director of Compliance and Title IX Coordinator, a position that has

been recently revised and is responsible for the university's EEO/affirmative action functions. When there are concerns, HRIE provides suggestions for how the proposed committee can be made more diverse and makes member recommendations.

The application review phase is conducted by the search committee and is based solely on the applicants' knowledge, skills, and abilities as they relate to the position for which they have applied. Applicant demographics are not revealed to the search committee members. Once applicants are scored, HRIE follows the EOAA Applicant Approval Flowchart when determining which applicants will be invited to interview and works to ensure diversity in the interviewee group and ultimately in the individual selected for hire.

The faculty and staff diversity is reported in the Fact Book data.

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.

CSU Pueblo has an adequate number of faculty to provide courses but is committed to a goal to continue increasing the percentage of courses taught by tenure-track faculty. The percent of courses taught by tenured and tenure-track faculty was increased as compared to previously with 49% in 2016–17, 48% in 2017–18, 53% in 2018–19, and 54% in 2019-20. Recent strategic adjustments to faculty positions in response to enrollment declines in some programs have positioned us to best serve our students while controlling costs. Our student to faculty ratio in 2019-20 was 15:1 as reported in our HLC Institutional Update and in the Common Data Set.

Faculty oversight of curriculum includes departmental work, curriculum committees, Curriculum and Academic Programs Board, General Education Board, and assessment. Faculty participate in the assessment of student learning at their program or department level depending on each program's structure. Several faculty members also participate in the assessment of general education campus-wide. Faculty members from most departments have participated as one of two required faculty reviewers of each annual assessment report submitted by other programs, as defined in our web-posted document on the assessment process. This opportunity is open to any faculty interested in participating.

All instructional staff academic credentials are reviewed prior to hiring, approval of job offers. This begins with department chair review, then college or school dean, followed by Provost's office review for meeting HLC credentials as described in our form. Ranked faculty hire credentials are verified during the search and screen process.

Graduate programs are each represented on the Graduate Studies Board by program director, coordinator or chair. There is a Director of Graduate Studies who reports to the Provost and provides oversight to graduate programs at the institution supporting the various aspects of graduate education. Support staff includes three recently hired positions associated with our CUMBRE project: Graduate Admissions Processor, Instructional Technologist/Design and a Graduate Enrollment Coordinator. Graduate faculty are appropriately credentialed for teaching at that level.

3. All instructors are appropriately qualified, including those in dual credit offerings.

The Faculty Handbook (section 2.2) specifies the academic credentials for ranked full-time instructional staff. Expectations for appropriate terminal degree, number of graduate credit hours in lieu of degree for adjunct faculty, and other expectations are detailed in policy found in the Chairs manual. When faculty members are hired, their highest degree earned is verified so that consistency and integrity of the instructional qualifications are met. This process is maintained by the Offices of the Provost and Human Resources. Official transcripts of all hires are kept on file in Human Resources. Faculty qualifications also appear in the Common Data Set (section I). The Provost office verifies the appropriate degree for hires, including adjuncts, based upon HLC credential requirements. Extended Studies uses the campus adjunct credential requirements (see Chairs manual) for hiring their faculty, and current curriculum vitae are included in the documentation of the hiring process so that appropriate credentials can be identified and confirmed by multiple people and at multiple stages during the hiring process. Dual credit instructors meet the same credential requirements as on-campus instructors.

Faculty in each program follow University policy, detailed in the Faculty Handbook and in the Provost's policy, in setting faculty credential requirements within their discipline in alignment with HLC expectations. Adaptations to the academic credentials established as necessary for the program and level of instruction are developed by department faculty and submitted with a rationale for approval to the Provost. Examples include the Music department where it is difficult to find a person with a master's degree to provide individual instruction to students. Alternative credentials to the master's degree requirement for undergraduate instruction include years of experience performing and teaching music and providing individual instruction. Credential verifications are on file in the Provost's office or more recently in an electronic format in *Filebound*. Supporting evidence for tested experience (justification) accompanies job offers, and these are approved or denied by the Provost's office.

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

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

Titled full-time and adjunct part-time faculty are evaluated at least annually utilizing a form approved by the Faculty Senate and Provost office, instituted in 2018 in alignment with the faculty handbook.(reference 2.8.4, 2.8.5) Confirmation of the methods from all chairs is included with copies of departmental unique evaluation forms in the attached Department Affirmation and

Evaluation of Non-Tenured Faculty. The chair or coordinator completes and reviews the evaluation with the staff member. The documentation of the part-time and adjunct faculty is kept within each unit. All department chairs have identified their methods of evaluation to the Provost office when they vary from standard. STS instructors teaching dual enrollment courses are also evaluated. Overall observations from the process are discussed within colleges, and then by the dean's council. This is to inform improvements in hiring, on-boarding and professional development. Related to this process was the recent implementation of Senior Lecturer status for titled lecturers with demonstrated sustained achievement, as well as Faculty Academy professional development offerings in areas of importance to the instructional mission.

The University gathers student perceptions through its online student feedback system administered in all campus and online courses (SmartEval questions) including Extended Studies offerings in Colorado Springs. We are working toward similar student feedback in our high school STS courses, where concurrent enrollment structure and school district regulations present challenges to the online process.. Faculty are invited to include additional questions on the online evaluation form and to incorporate other methods of student feedback (e.g., midterm evaluations) to provide more helpful feedback and to encourage students to share this feedback. The student responses are provided to the faculty member and the department chair after the semester grades have all posted. A reevaluation of the question wording to update and also address different delivery methods is underway during 2020-21.

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

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

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.

The University assures the currency of its tenure-track and tenured faculty through faculty criteria in the Handbook and the Annual Performance Review (APRs), as well as by supporting professional development through funds available from each college, the Provost's office, and other sources. There are in-service opportunities during convocation and various training sessions held throughout the semester. The Provost's office, Deans' offices, the office of Information Technology and the Center for Teaching and Learning (CTL) have provided support in faculty professional development opportunities for faculty, as well as supporting course development and seminar/conference/workshop attendance. Examples included the faculty academy, professional developments during convocation, offering competitive grants to support faculty professional developments and developing online resources for self-paced development. Professional programs such as nursing have to maintain licensure and national board certification.

Adjunct faculty undergo the same process for credentialing as tenure-track hires. Each department evaluates adjunct (titled) faculty teaching at least annually. Departments typically review other indicators of teaching-related performance such as course syllabi, exams, portfolios, peer evaluation, etc. as described in the Faculty Handbook. Some departments or colleges provide professional development assistance to both tenure track and adjunct faculty, but in general, only tenured and tenure-track faculty can take advantage of monies offered through the Provost's office. As an example the College of Humanities, Arts and Social Sciences has a standardized application process twice per academic year for professional development funds which includes adjunct and visiting faculty.

6. Instructors are accessible for student inquiry.

Full-time faculty must be available for student inquiries a minimum of five posted hours per week. Faculty members include them on syllabi, on their office doors, in BlackBoard, make them available through their administrative assistants, and some have them on their personal web pages. Part-time faculty also provide appropriate office hours in relation to the number of credits being taught. This practice is mandated by the Faculty Handbook, detailed in the Adjunct Faculty Guide, and assessed in the student feedback survey each semester. Online programs have online office hours and either respond through email, discussion boards or Zoom sessions for student inquiries. Each faculty member posts their contact information in their BlackBoard course under the Instructor Information link.

Faculty also are available to mentor students in their academic programs, career plans, and other issues. The number of students assisted by each faculty mentor and the number of advising contacts per mentor vary with departments, as coordinated by the chair.

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.

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

- Enrollment Management, Communications and Student Affairs administrative professional staff members hold at least a bachelor's degree, with the majority of departmental directors holding master's degrees. Each department is encouraged annually to identify departmental funding for the ongoing professional development appropriate for their field or job function.
- Student Financial Services (SFS) counselors and the operations specialist hold at least a bachelor's degree, while Associate and Director level positions require a master's degree. All SFS staff attend virtual training provided by Federal Student aid upon hire, as well as attend various professional development opportunities throughout the academic year.
- Academic advisors in the Center for Academic Excellence (CAE) are required to have a bachelor's degree and are trained upon hire. The Center and the University sponsor periodic professional development for these advisors. Advisors attend Center meetings regularly, where they are updated on changes to the advising process. CAE also hosts NACADA webinars each month during the academic year that serve as professional development for current CAE staff,

but are open to anyone.

- Degree Audit Reporting System (DARS) training is provided upon request for all academic advisors. During the academic year, there are ongoing professional development opportunities for individuals in support services positions. Each division assumes responsibilities for making sure its staff members are appropriately trained.
- Tutors in the Writing Room are given training each semester on the appropriate pedagogies surrounding writing tutoring. Lead tutors also attend the annual Colorado and Wyoming Writing Tutor conference. Writing Room and General Education Tutoring Center tutors are also trained upon hire by the Coordinator of the Writing Room/General Education Tutoring Center.
- Peer tutors for the Math Learning Center and Science Learning Center are screened in a variety of ways, including a minimum cumulative GPA, grade of B or better in the specific course, and a faculty letter of recommendation in the discipline area for which they intend to tutor. Tutors are provided regular training following the mandates of the College Reading and Learning Association (CRLA), the guiding organization for tutor certification at CSU Pueblo.
- A centralized approach to coordinating tutoring has been adopted in the fall 2020 with an online central location for requesting tutoring support through a program called MyWCOnline.
- New Student Orientation CORE members are appointed by the Assistant Director of Orientation and Transition Programs based on their performance as an orientation leader. Orientation Leaders are selected through an online application process and interview assessment of involvement and interpersonal behaviors. CORE members receive extensive training and frequent feedback on performance, and student coordinators may attend the Association for Orientation, Transition, and Retention in Higher Education (NODA) National Conference.
- Resident Assistants (RAs) apply through an on-line application, meet GPA and conduct requirements, are recommended by faculty, staff and other Student Affairs professionals or current RAs, and are interviewed. Intensive 2-week fall training is provided, as is a refresher training before the spring semester begins, and mandatory training throughout the year.
- Starfish communication software facilitates the interaction of advisors and faculty as well as student support services for supporting student success. Each student has a Starfish support team of advisors, tutoring centers, coaches, etc. to help address concerns that instructors raise in Starfish.

The University conducts annual required online training for sexual harassment and discrimination as well as mandatory reporting guidelines and university policy. All individuals who provide any type of service to students, including students who are work-study, must complete this training as defined in our policy.

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3.D - Core Component 3.D

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).

Argument

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

CSU Pueblo is a Hispanic Serving Institution; has a significant number of first-generation, low-income students; and has a sizable veteran population. The university offers student support through a variety of services geared to the needs of our diverse student body. Student Services are an integral part of CSU Pueblo's organizational structure, with much of it under the direction of the Student Affairs. Activities of these entities are advertised in the campus-wide Email Digest, through posting of flyers, text messaging, social media, and through the digital screens placed across campus. Student services are also accessible through Starfish, with direct email and phone information.

New students are welcomed and oriented to campus through a formal ThunderWolf New Student Orientation. Students are required to complete the online orientation program and are highly encouraged to participate in an in-person program, in addition to the online program. During this process, students learn about the academic requirements of the University, access the Pack Guide (student handbook), meet other students, attend presentations on co-curricular activities, and become familiar with the campus and community. The Center for Academic Enrichment includes Academic Success advisors or coaches who develop relationships with students from freshman to senior year, familiarize them with campus offices and services, and assist them in registering for the appropriate courses, in consultation with academic program faculty. Students often also are connected to their faculty mentor in the major during the first semester of their attendance.

Student Engagement and Leadership (SEAL) offers a variety of experiences to engage students in student leadership, including both individual and group opportunities. Fraternities and sororities offer further opportunities for involvement and leadership. A variety of student organizations, including academic groups, allow interaction among and between majors. The Associated Students' Government is the students' governing body, promoting active student engagement in directing positive changes for student life and the general welfare of students.

The WolfPack Wellness Center provides health services, immunizations, and screenings at little or no cost to the student. The Counseling Center provides confidential counseling services, acudetox,

and Bio-feedback. Residence Life and Housing provides an opportunity for students to live and learn on campus while providing services such as access to free laundry, cable and wifi. Students have many dining options on campus and can purchase meal plans through Auxiliary Services.

ThunderWolf Recreation provides opportunities for students to participate in fitness classes, intramural sports, club sports, and outdoor recreation. Facilities include locker rooms, a lounge, a ropes course, multi-purpose Rec Field, swimming pool, indoor track, racquetball courts, indoor climbing wall, a fitness center and dance studio. Outdoor Pursuits provides team development opportunities, equipment rentals and sponsors outdoor trips, such as hiking, skiing/snowboarding, kayaking, camping, rock climbing, and mountain biking.

The Office of Student Conduct and Community Standards works to create a campus community where respect for others, self, and the university is evidenced. This office also deals with charges of plagiarism and other violations of the Student Code of Conduct. Pack CARES provides appropriate response to concerns for student welfare identified by anyone on campus. The Pack Pantry and Career Closet provide food, incidentals, and career clothing assistance upon student request. The IT Help Desk and its ticket system for work requests provide technology assistance to students and all campus personnel.

The university has funding from the department of education TRIO programs that offer numerous services directed at low income students and underrepresented minorities. The College Assistance Migrant Program (CAMP) is another grant funding program designed to meet the academic, financial, and social needs of migrant and seasonal farmworkers and their children in pursuing higher education. Additionally, support is provided for DACA and undocumented students by a designated point of contact who assists students with navigating university and community resources.

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

Math and writing placement scores or standardized scores on national exams are used to direct students into the appropriate preparatory courses. Students are placed whenever possible into college-level coursework. For those needing additional support, an associated supplemental academic instruction (SAI) section is provided with beginning level math courses to improve success. For those students needing additional preparation in mathematics prior to the SAI-linked courses, we offer MATH 096. English offers the ENG 105: Writing Studio as a corequisite for students enrolled in ENG 101 who require supplemental academic instruction to increase competencies in reading, writing, and rhetoric. English Language Institute (ELI) students are also provided developmental courses. Students cannot register for ENG or MATH courses until they have the appropriate scores on placement exams or have completed prerequisite courses on their transcripts.

Tutoring support is provided through WC Online coordination from a number of venues, including The Writing Room, the General Education Tutoring Center, the HSB Learning Center, CO-AMP Tutoring, the Science Learning Center, and the Math Learning Center. WC Online facilitates creating appointments, asking and answering questions, and tracking students' active participation. TRIO Programs also offer tutoring services for participants in both Student Support Services and Veterans Upward Bound. Students from migrant farm-working families are served through the College Assistance Migrant Program (CAMP). The Career Center assists students in exploring

career options, writing resumes and finding professional employment. Services for our diverse student body are also detailed in component 1.C.2, including the Disability Resource and Support Center providing accommodations for students with documented disabilities and the Center for International Programs and Inclusive Excellence.

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

All programs have in place a plan for academic advising of their students for majors, minors or certificates. Students must consult with an advisor prior to enrolling in courses each semester. Department faculty and advising coaches assist students in keeping track of their academic progress. The Degree Audit Reporting System (DARS) is designed to assist advisors in providing accurate and timely information, including a roadmap for completion of their degree requirements. Applied programs, such as nursing, teacher education, and business use advising techniques particularly applicable to their academic programs. For example, teacher education uses an electronic tracking program, Teacher Education Information Management System, that addresses the progress of their majors across university coursework aligned with state licensure requirements. The Hasan School of Business provides three professional advisors, two for undergraduates and one for MBA students. Pre-nursing students are assigned a specific advisor, while master's degree nursing students are advised by the graduate program advisor. Other graduate programs assign a faculty advisor to each student.

Advising protocol provided by faculty mentors within the major department depends in part on the number of enrolled majors and faculty. For academic programs with large enrollments, students are assigned a faculty advisor or mentor by either the program coordinator or the department chair. The advisor is responsible for maintaining a record of students' progress towards degree completion, with DARS and the included program roadmaps as a fundamental tool in this process. Smaller programs tended to give students more flexibility in choosing a faculty mentor after their first year. Graduate students are provided access to individual faculty or professional staff advisors depending on the program, and their plan of study is maintained through advising plans approved by their graduate committee. The Academic Advising Council consists of representative advisors from across campus and this group is responsible for reviewing advising activities, recommending and implementing new advising processes, providing advisor training and materials, and conducting annual student advising surveys. A new advising model focused on this faculty mentoring and on expanding intrusive advising beyond the first-year student experience is being phased in starting fall 2020 as part of Vision 2028 initiatives. This includes creation of a Pack Center coordinating multiple student services.

Advising students on electives or additional courses beyond the major requirements varies between departments and programs. In applied academic programs, which tend to allow for few, if any, additional electives, advisors work with students to facilitate their development into well-rounded graduates. Advising on additional electives in these circumstances is tied to students' post-graduate goals. Some programs provide minors that are aimed at allowing students to explore post-graduate careers or courses that prepare them for graduate-level work. For example, music offers minors in music technology, composition/music theory, jazz studies, and organ performance studies. Criminology and the political science minor in homeland security provide direct studies of addressing societal issues. Depending on the career aspirations of social work students, advising is provided on courses in psychology and/or sociology.

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

Students are made aware of the need to be advised through their major department and the Registrar's Office, the Center for Academic Enrichment (Pack Center), campus-wide email announcement, the student portal, announcements on the university homepage, flyers, the digital screens around campus, and the Email Digest. In addition, Semester Notes are posted annually which includes the advising windows.

DARS training and advising workshops for advisors are provided as needed. DARS is now used for both undergraduate and graduate degree conferral, which streamlined the advising/graduation contract process, which verifies that students have completed all necessary requirements in order to graduate.

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

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

Also in the College of STEM, biology has multiple laboratories, a greenhouse, and a biological museum. Greenhouse facilities are on-site and allow growth of plants at three different climates. This allows for student experience in our botany courses of both field plants and more exotic flora in the greenhouse, and it is also available for student research purposes. The biology laboratories are set up for basic and advanced applications of organismal, molecular and cellular biology.
Chemistry has state-of-the-art classrooms including a highly used high-tech classroom equally suited for inspirational lectures or for individual work on the computers for molecular modeling or spreadsheet problems. Science faculty members have access to individual research laboratories with appropriate instrumentation. Students have opportunities to learn current analytical techniques that

are used in modern industrial and academic settings under the guidance of faculty members.

In nursing, there are over 9000 sq.ft. of nursing education simulation and skills labs in the newly renovated Center for Integrated Health and Human Inquiry. These provide an additional learning resource to meet program goals. Simulations of patient scenarios are incorporated into classroom and lab/clinical courses throughout all nursing programs offered at CSU Pueblo. The lab is equipped with instructional videos and DVDs, a resource library, medical supplies and equipment, as well as practice manikins including VitaSim, SimMan, and SimMan 3G. The lab provides students with a realistic, simulated clinical environment with a nurse's station, 5 patient rooms, 4 exam rooms and 2 large general skill labs to practice and demonstrate competency of selected nursing skills.

The College of Humanities, Arts and Social Sciences houses learning labs in several programs. In Media Communication, an Apple Mac lab is available to students for editing audio and video for the REV 89 radio station and the CSU Pueblo *Today* website and newspaper, as well as student special projects. Art has an Apple Mac lab and photo studio available to students. Music and Psychology also have teaching labs in their respective departments. World Languages has the John L. Garcia Jr. Language Center for student interactions. The General Classroom Building includes facilities allowing for curricular innovations for faculty and includes a computing lab with SPSS software for social science research, accessible to students and faculty. The Center for Integrated Health and Human Inquiry houses spaces designed to enhance student-faculty interaction and cross-disciplinary collaboration.

Information Technology Services (ITS) provides support services and assists faculty, staff, and students with using information technology. This unit maintains up-to-date information and resources on their website, encourages faculty/staff/students to reuse training materials as self-teaching guides, and provides options for faculty to request or participate in customized training.

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

Our main performance space, the Hoag Recital Hall, seats about 600 people and is a valuable mid-sized community venue for performances of many kinds, including concerts, press conferences, large business meetings, and awards ceremonies. Hoag Hall is one of the finest acoustically designed venues in the southern Colorado region, and can accommodate a variety of different needs.

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

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3.S - Criterion 3 - Summary

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

Summary

All of the education that CSU Pueblo provides-whether online, in a classroom, or in a high school classroom is provided by qualified faculty who are committed to successful student learning in a supportive environment.The general education program is committed to the acquisition and integration of broad learning and skills that are central to its mission and appropriate to an undergraduate education. We have made progress in using technology to allow students in both face-to-face and online courses to engage in classroom activities using *Zoom*.

Teaching and research facilities provide the support for our programs. This results in students gaining valuable experience in current analytical techniques, realistic simulated clinical experiences, and opportunities for communication of their accomplishments. We also network with community partners who offer multiple internship sites, and we are committed to assisting in the economic development of this region. Our graduate programs provide advanced studies for students' further achievement. Every degree program offered by CSU Pueblo requires students to collect, analyze, and/or communicate information. Students' diverse needs are supported through a variety of services.

As a regional comprehensive university, CSU Pueblo provides an enriched educational environment that supplements and complements our academic listings, through a variety of co-curricular programs available to students.

Sources

There are no sources.

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.

Argument

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

CSU Pueblo has embedded within Academic Affairs a process by which all academic major programs complete comprehensive reviews every five to eight years, in alignment with the Colorado Commission on Higher Education (CCHE) statute expectations. The program review process is defined in the Faculty Handbook, and details of the review schedule, self-study and review process are maintained and updated annually by the University Curriculum and Academic Policies Board (CAPB). The purpose of CAPB is to advise the Faculty Senate on matters of undergraduate and graduate curriculum, program development and review, and policies and procedures regarding curriculum and academic programs. CAPB membership, as specified in the Faculty Handbook, includes faculty and staff representatives from across the university. Graduate programs provide further review and input through the Graduate Studies Board (duties in Faculty Handbook). For minors and certificates, most are included in the program review of the associated department. Those which are more interdisciplinary, or "stand-alone," submit annual assessment reports to provide review of achieving outcomes and updating curricula.

The purpose of program review is to ensure that the academic unit under review is afforded an opportunity to assess and evaluate its program outcomes, resources, curriculum, faculty, staff, facilities, students, alumni, and other programmatic considerations. Updates on program progress subsequent to program review action plans are requested in the CAPB process to better document the actions taken in response to program review findings and recommendations.

Examples of some recent program review related accomplishments in our evolving curriculum are shown here.

Program	Year of Program Review	Accomplishments in response to recommendations
English	2018–19	Restructured curricular offerings
Art and Creative Media	2019-20	Restructured curricular offerings, removed redundancies with courses offered in the Department of Mass Communications (MCCNM); plans to implement cohort courses with MCCNM (which has been renamed Media Communication - MC) and Music starting in fall 2020 via a new School of Creativity and Practice
Media Communication	2019-20	Restructured curricular offerings, removed redundancies with courses offered in Art; plans to implement cohort courses with Art and Music starting in fall 2020 via a new School of Creativity and Practice
Music	2019-20	Plans to implement cohort courses with Art and MC starting in fall 2020 via a new School of Creativity and Practice
History	2018–19	Restructured curricular offerings to improve course enrollments and to ensure that students could plan ahead and determine when to take required courses for timely degree completion
Engineering	2018–19	Revised degree offerings to better reflect professional expectations

Programs with external disciplinary accreditation are deliberately aligned in their campus program review cycle to their accreditation cycle whenever possible, to avoid duplicated effort (e.g., AACSB recent accreditation). Program review and discussions, summaries and updates are used to inform the Provost and the President's Cabinet for decisions on budget and resource allocations. Presentation of the program review findings and action plan to the President's Cabinet inform the administration of academic program needs. For example, program review findings informed the School of Creativity and Practice (SoCaP) reorganization of three departments as well as the recent History and English restructure of curricula.

Documentation from all program reviews is maintained in the campus internal drive CAPB folders. An example can be seen from the English Department's self-study, which includes its external reviewer report and dean's seminar panel report. Also see the Spanish program self-study, external review, dean's seminar panel and action plan documents as example of the process. Annual reports summarizing program reviews completed each year are sent to the CSU System Board of Governors.

CAPB also evaluates and makes recommendations on the creation of new academic programs. A process for bringing forward new programs was recently defined and clearly delineates the steps that must be taken before new programs can be brought forward to CAPB. The following new academic programs were implemented since the last HLC reaffirmation of accreditation:

- Doctorate of Nursing Practice
- Master of Social Work
- Master of Science in Athletic Training
- Bachelor of Science in Wildlife and Natural Resources
- Bachelor of Science in Health Sciences
- Bachelor of Applied Science in Health Science and Administration
- Bachelor of Science in Middle School Math Education
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Cannabis Biology and Chemistry
- Bachelor of Arts in Humanities and Social Sciences
- Bachelor of Science in Interdisciplinary Studies

The last two in the above list were designed as interdisciplinary degree completion programs serving a specific student group. Ongoing planning at CSU Pueblo has resulted in recent updates to existing programs as well. Two programs have updated their degree titles to be responsive to student and career changes: MS in Mechatronics Engineering and BSBA in Marketing. Our curriculum has evolved with these additions and changes.

The CSU Pueblo General Education program is reviewed alongside academic discipline programs through the university cycle of student learning outcome assessment detailed in section 4.B.2. The General Education (Gen Ed) Board is charged with assessment of new general education courses, evaluation of progress in meeting Gen Ed student learning outcomes and shaping the direction of the Gen Ed program. Many of our general education courses listed in the catalog are also part of the Colorado Guaranteed Transfer Pathways program (GT Pathways) of transfer between all public Colorado higher education institutions. As part of Vision 2028, campus-wide discussions were held to determine the direction and goals of our Gen Ed program, including revision of student learning outcomes to align with the university mission. This resulted in a revised set of 10 new outcomes which will be effective in fall 2021 (also see section 3B and a new assessment plan described in 4.B.)

The general education program is directed and assessed by the Gen Ed Board (Faculty Handbook sec. 1.2.6.3) as described in criterion 3.B.

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

CSU Pueblo credits are verified by the faculty, approved by the Curriculum and Academic Programs

Board (CAPB) and Faculty Senate, and administered by the Registrar's office, with policies regarding credit detailed in the University Catalog. Transfer courses from other institutions are evaluated by our policy clearly defined in the catalog, and the Registrar's office website has details including international transfer.

CSU Pueblo recognizes several credit-by-examination programs: Advanced Placement (AP) exams, International Baccalaureate (IB) exams, military education and experience via Joint Services Transcripts (American Council on Education guidelines), College Level Exam Program (CLEP), U.S. Department of Defense's Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST), and CSU Pueblo departmental challenge exams.

Experiential learning for CSU Pueblo students, including field experience and internship credit, is evaluated by discipline-specific faculty who assign student grades after verifying appropriate rigor, content and performance. Experiential learning continues to be a focus, following on after our Quality Initiative. Credit for prior learning may be awarded by disciplinary faculty review based upon student-submitted documentation of knowledge, skills and competency requirements, which are stated in catalog policy and process for both undergraduate and graduate levels. Credit for military experience generally follows American Council on Education (ACE) recommendations and is reviewed by faculty. Prior learning assessment is being further emphasized with the recent implementation of a dedicated position in Extended Studies to oversee courses for portfolio building and faculty review of student portfolios to award credit for prior learning. This was funded through the System Vision 2028 adult learning initiative, and a recent catalog change helped to facilitate the implementation of expanded credit for prior learning opportunities.

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

As stated in the University Catalog, CSU Pueblo accepts credits in transfer from institutions accredited by the Higher Learning Commission or similar regional accrediting bodies. Credits from an institution without regional accreditation may be accepted by petition for transfer after the student has completed at least one term of full-time coursework at CSU Pueblo with a C (2.000) average or better. These courses are then reviewed by disciplinary faculty.

For coursework pursued at a non-U.S. institution, CSU Pueblo requires students to provide and pay for translated, certified and authenticated documents via a third-party agency authorized by the National Association of Credential Evaluation Services.

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.

Course prerequisites are determined by the faculty and approved through the Curriculum and Academic Programs Board (CAPB) and Faculty Senate. Placement for incoming students in some courses is determined by ACT/SAT score requirements, Accuplacer exams and standard required scores, or by world language skills placement evaluation. Changes are being discussed due to the

CDHE response to COVID-19 changes in ACT/SAT availability. Faculty and advisors help advise students on prerequisites stated in the catalog. With the upcoming Banner implementation, prerequisites will be vetted during registration, starting fall 2022.

Faculty set and maintain the standards for course rigor and student learning expectations. Student Learning Outcomes (SLOs) for each major program are set by department faculty, published in the catalog, and incorporated into appropriate syllabi. University Gen Ed SLOs are incorporated into the course structure and syllabus for all general education courses, regardless of course format (extended studies, dual credit, online, etc). Colorado GT Pathways (guaranteed transfer) courses also incorporate the state competencies and SLOs for each content area and this information is included on course syllabi for GT Pathways courses. The SLOs and our assessment cycle are delineated in sections 4.B.1 and 4.B.2. New course proposals and changes to courses are reviewed by CAPB for adherence to university requirements and for existing program SLOs by the Gen Ed Board.

Learning resources are available to all on-campus students, including concurrent enrollment high school students. Distance learning students have access to an online writing lab, Blackboard or other course management system, phone and email assistance that all students may access from the campus support structure. Advising and tutoring resources available to students include the Center for Academic Enrichment, Science Learning Center, Math Learning Center, Gen Ed tutoring, business tutoring, TRIO program, and Writing Room. These resources are now available for access by all students online. Online math, physics and construction course tutoring is an embedded feature of our Construction Management online degree-completion program.

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. Departments with non-ranked faculty teaching in any mode of delivery, including dual credit and correspondence, must submit instructor credential information on each job offer request, which is reviewed by our HLC liaison prior to approval. This review process ensures that all instructors meet requirements defined by HLC credential language. Some colleges or departments maintain discipline-specific experience requirement documents for evaluation of faculty, but all meet HLC guidelines.

Extended Studies provides courses through correspondence, online, and at our additional locations including the Colorado Springs Tower location, Fort Carson Army Post, Sturm Collaboration Campus, dual enrollment and non-credit (continuing education) courses. The for-credit courses use equivalent course syllabi to resident instruction courses, with the same student learning outcomes. The syllabi and instructors are vetted by discipline faculty and approved by department chairs each semester, as documented by syllabi checklists submitted to the Provost's office. (See example.)

Dual enrollment is available in two formats for high school students, referred to as *concurrent enrollment* and *Senior to Sophomore* (STS). Concurrent enrollment involves high school students attending existing university courses on campus. STS instruction utilizes qualified instructors in the high school classroom to deliver university courses directly to students. These STS instructors and syllabi are vetted and approved by discipline faculty, the department chair, and the college dean through a defined approval process following university protocol. The instructor approval forms were previously located on the Extended Studies internal drive but are now incorporated into university job offer documentation. Assessment in these courses adheres to the specific program assessment plan. STS students work with their CSU Pueblo instructor at the high school to gain access and necessary support resources.

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

CSU Pueblo maintains current specialized disciplinary accreditation for seven academic programs and has three programs in candidacy for accreditation. These programs receive accreditation through six agencies as posted on our website. Letters of accreditation are maintained in the program and Provost's offices and accreditation status is referenced on the program and University websites.

Engineering BSE & BSIE	ABET	active
Civil Engineering Technology BSCET	ABET	active
Business BSBA & MBA	AACSB	active
Computer Information Systems BSCIS	AACSB	active
Music BA	NASM	active
Nursing BSN & MS	ACEN	active
Social Work BSW	CSWE	active
Nursing DNP	ACEN	candidacy
Social Work MSW	CSWE	candidacy
Athletic Training MS	CAATE	candidacy

CSU Pueblo maintains ACS certification in chemistry. In addition, the Teacher Education Program is authorized to offer teacher licensure programs for 15 different content areas through its traditional licensure pathways and 28 different content areas through its alternative licensure pathways. This authorization is granted through the Colorado Department of Education, the Colorado Commission for Higher Education (via the Director of Educator Preparation), and the State Board of Education. To remain authorized, every teacher preparation program in Colorado is reviewed by CDE and CCHE every five years. CSU Pueblo's traditional licensure program was last reviewed in 2016 and is due to be reviewed again in 2021. CSU Pueblo's alternative licensure program was last reviewed in 2018 and is scheduled to be reviewed again in 2023.

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.

The Office of Institutional Research and Analysis compiles student survey data and posts results on

its website. Data from graduation surveys are available from spring 2006 through 2018. Data from our alumni survey are available from 2009–10 and 2015–16. Post-graduation surveys have evolved, from the initial First Destination survey from 2015-17 to the 6-month post-graduation survey run 2016 and 2017. The current post-graduation survey is the Placement survey, with data from 2018-19.

Several programs at CSU Pueblo require students to pass licensure exams prior to entering their profession. In order to practice in their field, baccalaureate students in nursing must pass the NCLEX exam; teacher education students must pass the Praxis exam. In addition, graduates of the athletic training program take the Board of Certification, Inc. exam if they wish to become a certified athletic trainer. Pass rates for these exams are monitored by department faculty and are posted on the student outcomes website.

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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.

Argument

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

CSU Pueblo uses assessment processes to monitor achievement of student learning goals. This process is supported by the outgoing strategic plan initiatives; our new mission, vision and guiding principles are guiding development of the new strategic plan, and support the same learning goals. Assessment was an identified area for improvement during our last HLC accreditation cycle, which led to improvements in evaluating assessment data and the revision of assessment plans across campus. Some of these were reported in our 2019 Interim report. The Executive Director for Assessment and Institutional Effectiveness is a position restructured in 2019 to focus more fully on assessment and effectiveness, demonstrating our institutional commitment to these goals. This expanded role has also extended to the restructured Institutional Effectiveness Committee over the past two years. Together they have implemented a revised institutional assessment plan, and met in biweekly meetings addressing assessment, institutional concerns in communications and room scheduling, etc. This committee directs the academic and non-instructional unit assessment processes, ensuring that academic and non-instructional units follow the same guidelines in using assessment to identify and address areas that need improvement.

CSU Pueblo has implemented and maintains ongoing assessment of student learning. An annual assessment report is submitted by each academic program; the report acts as a self-study of that year's assessment efforts and results in examining their program.

This report in part I includes the following assessment analysis:

1. Which of the program SLOs were assessed during this cycle?
2. When was this SLO last reported on prior to this cycle? (semester and year)
3. What method was used for assessing the SLO? (include any rubrics used)
4. Who was assessed? (student group(s) and the number of students or artifacts involved)
5. What is the expected proficiency level and how many or what proportion of students should be at that level?
6. What were the results of the assessment? (Include the proportion of students meeting proficiency.)
7. What were the department's conclusions about student performance?

8. What changes/improvements to the program are planned based on this assessment?

The report also includes in part II the closing the loop information as follows:

1. What program SLO(s) or other issues did you address in this cycle?
2. When was this SLO last assessed to generate the data which informed the change?
3. What were the recommendations for change from the previous assessment column H and/or feedback?
4. How were the recommendations for change acted upon?
5. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

These reports are reviewed by two faculty peers from other disciplines to assess the progress of our programs, to make suggestions, and to help programs plan for improvements. A summary of findings and suggestions is provided to the department to inform and advise discussion and improvement as demonstrated by the sample. Program faculty then determine what adjustments to make in the curriculum, learning outcomes, or the assessment plan. These reports also inform program reviews and contribute to improvement planning. Recently we have also implemented a parallel assessment cycle in non-instructional programs, many of which provide co-curricular learning.

Our annual academic assessment process cycle (July–June) includes the following iterative steps:

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

The Executive Director for Assessment and Institutional Effectiveness assists faculty with the assessment process and serves as a liaison to Extended Studies and other campus entities. Fully integrating the assessment of alternate delivery programming (HUB Senior to Sophomore (STS), Extended Studies independent study, Colorado Springs, Fort Carson, and Collaboration campus sites, hybrid, online, etc.) was identified as an area for improvement. Academic programs have addressed this directly with revisions to assessment plans, inclusion of all modes of delivery, and a focus on closing the loop in assessment. Programs delivered fully online through Extended Studies have expanded to now include Construction Management, Business MBA, Nursing, and the BAS in Health Science and Administration, with increased course delivery including Gen Ed courses. These courses and programs are assessed alongside the on-campus programs, as shown in the example from the MBA assessment plan and MKTG evidence.

Clearly Stated Goals for Student Learning: Each academic program, including majors and stand-alone minors plus general education, has defined its student learning outcomes (SLOs), mapped its curriculum to these outcomes, and developed an assessment plan with appropriate measures of their SLOs, including a timeline of assessment as shown in example plans from Music, Masters in Nursing, and Mass Communications. These program assessment plans are used for annual assessment and revised by department faculty as needed for continual improvement. A major effort in 2017–2019 (see email) led to many programs reevaluating and updating academic assessment plans

for the next 5+ years. These assessment plans (historical and current) for majors, stand-alone minors, certificates, and our general education program are posted to the assessment website. (Due to restructuring there was no general education assessment report for 2019) The SLOs for each program are published in the Catalog and are included in course syllabi as required in the faculty handbook appendix B syllabus template.

Effective Processes for Assessment of Student Learning: The methods and artifacts used for SLO assessment are delineated in each program's assessment plan. It is a decentralized model where faculty in each program are responsible for the appropriate assessment in their discipline. The Executive Director for Assessment and Institutional Effectiveness then compiles the assessment reports and plans on our website and directs the peer review and annual discussion of these reports. The reviewer feedback is forwarded to program chairs and directors, and Executive Director is available to meet with program faculty to discuss progress and future plans.

Student course evaluations, administered in an online format through SmartEvals since 2008, are collected at the end of each course. These evaluations are primarily used by instructors for self-reflection and course improvement. Many departments use these as part of annual faculty performance evaluation discussions or to guide mentoring in teaching strategies and professional development.

General education assessment and improvement is the responsibility of the faculty, with oversight by the Gen Ed Board. The goals and assessments are stated in the recently updated Gen Ed assessment plan. This university-wide assessment was restructured to provide data more informative to improvement efforts and to clearly designate which courses are assessing specific outcomes. Assessment of the achievement of Gen Ed student learning outcomes has included assessment of senior students through use of the Critical Thinking Assessment Test (CAT) and an in-house wellness essay, along with a review of student work from Gen Ed courses using the VALUE rubrics, to inform potential improvements.

Assessment of Gen Ed student learning outcomes occurs regularly, and currently uses a 3-year cycle measuring different outcomes each year. From previous rounds in 2015 NSSE data was used and in 2016, ETS Professional Profile data was used. General education assessment of critical thinking, continued from the previous assessment plan, was conducted in 2009, 2013 and 2019, and the Critical Thinking Assessment Test (CAT) results appear on the general education assessment website. Recent assessment of the quantitative reasoning General Education competencies required by the GT Pathways curriculum using the VALUE rubric this year showed that a majority of students are meeting or exceeding expectations in our General Education Math courses. As an example of "closing the loop" and taking action on assessment results in Gen Ed, our critical thinking SLO improved, as compared to national averages, between 2009 and 2013 as a result of a focused effort on critical thinking. However, our 2019 results suggest a renewed focus on the critical thinking SLO is warranted, as we found this year that our students scored well below the mean in all questions associated with Critical Thinking. To address this new found need, we are creating a robust faculty development series around critical thinking in the classroom sponsored by the Center for Teaching and Learning (CTL), Communities to Build Active STEM Engagement (CBASE), and Vision 2028. We are planning a "SLO of the Month" during the 2020-2021 academic year including asynchronous web content, synchronous workshops, and faculty guest speakers. The Gen Ed Board will also be transitioning to using VALUE rubrics for assessment with a renewed focus on gen ed courses planned for 2020-21.

The prior strategic plan targeted an increase in the percent of students demonstrating proficiency in

general education assessment. This was to ensure that all academic programs and administrative units reviewed the results and the Gen Ed Board used this to encourage programmatic changes as based upon the review. Challenges with changes in administration, new initiatives, and in facilitating consistent campus assessment were seen. With the ongoing Vision 2028 initiative to restructure our Gen Ed SLOs, we are creating a process to include more faculty engagement, more reliable faculty participation, and more examples of student deliverables in continuing to review and improve our General Education offerings to meet changing student needs. This includes regular meetings with individual academic units and departments, clear directions and examples of rubrics, and example student deliverables for different SLOs and proficiencies. Assessment completed in 2020 has started this process with quantitative reasoning and critical thinking, with future years to assess the remaining outcomes.

Co-curricular student learning outcomes have been adopted from the Council for the Advancement of Standards in Higher Education (CAS) standards. These include, but are not limited to, those stated by our Associated Students' Government (ASG), Student Affairs office, Center for International Programs and Inclusive Excellence, and Student Engagement and Leadership program (SEAL). These standards have been mapped to our general education standards to demonstrate alignment (Interim report Appendix E). Co-curricular programs assess achievement of student learning outcomes via surveys and other measures reported by many campus units. These units include the Center for Academic Enrichment, the Academic Improvement Program, the General Education Tutoring Center, the Writing Room and the Career Center. Our NSSE data from 2018 and 2020 (prior to COVID) demonstrate we continue to do well compared to our peers in student-faculty interactions, collaborative learning and participation in high impact practices. Areas for increased attention include learning with technology and effective teaching practices, which have been the focus of some recent campus efforts through Instructional Technology and the CTL.

2. The institution uses the information gained from assessment to improve student learning.

Department faculty are involved in reviewing assessment data and making changes to course structures or programs in response to findings, in essence closing the assessment loop. In the 2019-2020 assessment cycle, out of 56 examples of closing the loop assessment activities reported, 49% of programs implemented course or program changes and 45% planned for course or program changes as a result of their assessment efforts (92% total). This was an improvement from the previous (2018-2019) assessment cycle, in which 41 examples of closing the loop assessment activities revealed that 39% of programs implemented course or program changes and 44% planned for course or program changes (83% total). Some examples of changes to courses or programs from the past two assessment cycles (2018-2019 and 2019-2020) include:

- In its 2018-19 assessment cycle, the Master of Education program found that students needed to better demonstrate understanding of system and organizational change in education (Learning Outcome 7), so worked to infuse more information about system change models into the ED 502 and ED 503 courses, resulting in an increase in student performance (up almost a quarter point on average) in the learning outcome related to understanding of system and organizational change for the 2019-20 assessment cycle.
- In its 2017-18 assessment cycle, the Psychology program (BA/BS) found that students were not meeting program goals in the student learning outcome of applying basic research methods, particularly related to data analysis using SPSS. Students were required to work in small teams

while still writing their own research projects, utilizing SPSS. The assessment of this SLO in 2019-20 found that 100% of the students were proficient in using SPSS after incorporating the small team component.

- In the 2018-19 assessment cycle, the Construction Management B.S. program identified the need to improve student performance in their fifth SLO: Communicate effectively regarding subjects related to construction activities. The program decided to investigate the timing of the CM 475 course, in which students identify capstone projects, including communications with the client. Faculty decided to incorporate presentation exercises into several classes throughout the curriculum, including lower level classes and a senior project, and found, in the 2019-20 assessment cycle, that students improved their presentation skills. The program noted in their assessment report: "Building confidence early on in lower level classes seems to be making a positive impact."

- In its 2018-19 assessment cycle, the Cannabis Studies minor found that students were not meeting the expectations in Student Learning Outcome 1 (Identify the legal and social ramifications/impacts of cannabis on society). As a result, chairs of departments that offer courses in this multidisciplinary minor met to develop a set of proposed curricular changes, including creating a core set of courses that are cannabis specific. The curricular changes were approved in 2019-20 with growth in the number of students pursuing this minor. The program expects that assessment for this student learning outcome in 2021-22 will show improvement.

- In its 2018-19 assessment cycle, the Bachelor's in Social Work program determined that students did not have a strong understanding of the field evaluation program expectations so incorporated online training for field instructors and liaisons. In 2019-20, the program reported dissatisfaction with implementation of the project and has scheduled changes to the current curriculum, moving the SW 499 course to the fall and linking it with the SW 492 course, ensuring that students are engaged in a research course that is connected to the field agency. The program will revisit this student learning outcome in 2020-21 to determine if this change has led to improvements.

- In 2018-19, the Math BA/BS program was not satisfied with student learning in use of proofs (student learning outcome 3: Students will create, analyze and use mathematical abstraction. They will understand and write formal mathematical arguments.) In response, the department made MATH 307 "a more proof-oriented class" by modifying the curriculum and changing the prerequisite for the class, effective 2019-20. As a result, the department, in its 2019-20 assessment report, stated that student proof writing on final exams improved.

- In its program assessment completed five years ago (2015-16), the CIS program was not happy with student performance in the ethics student learning outcome, reporting that only 50% of students met expectations in this outcome. To address this, the CIS program incorporated ethics instruction in more courses throughout the curriculum; as a result students demonstrated improvement in understanding of ethics issues in the 2018-19 assessment cycle, with nearly 90% of students meeting the program expectations.

- In 2018-19, the Business Administration BSBA program identified weaknesses in the student learning outcome "Demonstrate the effective use of team tools." As a result, faculty strategized ways to improve this outcome, and changes to courses were implemented to strengthen students' understanding of norms and what it means to be a good team member. The program expects future assessments to reflect improved student learning in this outcome area as faculty have already begun to see improvements in student performance in classes.

- The COMR minor has used previous years' assessment cycles to identify weaknesses in the student learning outcome that requires students to produce and deliver content with messaging appropriate to the audience. To strengthen student performance in this outcome, the program has restructured its core curriculum, cut available electives and adjusted the focus and scope of

the program; curricular changes were formally approved at the end of the 2019-20 academic year and will be adopted in the 2020-2021 academic year. Improvements in the outcome are expected for the upcoming assessment cycle (2020-21).

The review of annual assessment reports provides feedback for programs and departments which, starting in 2017-2018, culminates in a summary of curricular improvements made based on the assessment process. In the most recent cycle, examples of changes made to programs based on assessment include those documented above as well as additional changes documented in a summary report.

The results of Gen Ed assessment in 2020 demonstrate our students are making progress in meeting the learning goals. The areas demonstrating room for improvement are documented in the Gen Ed Board's summary report, and include aspects of communication, critical thinking, and quantitative and scientific reasoning. Ongoing Gen Ed Board efforts have included affirming and then restructuring current SLOs and updating our assessment plan, as well as planning to provide professional development for general education instructors. The U.S. Department of Education Title V grant funding of our Center for Teaching and Learning (CTL) and the Title III CBASE grant funding for our STEM courses has allowed us to respond to identified needs on campus and has supported professional development for faculty, including sessions to help improve Gen Ed courses. Professional development support continues to be provided to the General Chemistry sequence (Gen ED ST courses/GT Pathways courses), shifting from a traditional lecture format to a studio format to provide a much-needed link between lecture and laboratory material and bringing the content into the "real world." Further, the introductory and developmental Math sequence (also Gen ED) was recently provided faculty development support to redesign content, better organizing the important math concepts while serving our students with a coherent and comprehensive math curriculum that better fits our student body. Coordinated efforts between the CTL and the Gen Ed Board has increased online delivery of selected general education courses to improve student access and success.

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.

Faculty from all departments are involved in formulating SLOs, curriculum mapping, assessing, reporting and reviewing. Each program uses the SLOs and methods of assessment appropriate to their discipline as explained in their assessment plan. Accepted instruments and practices are employed, and our accredited and certified programs meet the assessment requirements of their discipline-specific bodies. Many programs use nationally normed disciplinary measures (MFT exams, etc.) as one means of assessing achievement of SLOs. A national measurement tool (CAT) has been used as part of general education assessment, and the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics from the Association of American Colleges & Universities (AAC&U).

The Colorado Department of Higher Education (CDHE) GT Pathways core content and competency criteria are measured by selected revised VALUE rubrics from AAC&U to assess the Liberal Education and American Promise (LEAP) essential learning outcomes. The CSU Pueblo Gen Ed Board is completing a four year internal evaluation of the alignment of current general education courses with our institutional Gen Ed SLOs and alignment with the state's GT Pathways course content and core competency criteria for recertification. Our current and planned Gen Ed SLOs align

very well with the Colorado GT Pathways outcomes and mirror similar efforts occurring at many higher education institutions.

Co-curricular programs align well with the widely accepted CAS (Council for the Advancement of Standards in Higher Education) standards for student learning outcomes and utilize CAS standards, mapped with university Gen Ed SLOs to engage in planning and assessment for continual improvement in student learning.

Professional development opportunities to assist faculty and staff with implementing the assessment process have been provided by the Institutional Effectiveness Committee. This included two presentations in January 2019 by Dr. Dizzino, an assessment and accreditation consultant from University of Texas at San Antonio, for academic and noninstructional assessment; one on "assessment as learning" in August 2019 with Dr. Black, Director of Assessment at University of Northern Colorado; and two by Dr. Dann Brown, Dean of University College at Texas State University related to advising assessment during convocation activities. In December 2019 a workshop for non-instructional unit assessment was provided, and in January 2020 a faculty discussion of assessment was held. These provided helpful interaction, sharing of ideas, and guidance, thereby informing improvements to assessment plans for both academic programs and non-instructional units on campus. The plan is to continue these development opportunities each semester. As mentioned in 3.A.3, Quality Matters training was held in August 2020 to address online instruction and assessment.

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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.)

Argument

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.

CSU Pueblo's 2019-20 goals for retention, persistence, and completion were established as part of the university strategic plan through 2020, with progress tracked on a web dashboard for retention, degree conferral, and graduation rates. Evidence of these goals and progress tracking can be found on the university website. Those goals have been incorporated into the daily work of the enrollment and academic affairs divisions. For example, our Center for Academic Enrichment utilizes internal tracking of their advising caseloads to determine in a given week where they are in relation to the retention and persistence goals, and validates those against enrollment tracking dashboards maintained by IR. Internal enrollment progress dashboards by semester also include "not enrolled" tracking information, and IR provides a list of not enrolled students to advising team members on a regular basis, to allow for follow-up and additional intervention. A "Now Trending" weekly website update on retention and persistence efforts was started in April 2020 to keep campus aware of these goals.

The goals were developed as part of the previous strategic planning process, in concert with enrollment and advising professionals who considered historical trends, knowledge of planned initiatives, and larger enrollment contexts. Because we are at the end of this strategic plan time frame, actual performance is a solid indicator of the reasonableness of the goals. The fact that degree conferral and graduation rate goals have been met or exceeded in recent years, and that retention rates, while volatile, have been in the neighborhood of the stated goals, indicates they were reasonable and achievable goals.

Future goals are being established as part of the strategic plan for 2021 forward, which will fully align with Vision 2028. Vision 2028 set baselines for expected retention improvement tied directly to

the areas of vision-financed work, but the strategic planning team is working now to align those smaller benchmarks with larger institutional goals.

CSU Pueblo utilizes data to inform decisions on programming that impacts student retention, persistence and completion. The University recognizes student outcomes as the best measures of institutional performance. To that end, goals for student retention, persistence and completion are established annually in coordination with multiple offices on campus, including the Center for Academic Enrichment and TRIO Student Support Services. CSU Pueblo has utilized Title V funding to develop Gen Ed curriculum and gateway courses designed to promote learning and retention. Title V funds have also supported professional development for faculty and staff, for example through the Center for Teaching and Learning (CTL) and the Communities to Build Active STEM Engagement (CBASE), encouraging engagement to support retention efforts.

The CTL also utilized Title V funding for summer bridge programming (MAESTRO) leading to higher retention and graduation rates for student participants.

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

The collection of student information directly related to retention, persistence, and completion begins at the application process and continues from enrollment through graduation and beyond. Student retention, persistence, and program completion are analyzed and reported by the Office of Institutional Research and Analysis (IR). IR compiles student data for official reporting to the Integrated Postsecondary Education Data System (IPEDS) and the Colorado Commission on Higher Education (CCHE). These data files serve as the foundation for analyzing student outcomes so that CSU Pueblo can measure and report student outcomes consistently with other four-year public universities in Colorado and across the nation.

Retention, persistence, and graduation rates, and the ability to explore changes in these rates over time, are available as dashboards on the CSU Pueblo website. These dashboards incorporate an interactive component that enables users to define the retention or graduation cohort so that rates for specific groups of students can be accessed. Data is also shared through the IR website, Common Data Set, and Fact Book data, and are discussed in university leadership meetings, regular meetings with campus executives, CSU System Board of Governors annual reports, and committees for decision making. Program-specific retention and graduation data are essential components of academic program reviews and department self-studies.

Due to the mid-semester move to remote learning in spring 2020, an adjustment was made to extend the withdrawal date and allow a choice of S/U grading. A comparison of student course completion and success between spring 2019 and 2020 demonstrated students had comparable success.

IR, in consultation with a faculty member, will be analyzing how student-university fit, core self-evaluation, and proactive behavior of students predicts our students' GPA, satisfaction and identification with the university, psychological well-being, and persistence/graduation. The results of that analysis will be available in 2020 and will assist with the development of additional strategies for recruiting and retaining students and facilitating their success and well-being.

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

To enhance student retention, and in response to data on student non-completion, persistence and completion, three new degree offerings were developed for the 2019–2020 academic year. The Bachelor of Arts in Humanities and Social Sciences helps students complete requirements for a bachelor's degree by allowing them to combine courses from multiple disciplines that fit into their professional and postgraduate goals. The course plans for this degree are vetted by department chairs within the College of Humanities, Arts and Social Sciences to ensure rigor and appropriate multidisciplinary focus. The Bachelor of Science in Interdisciplinary Studies was developed by Extended Studies to help students complete their bachelor's degrees by providing flexibility and versatility. This degree allows students to personalize their degree plan and complete courses online, on-campus or a combination of both. The Bachelor of Science in Health Sciences helps pre-nursing and other students explore a variety of options for health careers while completing their bachelor's degree. Pre-nursing students who are not admitted to the nursing program now have a path to degree completion.

In an effort to increase retention and student success at CSU Pueblo, advisors in the Center for Academic Enrichment (CAE) assess student progress and adjust strategies accordingly. We had employed a shared structure, where professional CAE advisors worked with students during the matriculation and transition phase through students' first year in addition to providing limited advising for continuing and transfer students. We then enhanced the CAE advising processes for first year students and added transfer advisors to address advising in an attempt to improve retention. Faculty are involved in advising and mentoring students for their majors, starting during the 1st or 2nd year. The University's Vision 2028 initiative provided an opportunity for CAE to expand advising services in an effort to enhance students' first- and second-year experience and to foster increased retention and persistence to graduation by collaborating with faculty mentors and offering support for juniors and seniors.

In accordance with Vision 2028, CAE is committed to collecting data and developing assessment initiatives to create a holistic representation of CAE advising initiatives. Furthermore, CAE is committed to collecting, analyzing, and utilizing the data to make informed decisions regarding best practices for academic advising at CSU Pueblo.

Implementation of Starfish facilitated more open communication between faculty and staff to assist students and connect them with appropriate student services. Also financial incentives were added in summer 2019 [need 2019 evidence] and 2020 to encourage student retention during summer and the following fall. This was successful as 2020 summer enrollment increased 19% over 2019, even with completely online instruction (other than medical training labs).

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

CSU Pueblo participates in collection of data for mandatory state and federal surveys designed to analyze student metrics such as retention, persistence, and graduation. CSU Pueblo follows guidelines provided by consortia when participating in their surveys and complies with IPEDS definitions and Colorado Department of Education (CDHE) data definition. CSU Pueblo also uses IPEDS and CDHE data files and definitions when analyzing student outcomes so that our outcomes

are measured and reported in a comparable way to other four-year public universities in Colorado and across the nation. On the occasions that our institution expands its analysis of outcomes to examine populations not within the scope of IPEDS or CDHE cohorts or data definitions, a narrative accompanies the analysis so that terms and cohorts are clearly defined. The office of institutional research makes this data available in dashboards which are easy to read and analyze.

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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.

Summary

CSU Pueblo maintains the quality of its educational offerings through regular program reviews, which have led to the recent restructuring of curricula in several programs. This process has both streamlined and allowed for innovations in academic offerings. Faculty maintain oversight of course prerequisites, academic rigor, and evaluation of credits accepted to the university. In addition, individual programs meet appropriate disciplinary standards and rigor to receive specialized accreditation through discipline-specific accrediting agencies. Surveys of CSU Pueblo graduates' perceptions of the quality of their educational experiences indicate that the majority of graduates feel well-prepared for professional work and graduate/professional studies.

The university has adopted a continuous cycle to assess student learning, illustrating a commitment to the achievement of student learning goals. Assessment of student learning involves faculty participation, including peer review and meaningful feedback to acknowledge strengths and areas of improvement, by tracking improvements in student learning from year to year. Records of past and present assessment activities are available on the CSU Pueblo assessment website. A summary of specific improvements made as a result of program assessment illustrates that the process is, indeed, being used to improve student learning. Significant strides also have been made in implementing a similar cycle of assessment for all non-instructional/co-curricular programs on campus, ensuring that students have a well-rounded experience that, at its core, supports student learning.

Past and present CSU Pueblo strategic plans acknowledge the importance of educational improvement through goals and strategies that bolster student retention, persistence and completion rates in degrees and certificates. The 2015-2020 strategic plan outlined specific benchmarks related to retention, persistence and completion rates, and the new strategic plan is currently being developed with campus-wide input to continue the progress in these areas. The IR website maintains updated data tracking student retention, persistence and completion, including an interactive component to analyze rates for specific groups of students; this allows the university to adjust strategies to improve retention, persistence and completion across the diverse student population.

Sources

There are no sources.

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.

Argument

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

CSU Pueblo has a long history of shared governance and has multiple opportunities and structures for the involvement of its administration, faculty, staff, and students to participate in institutional governance. Key structures among these are the CSU System Board of Governors, the President's Cabinet, the President's Executive Council (G6), the University Leadership Team, the President's Budget Advisory Council, the Academic Council, the Faculty Senate, the Administrative Professional Council, Classified Staff Council, and the Associated Students' Government.

The President engages and consults with these groups on a regular basis in order to inform policy and decision making. The smallest and highest-level group is G6, which meets every other week and consists of the President, Vice Presidents, Chief Strategy Officer, and Chief of Staff. The President's Cabinet, comprised of the President and ten campus administrators, is the major executive group where critical decisions are made and is necessary for the well-being of the institution.

The University Leadership Team (ULT) is the major advisory group to the President and contributes to the overall strategic planning of the university. This group includes Cabinet members, academic deans, Associated Students' Government president, and those who oversee many departments across campus. The ULT generally meets monthly. During ULT meetings, decisions made at the G6 and Cabinet levels are shared to be further disseminated by members, training occurs and feedback is obtained. The President's Budget Advisory Council (PBAC) functions in an ad hoc advisory capacity to help advise senior leadership when fiscal challenges present outside the normal budgeting process.

PBAC was involved in ranking and prioritizing areas for budget reductions in an effort to guide budget cuts.

The Academic Council functions in an advisory capacity and recommends actions to the Provost, who either responds or directs the recommendations to the proper entity within the university governance structure. The Academic Council is comprised of academic deans and directors and associate deans primarily from areas directly related to academic affairs, but also including the Registrar's Office, Office of Institutional Equity, and department of Marketing, Communications, and Community Relations. Academic Council meets monthly.

Various committees across campus represent their departments and employee groups. These meetings are open and agendas and minutes are available via the university's website and shared drive.

The Faculty Senate is the main vehicle for effective and regular participation of faculty in university governance. The Faculty Senate is defined in the Faculty Handbook and is charged with decisions related to academic requirements, policies and processes. The Faculty Senate advises and makes recommendations to the President.

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

The Administrative Professional Council at CSU Pueblo serves as the representative body for administrative professional employees. Administrative professional staff are those specifically exempted from inclusion in the State Personnel System based on their employment by an institution of higher education, in combination with other criteria (§24-50-135, Colorado Revised Statutes). The Classified Staff Council represents employees who are subject to the rules and regulations of the State Personnel System. They are able to attend meetings, express their concerns about issues related to CSU Pueblo and the broader State Personnel System. The Administrative Professional and Classified Staff Councils act as advisory councils to the university's leadership on matters relevant to their constituents. Both groups meet monthly and agendas and minutes are available from the university's website (Admin Pro, Classified).

In addition to these formal channels for engaging campus constituencies, university administrators make themselves available to campus stakeholders in a variety of informal ways. Each semester during convocation, the week before classes start, presentations and campus updates are given by the President and Provost. Informal gatherings, such as the President's Open Office Hours and Provost's Open Office Hours, periodically are hosted for faculty, staff and students to provide feedback from the campus community.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

CSU Pueblo is a data-informed institution that examines and documents its performance across a range of operations. Official state and federal reporting is centralized through the Office of Institutional Research and Analysis (IR), including annual surveys to the Integrated Postsecondary

Education Data System. Participation in IPEDS documents the institution's performance measures in a way that is accessible to other universities and external stakeholders Decisions may be informed by comparison with similar institutions' IPEDS data.

IR is the primary office responsible for collecting, documenting, and reporting student data and outcomes. These data include, but are not limited to, enrollment and persistence, admission for first year and transfer students, academic offerings, student life, annual expenses, financial aid, faculty and class size, and degrees conferred. These data are documented in the Fact Book. Additionally, key outcome measures such as retention and persistence rates, degrees awarded, and graduation rates are published on interactive dashboards on the university website, which provide comparisons to peer institutions.

The President's Budget Advisory Committee (PBAC) is involved in ranking and prioritizing areas for budget reductions in an effort to guide budget cuts. Data collection informed recent concerted efforts to streamline course section offerings, by combining or cancelling low-enrollment sections. This resulted in significant efficiencies and reduced adjunct faculty costs.

Each academic department undertakes a program review on a five- to seven-year cycle. IR collaborates with these departments to measure and report program performance measures for the review. IR continues to utilize the reporting format implemented in 2016 to provide data visualizations that enable side-by-side comparison of each program to university-wide data. During program reviews, departments scrutinize their performance using qualitative and quantitative methods to identify strengths as well as challenges to be addressed in the coming years, which informs the creation of program action plans. Recent program reviews led to restructuring the Art, Music and Mass Communications programs to form the new School of Creativity and Practice; renaming of Mass Communications and Center for New Media to Media Communications to include restructuring of tenure-track faculty and the curricular offerings. Also there were significant revisions in course curricula within the History and English programs.

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

Across campus, non-instructional departments gather and analyze data for decision making and improvements in their separate units in accordance with their respective assessment plans. The majority of departments have submitted assessment plans and will begin reporting results in June 2020. The reports will help departments determine what improvements are necessary and how they can best be achieved. To ensure some degree of consistency, the Institutional Effectiveness Committee reviews assessment plans and reports along with rubrics to ensure they meet a standard set of criteria. For example, assessment plans include the unit's mission/purpose statement and have a number of measurable outcomes (programmatic, business, learning, or service) that are clearly linked to the functional area and department goals and that inform improvement. Assessment reports state the methods used to assess each outcome, conclusions about the results, and any changes or improvements planned or implemented based on the assessment.

The goal for both Residence Life and Housing and Dining Services is to provide a safe and clean environment to enhance and promote the educational and social experiences of the students. Surveys are conducted annually for both Residence Life and Housing and Dining Services. Student feedback is reviewed to identify areas where improvements and enhancements can be made to meet that goal or, conversely, areas where CSU Pueblo is doing well, to identify best practices. For example,

Residence Life & Housing identified low levels of satisfaction with the room change process. The department implemented new processes including online room selection and streamlined communication for room changes. For the room assignment process, the overall satisfaction increased by 14.6 percentage points (from 61.8% to 76.4%) from spring 2018 to spring 2020. For the room change process, the overall satisfaction increased by 3.4 percentage points (from 74.4% to 77.8%) from Spring 2018 to Spring 2020.

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.

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

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

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

The Student Academic Appeals Board (SAAB) considers a variety of appeals by students. Such appeals include: (a) grade appeals; (b) appeals by students who have been suspended or denied academic re-admittance; (c) appeals by students who have been denied retroactive withdrawal from all courses; and (d) appeals by students who have been denied withdrawal from a single course. The SAAB also makes recommendations on policies, procedures and standards for the listed appeals. This board is responsible for making recommendations to the faculty APSB for appropriate processes of approval. Both SAAB and APSB have staff representation from the Provost and Registrar offices. In addition, a student representative from Associated Students Government is included in these boards to ensure students are included in the collaboration regarding setting academic requirements,

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- PRES_AdminPro_Minutes
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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.

Argument

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Operational staffing:

CSU Pueblo's operational staffing is sufficient to support the needs of the campus. Qualified staff are screened and hired through the university's defined search and screen processes. Position descriptions for Administrative Professional positions define the qualifications required for those positions and are based on the duties, level of decision-making and supervisory authority of the position. The Search and Screen Procedures for Faculty and Administrative Professional Employees are followed to fill vacancies in those job categories. The search procedures defined by the Colorado Department of Personnel and Administration are followed to fill vacancies for Classified positions. The minimum qualifications for Classified positions are established by the Colorado Department of Personnel and Administration and are based on complexity of duties and level of decision-making.

Before any position is authorized to be filled, it is reviewed by the President and the President's Executive Council (G6) to ensure that filling the position is consistent with the University's strategic plan and available resources, and that it will meet the academic and administrative needs of the University. All new appointments, including promotions, are approved by the appropriate Vice President and the President before a formal hiring offer is extended.

Employees are provided with instruction and guidance from direct supervisors and other staff as necessary to ensure that new employees understand the expectations of the positions to which they are appointed. Performance management programs are in place for faculty, administrative professional and classified employees. Those systems support employees and their supervisors in setting goals and identifying any employee development needs or expectations. Performance management records are maintained by Human Resources in employee personnel files. This is true for staff at all locations.

CSU Pueblo recognizes the value of professional development and strives to provide such opportunities for faculty and staff. The University reimburses employees for University courses that are job-related and career enhancing through the Employee Tuition Reimbursement Program. Once

the employee's supervisor and division vice president review and approve the tuition reimbursement request, the employee is reimbursed in whole or in part for their attendance at any of the System campuses.

Various types of training are in place for all employees. Upon hire, and annually thereafter, all employees must complete Harassment & Discrimination Prevention training. The Human Resources department has routinely provided basic new employee orientation for all new employees. Various other training is available to all employees, such as Kuali Financial Services and Travel Module (the university's financial system), Real Colors, Information Technology Security, Search and Screen, Active Shooter/Assailant Response, and Web Editor. The availability of these trainings is generally published in the CSU Pueblo Email Digest.

Supervisors and university leaders may participate in specialized training and skills workshops. The Facilities Management department provides asbestos hazards training to select managers and employees, in addition to training on cleaning procedures, forklift operation, light bulb safety, and other matters that enhance safety and workplace standards. In an effort to enhance the provision of job-related training, the university created a new Employee Relations Specialist position. One of the primary duties of the position is to develop and implement proactive employee relations initiatives with the goal of cultivating a high-quality employee working environment including but not limited to professional development, supervisor training, and employee orientation. Internal auditors have provided training sessions related to fraud and internal controls.

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

Physical Infrastructure:

CSU Pueblo continues to maintain and update its physical resources to provide an enriching academic environment. Over the past decade, the University has continuously reviewed the facility and infrastructure needs for the campus. CSU Pueblo updated the Campus Master Plan in 2013. In accordance with the Master Plan, the University constructed a new General Classroom Building with LEED (Leadership in Energy and Environmental Design) Platinum rating in the academic sector of the campus, and a new soccer/lacrosse complex in the athletic sector of the campus. To improve classroom delivery, the new General Classroom was built to provide technologically advanced instructional spaces and classrooms.

The university's facilities have been further improved since 2017 through the renovation of the Occhiato Student Center (OSC) and the recent renovation and expansion of the Psychology Building. The OSC renovation included updated, dynamic student spaces, residential and retail dining, and the University Ballroom. The renovated building provides dedicated student spaces that create a separation of student-use areas from ongoing community functions. The recent $16.8M renovation and expansion of the Psychology building created our new Center for Integrated Health & Human Inquiry with the goal of better serving the needs of the university and its students, as well as the community.

Our continued efforts toward attracting and retaining high quality, motivated students, faculty, and staff with modern campus facilities are supported by the construction of these new facilities. CSU Pueblo recognizes additional investments need to be made on the campus. Accordingly, additional funds have been requested from the state for renovations to existing educational buildings including

the Technology Building to support always evolving technology and educational needs. Our additional locations at Colorado Springs, Fort Carson, and the recently added use of the STURM Collaboration Campus, are also appropriately maintained.

In addition to developing new facilities to meet the changing needs of students and faculty, the University has a responsibility to maintain existing building assets. CSU Pueblo has 23 buildings on 279 acres. The University's building square footage has increased from 1,452,835 square feet in 2016 to 1,482,835 square feet as of Fall 2020. In keeping with Strategic Plan goals, the space utilization committee is tasked by the President to oversee the allocation of space on campus. This committee meets as necessary to make determinations about requests to move programs and to utilize space on campus. The committee relies upon an online request form that is available from the CSU Pueblo Space Utilization Committee website.

Capital Construction and Controlled Maintenance Requests

Each year, CSU Pueblo prepares and submits Capital Construction and Controlled Maintenance requests to the State for funding. The Psychology renovation was funded through Colorado State Capital Construction monies. Construction of the recreation center and residence halls were funded by Auxiliary monies. Controlled maintenance requests are compiled for all State agencies and ranked according to importance, with safety being the primary concern.

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

Physical Plant

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

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

Technological Infrastructure

CSU Pueblo's centralized Information Technology (IT) department provides on-demand information access, computing, technology infrastructure, data security and telecommunications services and systems to meet the needs of our complex higher education institution. The administrative and academic systems employ web-delivered solutions that make relevant information readily available and enhance effective use of the university's information resources. Since CSU Pueblo is committed to providing services 24/7/365, these systems are designed with inbuilt redundancy for high

reliability.

The IT department supports multiple software platforms on campus to enhance both the administrative environment and the academic technology. This includes the University's current contract with Blackboard learning management system (LMS) which has recently been migrated into the cloud to enhance the reliability and availability of course materials, resources, and coursework.

Academic Technology Support and Professional Learning

The Academic Technology and Clients services department represent the connection between users and technology platforms. This group supports incoming requests, troubleshoots and solves technical issues, install hardware and software, and supports students, faculty and staff in the academic environment. The multimedia group maintains classrooms and learning spaces across campus to ensure the latest technology is implemented and supported. Instructional Technology is the pedagogical arm of IT and closely works with faculty groups and individuals to educate on learning and teach best practices supported by a myriad of educational technology solutions. Instructional Technology has recently aggregated resources and moved all resources into the Center for Teaching and Learning website for increased visibility and use.

IT Funding

The Information Technology division is funded through E & G funds ($1.8 million/year) and mandatory student technology fees ($0.7 million/year). The division has slightly grown in recent years, and costs to maintain systems have also increased. Retirement of a senior staff member created the opportunity to hire two dedicated Help Desk Solutions Analysts to provide consistent Help Desk coverage. Student fees cover some technology cost for student hourly positions and implementation of computers in student labs and student common areas within the Library. In order to provide high quality support for its constituents, the IT division should grow and carefully restructure to adapt to rapidly changing needs over time. Such growth is based on an increase in enrollment, E & G, and technology fee funds, each of which have been a challenge in recent years.

Legislative grant money ($1.2 million/3 years) has been spent to standardize campus multimedia classrooms to the digital format and elevate security awareness training across campus through 3rd party training platforms and tools such as a network traffic analysis and threat alerting appliance.

IT Challenges and Initiatives

1. The current campus student information system, Administrative Information System (AIS), is being replaced by a shared instance of Ellucian Banner through a collaboration with CSU Fort Collins. AIS will need to be maintained while replacing functions not covered by the Banner implementation with other solutions in a phased approach. This includes HR information systems including payroll processing.
2. The IT Governance Council and Committee has been formed to enhance IT's ability to support incoming project requests. This helps to focus efforts on projects that align with the University mission and vision.
3. CourseLeaf has been implemented for curriculum, programs and catalog management.
4. Virtual access to computers has been significantly increased by use of LogMeIn.
5. Zoom video conferencing has been implemented for better communication and classroom use.
6. Staying current on security and project management continue to be challenges as the technology landscape changes and adapts rapidly.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

The University's current mission and vision statements are the basis for our ongoing strategic planning. The University's vision statement elaborates on its reputation as a comprehensive regional university that develops the resilience, agility, and problem-solving abilities of our diverse student population. We offer a wide variety of undergraduate and specialized graduate degrees to serve our students and educate our graduates to be able to navigate work in a rapidly changing world. The Strategic Plan implemented for 2015–2020 focused on the CSU Pueblo commitment to maintaining a culturally diverse population, excellent academics, affordable education, transformative opportunities, and a supportive student life. Our continuing plan with Vision 2028 lays out a path to enable goal-setting, action planning, and resource allocation in line with our mission. The wildly important goals (WIGs) for campus were determined through analysis of institutional data from prior years and consideration of the available resources and opportunities, and therefore were set with realistic expectations for enrollment, retention, and graduation rates.

With student success established as a top priority, we have identified measurable outcomes, with goals, objectives, and strategies that will assist in enrolling, retaining, and graduating CSU Pueblo's students. The goals are realistic and the university is making progress toward each of the outcome measures in the existing Strategic Plan as well as the Vision 2028 initiatives. AY20 progress on our Vision Initiatives has been reported to the Board of Governors, demonstrating the plan was realistic.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

The CSU System Board of Governors establishes the CSU Pueblo budget. The allocation of resources within this budget is determined by the President's cabinet using the university's Budget Guidelines and Procedures, revised in June of 2019, and the CSU System Board of Governors Policy 201: Budget and Finance Policy. These guidelines and procedures serve as a framework of fiscal planning tools for the operation of the institution and apply to the following funds: Education & General (E&G), Auxiliary, Extended Studies, Internal Service Unit, Athletics, Student Activities, and Sponsored Programs, including Student Financial Aid and other sponsored activities.

The Vice President for Finance and Administration holds the primary responsibility for the budget process. Budget allocation plans undergo significant consultation throughout the University, and final decisions are made by the President and President's cabinet. Others involved in the budget process include the deans of each college and school plus members of the President's Budget Advisory Council (PBAC). Approval authority for the overall budget is the responsibility of the President and the CSU System Board of Governors.

Previous fiscal concerns were addressed systematically through an overhaul of budget guidelines and processes. Concerns identified in 2017 and afterwards were addressed as described in the VPFA longitudinal analysis. In 2018, a $7.9M error was identified, reported by the President to HLC, and corrections are also included in our 2019 interim report.

The University utilizes the E&G budget to forecast available revenues to support the operating

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

CSU Pueblo's budget expenditures are monitored by the respective department account managers. Each month, reports are made available via the institution's shared network drive to department managers and supervisors that delineate actual expenses in comparison to budgets. Additionally, the account managers can monitor and review all transactions pertaining to their budgets within the Kuali Financial System. Training on this system is conducted periodically throughout the academic year.

Revised and expanded Business Financial Services fiscal policies were put in place in 2019 to assure proper administration and monitoring of funds. All account managers were provided training on new policies. In addition, each University Leadership Team meeting opens with a Business and Financial Services training or informational segment. Procurement rules and a procurement card manual further delineate processes for purchasing and contracts.

Finally, the University's finances are audited each year by the State Auditor's Office. This audit process is explained on the CSU System Internal Audit website and includes information concerning audits conducted by the internal auditor employed by the CSU System. (2019, 2018, 2017).

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

CSU Pueblo engages in thoughtful budget planning which involves campus leaders so that the appropriate spending authority is given to fulfill our educational purpose. In response to effective budget requests to our Board of Governors, our system office has provided the funding necessary to increase college budgets by more than $900K over the past three years. In addition, funding from our self-funded areas have permitted us to allocate dollars to student-centered programs, allowing for more academic support and institutional aid for our students. With these increases in allocations we have been able to grow our fund balance in order to maintain these initiatives going forward while also allowing us to be sustainable in years to come. The table below illustrates our growth in fund balance:

Fiscal Year	2018	2019	2020
Ending Fund Balance	3,324,407	5,000,212	7,252,662

The FY 20 initial financial report (unaudited) to the University Leadership Team in September also demonstrated improvement of our fiscal position, while also displaying proposals on future financial reporting that will help campus leaders make informed budgetary decisions.

All CSU Pueblo revenues are allocated to maximize the highest priorities of achieving the institution's role and mission. In doing so, the Division of Finance and Administration contributes

and communicates as an equal partner with the academic and student campus constituencies in the shared governance of the university at the VP level. The President's Budget Advisory Committee (PBAC) with representation from multiple campus units, serves as an ad hoc consultative group to the Cabinet to help ensure educational purposes are achieved. The Provost reported on how the academic programming strategy aligns with the Wildly Important Goals (WIGs) which inform budgeting, and the President's annual FY20 report to the CSU System Board of Governors included investments and their impact. Planning for assessment of FY21 performance on Vision 2028 metrics also focuses on these outcomes.

CSU Pueblo also has auxiliaries and other cash-funded operations that are managed as enterprises. They are self-funded through charged services and user charges that generate their own revenue; therefore, these enterprises are afforded the ability to utilize the revenue on various projects, such as capital construction projects that are not otherwise funded by the State General Fund. Auxiliary functions on the CSU Pueblo campus include dining and vending services, rental of event and conference space, financial oversight of the housing and childcare facilities, and management of the Occhiato Student Center. The Auxiliary Services division manages these operations as well as the university bookstore and campus parking operations, and its operations support the infrastructure of CSU Pueblo. Projects funded by auxiliaries are approved through the VP for Finance and Administration with the objective to provide an atmosphere for students and campus stakeholders to encourage community utilization of the facilities. The CSU System Board of Governors has the final authority to approve the enterprise budget and revenue-generating fees each year.

Other cash-funded operations include Residence Life and Housing, Extended Studies, the Copy Center and grant-funded operations. Student fee-funded areas are also cash-funded and include the Wolfpack Wellness Center, the Student Recreation Center and Student Affairs. Extended Studies operations are cash-funded and provide significant support for academic programming to support E&G funded curriculum efforts and revenues add to university support for student success.

When budget adjustments must be made due to changing fiscal situations, as has happened in recent years, decisions to reduce budgets are made to minimize the potential impact to the CSU Pueblo academic mission. The University has prioritized a balanced approach to administrative reductions versus reductions to the academic units. PBAC is consulted for recommendations to inform the President and Cabinet decisions on any budget reduction plans. PBAC meeting information is archived internally.

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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.

Argument

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.

CSU Pueblo follows a budget planning process which is aligned with the mission and delineated in the Budget Guidelines and Procedures, which were adopted in 2014 and revised in 2019. New requests for funding are presented by each department with justification as to the specific WIG (wildly important goal) addressed by the request. VPs are responsible for oversight of budget requests and advocating for alignment to the Cabinet and the President's G6 Executive Council referenced in 5.A.1. The President's Budget Advisory Council (PBAC), which includes about 30 members representing the President's Office; Academic Affairs; Finance and Administration; Enrollment Management, Communication and Student Affairs; and Associated Students' Government; is consulted concerning budget plans, so that discussion and input from multiple campus constituencies will inform decisions.

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

Assessment, planning and budget allocations are inextricably linked as the institutional budget policy dictates that feedback from each unit is based upon assessment of needs, communicated to the appropriate dean or director and considered among competing needs of the institution.

Academic program and non-instructional unit assessment is reported to the Institutional Effectiveness Committee (IEC) for review. Annual academic assessments are available on the university assessment website and program reviews are maintained by the Executive Director for Assessment and Institutional Effectiveness. The Office of Institutional Research and Analysis has created dashboards reporting data from all academic programs, student enrollment trends, etc. which

inform program reviews directly and thereby contribute to curriculum and budget planning. Programs chairs present outcomes of the program review and their action plans to the President's Cabinet. That is intended to help inform budgeting at the highest level by making clear the institutional role of each program and the identified strengths and needs. The creation and allocation of funds to new programs such as the completion programs in Health Sciences, Interdisciplinary Studies, and Humanities and Social Sciences were linked to the data on student retention and persistence. Resources such as faculty lines are allocated as needed to support enrollment trends.

In addition, members of PBAC are part of their respective unit's assessment processes, and results from those assessments inform discussions in PBAC and decisions made on budget.

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

During the HLC review period, CSU Pueblo has operated under two successive Strategic Plans. The 2015–2020 Strategic Plan was created through a process which engaged all constituent groups. Significant progress was made on the included goals, as detailed in the implementation team report. With the recent implementation of Vision 2028, which was developed with broad consultation of various stakeholders, the associated Strategic Plan for 2020–2028 is in the planning stages with a committee from across campus and will be discussed throughout the fall 2020 semester.

Regular dialogue takes place with members of the community to garner input. The President meets regularly with an advisory group, the President's Citizens Advisory Council for input. Additionally, the President and university leaders meet with local elected officials. The President's Office is often the first contact for community members who have positive suggestions for the university. Concerns or complaints received are handled by office staff and directed to the appropriate department, or to the President directly, depending on the level of response required.

The governance structure of the campus is coordinated through representative bodies representing academic faculty (Faculty Senate), classified staff (Classified Staff Council), professional and administrative staff (Administrative Professional Council) and students (Associated Students' Government). Representatives of these bodies serve on governing boards and committees and work together in a shared governance environment for campus planning and to make all campus decisions. Expectations regarding the functioning of these various governance groups are described in handbooks, policies and procedures documents available publicly on the campus website and updated through formalized representative authorization procedures.

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.

CSU Pueblo's capacity was considered in the development of Vision 2028. CSU Pueblo has historically experienced considerable fluctuation in enrollment and in the availability of state funding. As a result, the University has an acute awareness of the potential for fluctuations in revenue and associated resources. The University's awareness of enrollment trends—both current and projected—informs its ongoing enrollment management strategies including the diversification of programs to target various student demographics. The university reinstituted the ORSP and created

an Office of Organizational Development to support seeking external funding as a source of support to various student success initiatives and faculty development. This has resulted in substantial increase in grant funding over the past two years. The University works with the CSU Pueblo Foundation to develop and enhance scholarship programs to help stabilize and increase enrollment.

The Office of Institutional Research and Analysis (IR) generates weekly reports on student application, admission, and enrollments for the upcoming year. The Vice President of Enrollment Management, Communication, and Student Affairs also tracks applications for student housing and financial aid, all of which are used to project tuition and fee revenue. The weekly enrollment report compares current data to both the previous year's data and internal goals that have been set (summer dashboard, fall dashboard). Enrollment goals are incremental and conservative, and are based on current institutional, regional and national trend data. Failure to meet an annual goal initiates a review and possible revision of future goals using all available data. Any changes would be reflected in the annual update to the strategic plan. The current strength of CSU Pueblo is its capacity to respond to the growing demand for education programs in various fields like computer information systems, engineering, business, nursing, health sciences, arts, and music.

CSU Pueblo has dealt with fluctuations in enrollment in recent years without compromising its academic mission. Budget adjustments have prioritized the educational mission. Designing new or restructured programs and marketing toward new target populations were other responsive efforts. CSU Pueblo continues to strengthen its key performance indicators including academic excellence, educational opportunity, personal growth, and social responsibility.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

Technology Advancements

As a part of its continual investments in digital technology infrastructure, CSU Pueblo ensures students and faculty have a modern, flexible, and supportive environment to maximize student learning both inside and outside the classroom. The university has been working on initiatives for students to learn (and faculty and staff to work) "virtually" anywhere, activities that were most recently accelerated during the pandemic beginning in March 2020. Initiatives to better leverage academic tools such as Blackboard and Zoom were expedited recently and in a short time Instructional Technology helped increase the adoption of LMS and synchronous video delivery to meet the needs of the our students.

Increased campus Blackboard utilization with expansion of online course offerings was addressed by investment and successful migration to cloud hosting to provide increased capacity. Advancements in the LMS migration paved the way to integrate Zoom video technology into the platform and allow seamless lecture recording and playback for students.

Multimedia classrooms and spaces across campus have undergone an overhaul in the past three years to embrace an all-digital experience. Standard Extron equipment, Sony Laser projectors, and Logitech PTZ cameras have been installed in many spaces. These advancements link our Colorado Springs campus classrooms and extends our ability to collaborate with our CSU System partners.

Demographic Shifts

In response to the projections of declining high school graduates, CSU Pueblo seeks to secure the enrollments of an increasing portion of the local graduating high school classes through its integration into high school campuses in our University Tracks Centers. Additionally, CSU Pueblo has identified additional student target markets to bolster enrollments, including adult learners, online education, graduate education and students seeking additional credentials. The number of graduate students increase by more than 50% over the past two years while online students increased by more than 150%.

The number of admitted students from applicants outside Colorado increased slightly (1.4%) from Fall 2016 to Fall 2019, even with decreasing applications, showing a greater rate of admission. The University also maintained a relatively stable number of international students during that same time frame. In the most recent Fall 2019 class, new freshmen came from 22 states and 9 countries.

CSU Pueblo has been working to strategically expand its out-of-state market in key states, such as Texas, New Mexico, Arizona, and California, where past enrollments have shown a positive trend. Part of this relies on our partnership with an external company that assists us with buying test score names and placing ads in markets/zip codes with strong similarities to zip codes in which we have historically performed well with our enrollment. However, in 2018 and 2019, we worked with our recruitment team, athletics professionals, and international offices to gather information about our competitor institutions, pricing feedback, and scholarship needs. Concerns over housing costs and the desire from international students to see a price point around $20k were considered in efforts designed to move enrollment significantly. This information and a financial analysis of the possible scenarios and break-even points resulted in the Fall 2019 approval to flatten our nonresident tuition rate to match what we offer to WUE students, or 1.5 times our in-state rate. In addition, we are piloting a housing scholarship for 100 students in key geographic areas, utilizing beds that have historically remained empty once a semester begins. The break even for the tuition change was calculated at 57 students, which we anticipate being able to reach over two years.

Transfer enrollment has emerged as a significant enrollment strategy for CSU Pueblo, and an environmental scan, combined with feedback from transfer students, indicated we were not in alignment with our competitors in regard to transfer scholarships. In Fall 2017, we piloted a transfer scholarship initiative that has proven successful at not only enhancing recruitment, but in improving the retention and completion of transfer students. After analyzing the pilot results, and demonstrating its obvious success, the Vice President of Enrollment Management, Communication and Student Affairs (EMCSA) sought and received funding from the CSU Pueblo Foundation to formally integrate these transfer scholarships into our ongoing packaging.

Globalization

CSU Pueblo actively works to recruit and enroll international students, in part as a response to the demographic trend outlined above, and to expand and diversify international opportunities. In 2019, there were 104 students from 32 countries enrolled at CSU Pueblo.

CSU Pueblo has long recognized the value of providing international experiences for its native students, thereby preparing them for increasingly globalized communities and work environments through a Study Abroad Program. Through the Center for International Programs and Inclusive Excellence (The Center), students have opportunities to study in more than 29 universities in eight countries for a complete semester or for an academic year. During 2017-2020 there were 28 students who traveled abroad and 29 incoming international students through this student exchange program with seven different countries. The Center collaborates with CISAbroad, IEE, and EF College Tours

to offer students additional international travel opportunities. Students also have the option to participate in the National Student Exchange (NSE). NSE is a program of over 200 colleges and universities that assist undergraduate students in attending American universities in almost every state, several U.S. territories, and Canada for up to one year. Instead of crossing oceans, NSE students cross state, regional, provincial and cultural borders.

Several departments on campus offer study abroad opportunities, including English and World Language, History & Political Science, Exercise Science and Recreation, Biology, etc. These are open to students from all disciplines. These experiences typically include orientation sessions on campus before departure and reflective sessions upon return. Students have the opportunity to enroll for credits with all of these trips. The English and World Language program in particular offers undergraduate and graduate students opportunities to explore the literature, culture and history of a country and the nearby region while simultaneously learning how to be independent international travelers. Music offers a choir tour to Europe in alternate years. Other program topics have included public health, ecotourism and environment.

In 2017 CSU Pueblo began offering short courses at the Todos Santos Campus in Baja, Mexico. These courses range from one to three weeks in length and offer students an international travel opportunity to study with CSU Pueblo faculty. Since 2018, 48 students and 7 faculty have participated in programs offered during spring break or summer.

6. The institution implements its plans to systematically improve its operations and student outcomes.

CSU Pueblo is committed to systematically improving its operations and student outcomes. One example of this is the 2019 restructuring of the Institutional Effectiveness Committee, led by the new position of Executive Director for Assessment and Institutional Effectiveness. The committee updated the institutional assessment plan, implemented the development of non-instructional assessment plans and reports throughout the university, and provided training sessions on assessment and continuous improvement.

Title IV improvements to process and procedures have resulted in clean audits for the past few years, as detailed in our 2019 interim report, as well as the FY20 external audit conducted by RubinBrown. Student Financial Services (SFS) also assessed internal controls and procedures used to expedite the process by which students receive Title IV disbursements and improve upon the reconciliations process to ensure timely drawdowns of funds occur on a monthly basis. SFS has evaluated all departmental duties and processes and has restructured duties as needed to enhance student outcomes-from completing a FAFSA through disbursement on a yearly basis, as well as continuing student support through loan repayment assistance with alumni and prior students. Continual monitoring of those processes allows us to verify compliance. Currently we are on intensified scrutiny for program financial aid eligibility due to previous concerns with default rates related to Perkins loans and inaccurate reporting, as detailed in our interim report. We have maintained and submitted documentation as needed for new programs to address this concern and anticipate it being lifted in 2022.

In 2016, the CSU System Board of Governors approved an energy performance contract for CSU Pueblo. Under this contract, the university issued bonds to finance approximately $12.5 million in energy efficiency projects across the campus. The debt service for these projects is being paid using

energy savings from the projects themselves. The projects are reducing the university's carbon footprint as well as the need for controlled maintenance projects for some infrastructure items (e.g., boiler replacements and necessary upgrades to air handling systems across campus).

Another cost saving measure for the university and a means for reducing its impact on the environment is the February 2020 agreement that CSU Pueblo entered to bring solar power to campus. In partnership with Johnson Control, Inc., Capital Dynamics, and Black Hills Energy, the university will be the first in Colorado to reach net zero electric efficiency.

Implementation of new software packages to address institutional challenges has been successful. Starfish, implemented in fall 2017, has increased communications to students and among faculty and staff to support students' academic and associated progress. This improved upon no-show reporting and early alert systems used previously. BlackBoard has been upgraded and integrated fully with our SIS. As of Fall 2020, BlackBoard services have been moved to the cloud in an effort to further improve the performance of this critical system. CourseLeaf was implemented to facilitate curriculum maintenance and revision, as well as an electronic catalog. Banner SIS implementation is underway in collaboration with CSU Fort Collins to improve operations in multiple areas and align us more directly with the CSU System. Part of this process has involved review and re-optimization of many operating procedures.

Curriculum related changes have included active engagement in implementation of Open Educational Resources (OER), in collaboration with the Colorado state task force, to reduce student textbook expenses.and the restructuring of General Education learning outcomes linked to Vision 2028 as described in criterion 3.

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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.

Summary

CSU Pueblo relies on a strong collaborative community to ensure that the university fulfills its mission. The governing board, administration, faculty, staff and students regularly engage and provide input to inform policy and decision making. The Office of Institutional Research and Analysis collects, reports and documents student information and outcomes to ensure that decisions are supported with, and informed by, data. Faculty, staff and students participate directly in discussions informing decisions made by the university's committees and boards, which help to ensure that the best interests of university and its constituents are served.

The university's operations are supported by qualified staff. Hiring policies ensure that qualified hires are made in all three of the university's employee designations: faculty, administrative professionals and classified staff. Employees receive support through a variety of programs that the Human Resources department oversees. The university's physical and technological infrastructures are maintained and updated with an eye to support an enriching academic environment. The recent adoption of the Vision 2028 initiatives will help with the achievement of goals for future growth while maintaining realistic expectations in terms of the institution's organization, resources and opportunities. The budgeting process, including the recently revised Budget Guidelines and Procedures, creates a structured framework of fiscal planning tools for the operation of the university. Fiscal allocations made thereby support the educational mission of the university.

Assessment of instructional and non-instructional programs across campus helps identify where resource allocations may be needed to strengthen alignment with the university's educational mission and priorities. Internal and external constituent groups participate in meetings to ensure that their perspectives are taken into account throughout the planning process and during implementation. With its history of fluctuations in enrollment and in available state funding, CSU Pueblo is well aware of the importance of anticipating changes as it continues to maintain its core academic mission. As external factors continue to evolve, CSU Pueblo strives to follow its mission by being resilient and agile as it works to continually improve its operations and student outcomes.

Sources

There are no sources.