Colorado State University-Pueblo WORKS

The Academy & College to Work Concept

About CSU-Pueblo: *Cultura. Gente. Comunidad.*

Colorado State University-Pueblo (CSU-Pueblo) is a Colorado based, state-funded, four-year, public university located in Southern Colorado, in Pueblo County. CSU-Pueblo is a regional comprehensive, Hispanic Serving Institution (HSI), providing educational access to a primarily low-income, first-generation, minority population in a community that continues to transition from a 20th century production economy to a 21st century, global economy. Launched in 2018, CSU-Pueblo's #VISION2028 initiative was designed to guide the campus toward a future that is inspirational, aspirational, and maps to the ever-increasing needs of our region.

Our Vision

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

Our Mission

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.

Our Values

CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevate our people and our community, create educational opportunities, foster unique collaborations, and support inclusion, access, and affordability as a gateway to the world.

8 Guiding Principles

Develop People
Live Sustainably
Engage Place
Empower Students
Transform Learning
Cultivate Entrepreneurship
Build Knowledge
Impact Society

Operationalizing CSU-Pueblo WORKS
#VISION2028

In CSU-Pueblo's quest to become the "people's university of the Southwest… by 2028," we are redefining and reclaiming our rich history — as a community of work — in order to create a meaningful path forward for our students, our educators, our community, and our campus.

Our proposal to create a 10-year vision around a "College to Work" program begins with a series of initiatives and investments that will be supported by our system, by internal realignment of E& G accounts, external funding, and with our upcoming comprehensive campaign. Moreover, these initiatives will be embedded within university-wide assessment protocols and will serve to operationalize interdisciplinary-learning, entrepreneurialism, and research-based practice — inside and outside traditional classroom spaces.[1]

CSU-Pueblo seeks to disrupt the existing boundaries that limit the scope and work of our educators, colleges, and administrative units. We believe that CSU-Pueblo can serve our system, and our state, while simultaneously differentiating ourselves in a crowded higher education market place through the concept of a campus wide "Academy." The CSU-Pueblo Academy will integrates a number of strategic initiatives. This "Academy" concept will (a) create a unique and tailored "works" student experience; and, (b) facilitate the lifecycle of our students, no matter how, where, or when they begin their journey at CSU-Pueblo. Each of these 3 "clustered" initiatives — Onboarding, Developing, and Transitioning — are central to "Phase 1: 2018-2023" of #VISION2028.

At the core of CSU-Pueblo WORKS is a radical shift in campus and community culture. We are rethinking job descriptions, redefining processes for efficiencies, supporting policies and procedures for fiscal accountability, embedding professional development, adopting — campus-wide — a comprehensive learning model, and collaborating to create an infrastructure that can support and nourish educational innovation— a vital element for the future of higher education and to CSU-Pueblo. Because we believe the "Onboarding, Developing, and Transitioning" student lifecycle mirrors the experiences of our employees, we anticipate using the Academy concept as a way to enhance a university culture of work that supports continuous learning, innovation, and accountability, and that elevates CSU-Pueblo as the preferred employer in Southern Colorado.

Problem Statement: Declining Enrollments & Changing Landscape of Higher Education
The challenges and opportunities related to Colorado's growing achievement gap between hispanic and other student demographics result in an urgency that is reflected in CSU-Pueblo's 5-year enrollment, retention, completion, and placement trends. Moreover, our need to build capacity for serving student and employer expectations has been consistently supported by data which suggest university curricula, the 4-year degree, and university workforce development have not kept pace with workforce needs.

The challenges facing higher education are so pervasive in fact, global non-profits such as *Strada Institute for the Future of Work*, in partnership with the labor market analytics group *EMSI*, released a comprehensive report that predicts the future of work and charges higher ed leadership with systematically reorganizing the very structure of formal education so that we may empower students who can adapt and succeed as professional lives evolve.[2] Other groups, including the Lumina Foundation and The Gates Foundation, have invested in legislative lobbying, shared their international expertise, and committed seemingly unlimited resources to problem solving the ways
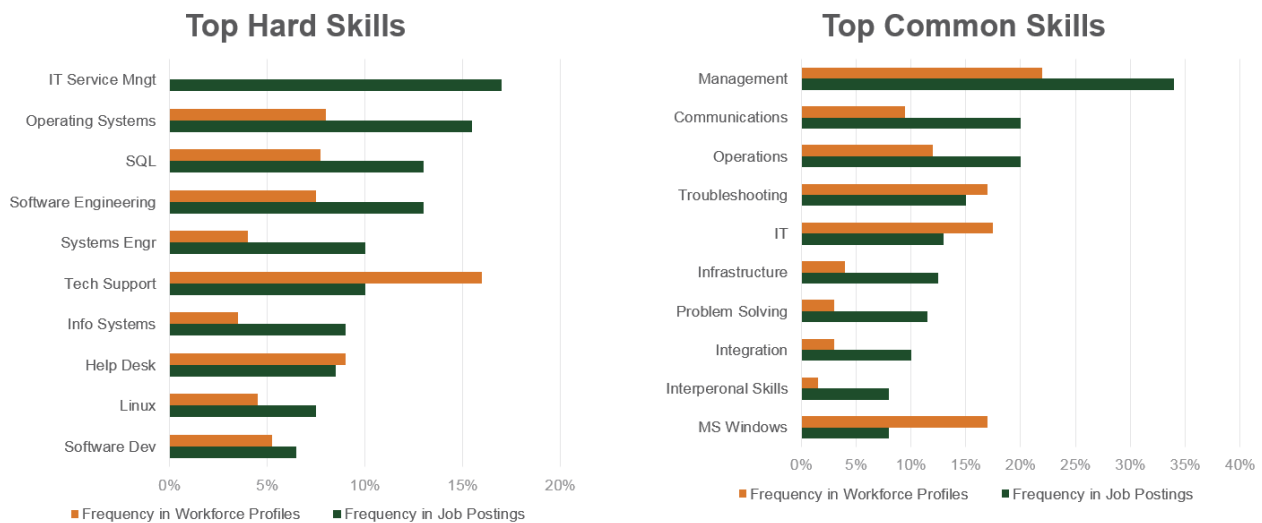
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[1] *The Case for College Work Programs*, https://www.insidehighered.com/views/2016/10/04/how-college-work-programs-benefit-both-student-and-institution-essay

[2] Download the report, "Human+Skills for the Future of Work": https://www.economicmodeling.com/robot-ready-reports/

in which education can answer the call of industry, manufacturing, healthcare, emerging technologies, and so many other professional partners.[3]

The Chronicle of Higher Education released a report that called for educators to understand the nature of modern employment as a way to better craft wraparound services for students who would soon face an uncertain job market where the expected work ethic and soft skills were not skills taught in disciplinarily-focused degree programs.[4] For almost a decade, workforce development offices have set off alarms that declining enrollments have forced universities across the country to heed. No doubt, numerous colleges and universities have responded to these "alarms" by launching new academic programs, positioning new leadership, and even unveiling more aggressive marketing campaigns. Our #VISION2028 research, including comprehensive work with partners,[5] SWOT analyses, surveys, and working sessions with employee, student, and community leaders has confirmed what the Chronicle and Inside Higher Education reports and articles have claimed for years: disciplinary education and traditional majors are inconsistently preparing graduates with the soft skills that make them appealing candidates for the work ahead.[6]

One example of the "hard" and "soft" skills "gap" and their frequency in workplace profiles and job postings from 2018 in the areas of computer and mathematical occupations: [7]

[3] Read Lumina's Strategic Plan, 2017-2020: https://www.luminafoundation.org/resources/lumina-foundation-strategic-plan-for-2017-to-2020
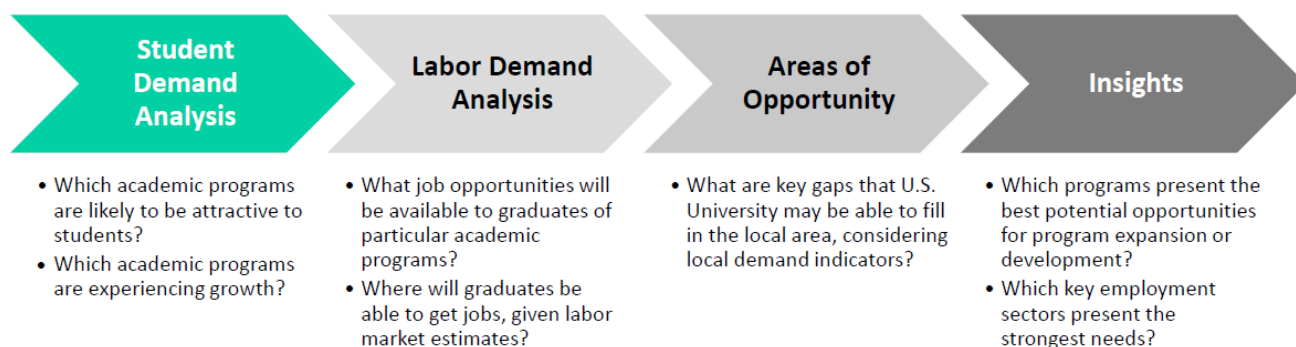
[4] Access the report: https://www.chronicle.com/specialreport/The-Future-of-Work/108

[5] #VISION2028 partners have included and Ken Smith from Strategic Partnerships; Hord Coplan Macht; Entangled Solutions; the CSU Office of Engagement (including CSU Online and the Office of Community and Economic Development); Brett Anderson and Henry Sobanet at the CSU System Office, and members of the CSU Board of Governors

[6] https://www.insidehighered.com/quicktakes/2019/01/17/survey-employers-want-soft-skills-graduates

[7] Data provided courtesy of Tom Johnson, Associate Director for Community and Economic Development, CSU Office of Engagement (4 January 2019)

And, there's the rub: the work ahead is often unknown and disconnected from the traditional work of academe. To that end, CSU-Pueblo has continued to grow our strategic leveraging of system assets and have sought the expertise of offices that can provide resources, research and data, and access to validated processes we can engage as a way to determine a path for program expansion, closure, or development based on "student degree completion trends" and "occupational projections" across our market, as outlined here: [8]

Student Demand Analysis	Labor Demand Analysis	Areas of Opportunity	Insights
• Which academic programs are likely to be attractive to students? • Which academic programs are experiencing growth?	• What job opportunities will be available to graduates of particular academic programs? • Where will graduates be able to get jobs, given labor market estimates?	• What are key gaps that U.S. University may be able to fill in the local area, considering local demand indicators?	• Which programs present the best potential opportunities for program expansion or development? • Which key employment sectors present the strongest needs?

Complicating this new reality of work is the changing college-going student demographic. Long gone is the day when university revenues might be driven primarily by first-time, full-time freshmen who paid out of pocket. Increasing numbers of first-generation and Pell-eligible students are turning to college as a way to change their lives and the lives of their families; however, the shifting burden of cost means an renewed focus on the return on investment for these students.[9] Similarly, adult learners are seeking additional certifications and advanced degrees, as shifting demands of work creates an ongoing need to refine or redeploy or upskill previous knowledge. In other words, as the "life-cycle" of the modern worker changes, so must the university's ability to serve them. According to the Bureau of Labor Statistics, from 1978-2012, the number of jobs people held in a lifetime remained steady at 10-15, but the number of times that people changed fields increased significantly.[10]

Indeed, while regional comprehensives may feel the impact of workforce development more keenly, the 4-year degree is increasingly a higher education "myth," as even traditional college graduates take much longer than 4 years to complete an undergraduate degree. In fact, data from *The National Center for Education Statistics* calculate that 59% of all first-time, full-time freshmen graduating from US public institutions will require 6 years to graduate.[11] Additionally,

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[8] From Hanover Research, "Market Opportunity Scan, 2018"

[9] According to "The Future of Jobs: Employment, Skills, and Workforce Strategy for the Fourth Industrial Revolution," from *Work Economic Forum* 2016, job losses from 2015-2020 will total 7.1 million, of which 2/3rds are concentrated in routine white-collar office jobs. Accessible online at: http://www.academia.edu/31540537/The_Future_of_Jobs_Employment_Skills_and_Workforce_Strategy_for_the_Fourth_Industrial_Revolution
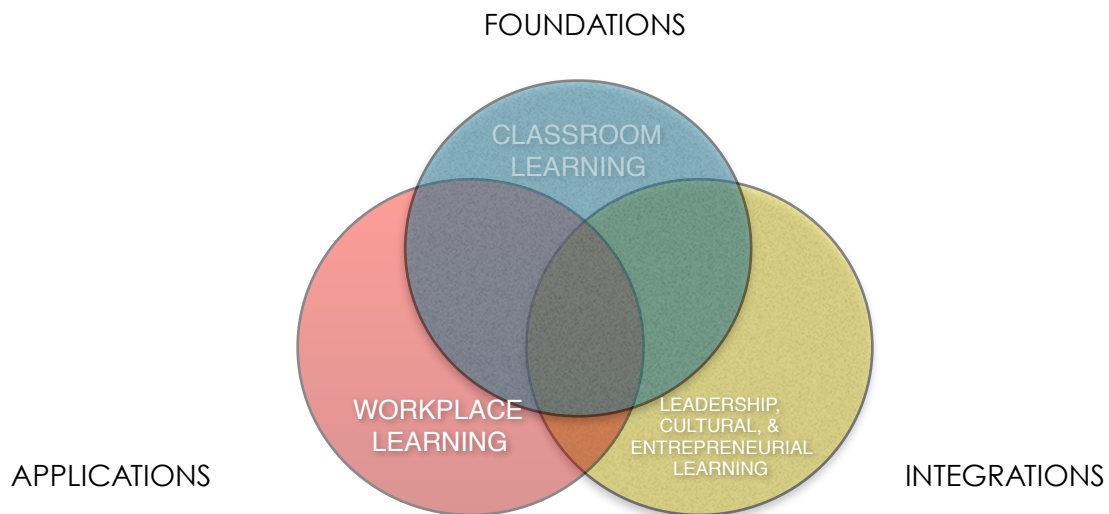
[10] https://www.bls.gov/nls/nlsfaqs.htm#anch41

[11] https://nces.ed.gov/fastfacts/display.asp?id=40

stop-out and drop-out students, lifelong learners, and adults are returning to campuses in larger numbers each year.[12]

Our challenge also presents an opportunity for CSU-Pueblo to build cultural competencies in our employees, add to our supervisory bench strength, and provide opportunities for new job descriptions, new avenues for accountability, streamlined process and procedures — all leading to more meaningful development of our people. Certainly, CSU-Pueblo's growing need for core infrastructure updates has repeatedly required an institutional and system wide response that must manage priorities and ensure a significant return on any investment of resources. Given our current fiscal challenges, leadership is aggressively rethinking the ways in which the university can fulfill and revitalize an educational commitment to 1) engage place and 3) impact society. Furthermore, we understand that we must ruthlessly interrogate our own processes and historic systems as we plan the future of CSU-Pueblo *and* the students we serve today… and tomorrow.

Solution: The Future of Work — Onboarding, Developing, and Transitioning

CSU-Pueblo WORKS is a bold and inspirational approach for the university and establishes a single, transformational pathway forward. Our goal, to become the "people's university of the Southwest United States by 2028," is not a simple aspiration. We know that, in order to succeed, we must teach differently. We must learn differently. We must engage our students and our community differently. CSU-Pueblo WORKS will consider classroom learning and workplace learning — as well as leadership, cultural, and entrepreneurial learning as elements of a complex learning model that will demand as much from our employees as it does our students.

CSU-Pueblo WORKS, LEARNING MODEL

FOUNDATIONS

CLASSROOM LEARNING

WORKPLACE LEARNING

LEADERSHIP, CULTURAL, & ENTREPRENEURIAL LEARNING

APPLICATIONS

INTEGRATIONS

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[12] From "Stackable Degrees Gaining Prominence as Entry Points to Grad School," from www.EducationDive.com

The Academy concept will integrate this learning model and allow us to differentiate onboarding methodologies based on student readiness, financial resources, work ethic, and socio-emotional preparation. Developing will include the academic and cultural programming that allows our students to succeed in and out of the classroom in ways that allow them to begin to apply foundational knowledge to professional situations, better preparing them for work of the future. Our plan for transitioning will allow us to challenge students to integrate foundational and workplace knowledge in situations that closely mirror professional settings, circumstances, and decision-making. Our ultimate goal is to create wraparound support systems within a new financial aid model; create a revamped General Education program; design capstone and internships opportunities that involve our campus and region in the work-life of our students.[13]

We propose 10 strategic initiatives to be implemented over the next five years.

The Initiatives: Onboarding, Developing, & Transitioning

Onboarding
1) New Financial Aid Model, including
    A. College for Work[14]
    B. Prior Learning Assessment[15]

2) New Advising Model, including
    A. Individualized Pathways for Every Student with "Coach"[16]
    B. Single, On-Campus Processing Point for Student Support Systems[17]
    C. "Front Door," Single Entry Point on Campus

3) Additional High School Track Centers
4) Athletic Infrastructure and Support Systems
5) Enhanced CSU-Pueblo at Colorado Springs
6) Downtown Pueblo Presence

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[13] For an example of integrated wraparound services, see: https://www.collegetransition.org/student-supporters/promising-practices/wrap-around-services/

[14] For more information on the "Work College" model for increased access and affordability, visit: https://www.workcolleges.org/

[15] According to data collected by ACENET and CAEL, Prior Learning Assessment helps "motivate adult learners to return, persist, and complete postsecondary credentials." Read more at: https://www.acenet.edu/news-room/Pages/Adult-Learners-Guide-to-PLA.aspx and https://www.cael.org/higher-education/prior-learning-assessment-services

[16] *How Success Coaching Can Solve Higher Education's Retention Crisis* https://www.helixeducation.com/resources/uncategorized/the-missing-link-how-success-coaching-can-solve-higher-educations-retention-crisis/

[17] *One Stop: How One Institution Transitioned to a High-Performing Student Services Model* https://www.academicimpressions.com/blog/one-stop-high-performing-student-services-model/

Developing
7) Adult and Occupational Education Program[18]
8) General Education and Capstone Curricular Redevelopment[19]
9) Professional Learning Spaces

Transitioning
10) CSU-Pueblo Professional[20]

Next Steps
During spring 2019, CSU-Pueblo leadership will engage in critical inquiry and *pro forma* development that will lead to detailed examination of the above 10 initiatives around onboarding, developing, and transitioning. Under the direction of the President's Cabinet and leadership team, CSU-Pueblo will develop objectives and an action plan for the for the strategic management of available resources and core infrastructure needs (finance, Human Resources, and information technology, among others) that will efficiently support the new vision, mission, and values and remain consistent to the guiding principles that will allow us to achieve our vision. Ongoing organizational innovation will be necessary in order to free up the resources important for achieving the strategic initiatives of Phase1 of the #VISION2028 proposal. Overall, the current strategic planning for CSU-Pueblo and the specific initiatives and actions for CSU-Pueblo WORKS suggest the need to move forward on a number of fronts as we move toward a June 2019 CSU System Board of Governors retreat, at which time, we will bring forward detailed *pro forma* for each initiative.

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[18] According to Dr. Amy Smith, Senior Director for CSU Online, "There are 6 degree motivators fro adult learnings, 3 of these are career goals: 1) career change; 2) desire to stay in current roll, but upskill to stay relevant; 3) move roles but stay in their field. The other 3 are linked to pay and competence in career: 1) desire for a pay increase; 2) desire to be more competent and want a pay increase; 3) desire to have impact in their field + more competent + pay increase" (22 January 2019). According to data received by EMSI 2018, 22% of Pueblo County residents have "some college" but no degree. The median household income in Pueblo County is $36,000, which leads us to believe that are market-size and opportunities to drive new enrollments around adult education is vast.

[19] *How We Could Radically Rethink the Core Curriculum in Higher Education* http://mediashift.org/2018/01/radically-rethink-gen-ed-requirements/

[20] CSU-Pueblo Profesional will include a robust menu of certificate and graduate programs to appeal to adult learners and others seeking to advance or redirect career paths.