

APPENDIX: RESEARCH REPORTS & RECOMMENDATIONS: Initiatives 3-7

From Vision Team, Presented to President Mottet & Dr. Souder Hodge, April 2019

Vision2028 I Initiative 3: University Tracks Centers

Introduction

In 2018, Colorado State University-Pueblo established *University Tracks Centers* (UTCs) in Pueblo (one in District 60, one in District 70) in a concerted effort to 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.

Currently, these UTCs provide guidance regarding how to navigate the process to matriculate to a 4-year institution - specifically through assistance in general college planning, applying to 4-year universities, scholarship applications, FAFSA submission, and understanding college terminology. The UTCs have already exhibited great promise for returns in enrollment to CSU-Pueblo. As of the beginning of April, we have seen a 27% increase in admits from East High School and a 74% increase in admits from Pueblo West High School. In both District 60 and District 70, there is a 23% overall increase in admits.

The success, and the fact that demand currently exceeds capacity in the already established UTCs, shows that there is a need for these centers. Further, it verifies that there is a great opportunity to expand CSU-Pueblo’s reach to market to potential students while providing a valuable community service.¹

Opportunity 1: Open Additional University Tracks Centers and Expand Programming

Currently, there are University Tracks Centers in East High School (Pueblo, D60) and Pueblo West High School (Pueblo West, D70). These Centers serve all students within each district, but these two high schools are the “home bases” for UTC programming. This proposal would establish additional University Tracks Centers to expand our offerings to more students across our region and capitalize on the momentum created by the two existing Tracks Centers. Areas proposed include: additional high schools in Pueblo, Canon City, Denver and/or Colorado Springs area, and the Otero County region.

By expanding contact-points to high schools and regions where there is opportunity for enrollment growth, it is expected that CSU-Pueblo would continue to realize increases in admits and enrolled students from these regions as a direct result of the additional attention these regions would receive via University Tracks Centers. Within the Tracks Centers, areas for programming growth include test preparation, career exploration, collegiate literacy, and experiential learning that occurs with collaboration among high school and collegiate students and faculty.

In addition to the capital costs of establishing new physical locations for University Tracks Centers, there will be a need for additional staffing. Specifically, a new coordinator for each UTC will be necessary. Further, a staff to oversee these coordinators and coordinate programming among the centers will become critical as offerings expand. Ultimately, we anticipate an increase in applicants from the regions and high schools served - this will result in a need for an additional admissions processor.

¹ CSU-Pueblo University Tracks Center Impact Statement: <https://www.youtube.com/watch?v=Xc3EvM01yfw>

Opportunity 2: Diversity & Inclusion in the University Tracks Centers

Language equity and family engagement are vital aspects in the Tracks Centers as they provide a pathway for a foundational progression of minority communities; this is specifically true for the Latinx Community. The Latinx community has been making significant strides into higher education for many decades, yet significant factors still affect their decision to attend and stay in college.² Hispanic students struggle through barriers such as poverty, unknown languages, and systemic racism that make pursuing education daunting. Only seven percent of Latina/os who graduate from high school earn a baccalaureate degree. Latinx students, struggle greatly in transitioning into institutions of higher education.³ Language equity and family engagement (*familismo*) are key factors significantly affecting Latinx students in higher education.

Language equity is important in these centers to support not only the student but the family and community of the student. Parental involvement in college student populations is an indicator of student success in higher education⁴. With the increasing numbers of Latinx students in higher education, calls to support family members of Latinx college students emerged.⁵ Latinx students particularly rely on parental support during their pursuit of higher education and because of the collectivist Latinx culture, engaging parents in the educational process is paramount.⁶

As an Hispanic Serving Institution, we need to recognize the needs of our Hispanic students. In order to increase language equity and parental involvement for Latinx students in the University Tracks Centers, we need to focus our efforts in two areas. First, a UTC staff member who is fluent in the Spanish language should be hired. This person will not only be able to meet with families who are primarily Spanish speaking, he/she will also teach US 101 courses to Spanish-speaking families. Second, our Tracks Center literature should be translated to Spanish and the Tracks Center services should be advertised on local Spanish media outlets.

Opportunity 3: Peer Mentorship in the University Tracks Centers

Peer-mentoring has been used in a wide variety of settings to affect development, behavior and levels of support. Many research studies have indicated common mentoring characteristics including effective partnerships between a more experience and less experienced learners,⁷ increased emotional and instrumental functions such as acceptance, support, coaching, advocacy and sponsorship,⁸ and nurturing social and psychological development, role modeling and planning / goal setting.

Research indicates that school-based mentoring increases college readiness through grade promotion, decreased absences, tardiness and fighting while community-based mentoring improves relationships

² Acuña, R. (2011). *Occupied america : A history of chicanos* (7th ed.). Boston: Longman.

³ Reyes, N., & Nora, A. (2012). Lost Among the Data: A Review of Latino First Generation College Students White paper prepared for the Hispanic Association of Colleges and Universities

⁴ Bergersen, A. A. (2009). College choice and access to college: Moving policy, research, and practice to the 21st century. *ASHE Higher Education Report*, 35(4),1-141.

⁵ Kiyama, J. M., Museus, S. D., & Vega, B. E. (2015). Cultivating campus environments to maximize success among Latino and Latina college students. In M. Freeman & M. Martinez (Eds.), *College completion for Latino/a students: Institutional and system approaches*. *New Directions for Higher Education*, No. 172, pp. 29-38. San Francisco, CA: Jossey-Bass.

⁶ Ceja, M. (2004). Chicana college aspirations and the role of parents: Developing educational resiliency. *Journal of Hispanic Higher Education*, 3, 338-362.

⁷ Garvey, B. and Alred, G. 2003. "An Introduction to the Symposium on Mentoring: Issues and Prospects." *British Journal of Guidance and Counseling*, 31, 1-9.

⁸ Jacobi, M. 1991. "Mentoring and Undergraduate Academic Success. A Literature Review." *Review of Educational Research*, 61, 505-532.

in families and decreases in skipping school.⁹ Formal mentoring between college-aged mentors and high school students that are facilitated by an agency or program that take place at a regularly scheduled time over an extended period of time can be effective. Discussing college with mentors, especially those who have attended or are attending college, can generate interest in going to college among students whose parents have not gone to college.¹⁰ Mentors can provide students with important processes and information about college readiness, college prep courses, financial aid and admissions.¹¹

By including peer mentorship in the University Tracks Centers, we expect increased college readiness for the high school students while providing valuable educational and leadership opportunities for CSU-Pueblo students.

Opportunity 4: CSU-Pueblo Scholarships for University Tracks Centers Participants

In order to encourage engagement within the University Tracks Centers and promote matriculation to CSU-Pueblo, a UTC scholarship program will be established. While this will ultimately lead to higher enrollment at CSU-Pueblo, it will also provide opportunities to have conversations regarding financial readiness for college. A “micro-scholarship” program that rewards frequent and regular involvement with UTC programming throughout the students’ high school careers will be developed.

⁹ Thompson, L.A. and Kelly-Vance, L. 2001. “The Impact of Mentoring on Academic Achievement of At-Risk Youth.” *Children and Youth Services Review*, 23(3), pp. 227–232.

¹⁰ DuBois, D. L., Hollaway, B.E., Valentine, J.C. and Cooper, H. (2002). “Effectiveness of Mentoring programs for youth: A Meta-Analytical Review.” *American Journal of Community Psychology*, 30, 157–197.

¹¹ Gandara, P. and Meorado, M. 2005. “Putting Your Money Where Your Mouth Is: Mentoring as a Strategy to Increase Access to Higher Education.” In W.G. Tierney, Z.B. Corwin, and J.ED. Colyar (Eds.) *Preparing for College: Nine Elements of Effective Outreach*, pp. 89–110. Albany, NY: SUNY Press.

PROPOSED BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
UTC Expansion at 5 High Schools					
Renovation of space @ HS (\$25k x 5)	\$125,000	\$0	\$0	\$0	\$0
Signage, kickoff event, pubs & giveaways, office set up (\$15k x 5)	\$75,000	\$0	\$0	\$0	\$0
Increased Staffing					
Asst. Director of Recruitment (\$48k + fringe)	\$62,256	\$63,501	\$64,771	\$66,066	\$67,387
UTC Director (\$43k + fringe)	\$55,771	\$56,886	\$58,002	\$59,117	\$60,233
Asst. Director staff (oversees mentors, alumni, & bilingual programming) (\$37k + fringe)	\$47,989	\$48,949	\$49,909	\$50,868	\$51,828
Admissions Processor (\$35k + fringe - classified staff)	\$48,352	\$49,319	\$50,305	\$51,312	\$52,338
5 New UTC Coordinators (\$35k + fringe)	\$226,975	\$231,515	\$236,054	\$240,594	\$245,133
Increase pay for current UTC Coordinators (\$33k to \$35k + fringe)	\$2,594	\$2,646	\$2,698	\$2,750	\$2,802
Increased Programming					
Peer Mentors (\$12/hr x 15hrs/week) (6 mentors x 7 HS)	\$317,520	\$317,520	\$317,520	\$317,520	\$317,520
Transportation support to CSU-Pueblo and Pack Cafe lunches	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
UTC materials translated to spanish	\$10,000	\$0	\$0	\$0	\$0
Micro-Scholarships	\$50,000	\$100,000	\$200,000	\$300,000	\$300,000
Total	\$963,701	\$811,335	\$918,988	\$1,026,660	\$1,034,353

GRAND TOTAL \$4,755,037

Vision2028 I Initiative 4: New Advising Model

Introduction

Vision 2028 seeks to transform the educational opportunities and support systems available to students at CSU-Pueblo by *Empowering Students* and *Developing People*, thereby *Impacting Society* through creating a more educated and productive populace in the Southwest. CSU-Pueblo measures the success of its educational mission through the enrollment, retention, and graduation rates, which are three critical priorities in the Strategic Plan, Vision 2028, and the Wildly Important Goals (WIGs) that guide decision-making processes at CSU-Pueblo.

These priorities have been set due to declining enrollment in the last 5 years. Enrollment is currently at a low of 3,939 headcount. Relatedly, retention has fluctuated and averages approximately 65% annually. The four-year graduation rate is 19%, and the six-year graduation rate is 34% (Institutional Research, 2018). These enrollment indices are dire and have implications for the longevity of the institution. In order to increase enrollment, retention, and graduation at CSU-Pueblo, the current advising model must be augmented to address student needs throughout their entire tenure at the institution. A large percentage of the student body at CSU-Pueblo is first-generation, Pell eligible, and minority (Institutional Research, 2018). Research indicates that these populations are at-risk for academic success at the post-secondary level and are in need of support services that facilitate their success (Perna & Jones, 2013). Institutions of higher education around the nation have recognized that alignment of services that students need for success is imperative, and many have developed and implemented holistic, centralized advising models that support the success of students (Kot, 2014).

Lack of streamlined services for students, difficulty accessing faculty, non-centralized student services offices, and opaque delineations of responsibility have been obstacles to increasing enrollment, retention, and graduation rates at CSU-Pueblo. Therefore, a more structured and expansive advising model must be developed in order to impact student success. This model will address deficiencies in processes that integrate students into campus, student access to services, intervention for at-risk students, and responsive and proactive staff and faculty protocols. The design of the new advising model at CSU-Pueblo seeks to increase enrollment indices and student success through best practices implementations in onboarding processes, advising, faculty engagement, tutoring, and testing in a student center that co-locates students services associated with retention and graduation.

New Advising Model

The advising model at CSU-Pueblo is currently a shared or blended structure where professional advisors in the Center for Academic Enrichment (CAE) advise students during the matriculation and transition phase through their first year and the students are then transitioned to faculty advisors beginning in the second year. This type of shared model is known as the Total Intake Model and ensures proactive onboarding for new students (Oertel, 2007). While this model has created a quasi-centralized approach to supporting students, there is a dire need for increased personalized attention during the onboarding process for new students. The current advising model tasks professional advisors with engaging current students in retention processes such as addressing Starfish flags (grade checks) and registering for the subsequent semester while simultaneously converting applicants to new students through personalized attention and guidance through the onboarding process. The relationship that is developed between advisor and student is essential to fostering retention and student success, but there is an insufficient number of professional advisors to manage all of these tasks to the degree necessary to facilitate successful onboarding and retention. Thus, more professional advisors are needed to adequately serve the student need.

Historically, second year freshmen, sophomore, and junior students have registered below the desired persistence rate (Institutional Research, 2018). Numerous factors contribute to this phenomenon. Students cite a lack of understanding as to how proceed with faculty advising after the first-year and

report a lack of availability of faculty advisors, especially during summer and holidays (Farnum, 2013). Moreover, students have established rapport with the professional advisor, which fosters a level of comfort that contributes to the student returning to the centralized advising office for assistance beyond the first year. There is a need to expand the centralized advising approach beyond the first year population so that enrollment can be increased through proactive and responsive professional advising staff.

CSU-Pueblo is in need of a more robust centralized advising process that can serve continuing students beyond the first year. There are numerous benefits to such a model. The student body can readily identify where advisement occurs and by whom, and a centralized office can be available from 8-5, Monday through Friday as well as summer and holidays when faculty are not typically available. Supervision of advisor activity and assessment of student engagement in the advisement process is more easily facilitated through this approach as well. A centralized advising model also increases advisor accountability as well as the institution's progress toward stated enrollment goals (Steingass & Sykes, 2008). This centralized advising model will provide students with someone that becomes "their person" throughout their academic career - someone whom they know they can go to with concerns or issues at any time, thus eliminating confusion for students and increasing customer service opportunities. In order to fully execute the expansion of advising, additional advising staff will be needed. The Center for Academic Enrichment will need 8 additional advisors and 4 additional professional advisors for the colleges will be needed. The salary for these staff is \$40,000 and fringe (.34) per person is \$13,600 for a per person amount of \$53,600. The total first year cost will be \$643,200. The five year personnel cost with an annual 3% COLA will be \$3,414,816 (see table).

Engaging Faculty

Establishing and maintaining relationships between faculty and students are important factors in retention (Strayhorn, 2015). Faculty are the discipline experts and are positioned to mentor students into meaningful career paths. Faculty must be engaged in the advising process so as to support students through graduation and placement. Successful transitions to faculty advisement is a central component of the Total Intake Model (Oertel, 2007). This allows for the advising caseload to be distributed more evenly among professional and faculty advisors and enables faculty to focus on career advisement, mentoring, and internships for more advanced students.

Our proposed model proposes that advisement is a shared activity and that collaboration among the faculty member and professional advisors will be augmented to ensure that the student obtains the services needed to succeed from matriculation to graduation. This new advising model does not propose to disengage faculty from the advising process, but to capitalize on the student-faculty mentorship opportunities within the advising process. Faculty will be able to focus on the high value activities regarding course elective paths, internship seeking, and ultimately career placement, rather than focusing time and effort on course registration, social issues (e.g., financial aid, housing needs, etc.), and the monitoring of completion of tasks in the student's life cycle. In order to develop a system that increases faculty availability for advising, it is proposed that on average one faculty per department be provided release time of 1 course to expand availability and accountability of advisement at the academic department level. One course release time is calculated at 25% of a faculty salary, and there are 30 majors at CSU-Pueblo. The estimated cost for release time for 30 faculty to be replaced by an adjunct for two classes per year is \$2900 x 60 for a total of \$174,000 per year. The total five year cost is \$870,000 (see table).

Co-Location of Student Services to Foster Success

Centralizing the services that impact the student experience and subsequent enrollment is essential to moving CSU-Pueblo into a position to actualize Vision 2028. To best serve prospective, new, and continuing students, it is proposed that student service offices that directly affect student enrollment, retention, and graduation be co-located so as to facilitate smooth interoffice transitions for students and

provide a more holistic approach to supporting student development (Kot, 2014). The goal of centralizing these offices is to ensure that students have one location to obtain enrollment related services and know precisely where to go to obtain these services, thereby reducing confusion, increasing student satisfaction with the CSU-Pueblo experience, and increasing enrollment indices. Departments that are proposed to be co-located include Admissions, Registrar, Student Financial Services, the Center for Academic Enrichment (advising), Testing and Placement Services, Peer Mentoring, Veterans Affairs, Tutoring Coordination, and the Career Center. Co-location of these student services offices will increase enrollment related outcomes as indicated in the Strategic Plan, Vision 2028, and WIGs. CSU-Pueblo will need funds to renovate an existing building, the Belmont Residence Hall, and convert it to a centralized student services facility. The cost of this renovation is \$24,485,127(see table).

Testing Center

Currently, CSU-Pueblo does not have a Testing Center and has limited availability for student to participate CLEP, GRE, and SAT. A testing center is needed to increase the availability of these services to students. As a necessary student service, a Testing Center should be implemented as an important component to a fully functioning student services center. A 1 FTE Director is needed at a salary of \$55,000 and fringe (.34) of \$18,700 for a personnel cost of \$73,700 for the first year and a 5 year cost with a 3% COLA per year is \$391,277 (see table).

Tutoring, Peer Mentoring, and Supplemental Academic Instruction

Tutoring services are in disparate locations on CSU-Pueblo's campus. A result of this decentralized approach is that data collection methods and subsequent comparative analyses of the services provided in the various tutoring centers on campus have not been streamlined and have very little common protocol, marketing, and oversight. Related student-to-student practices such as Supplemental Academic Instruction (SAI) and Peer mentoring are also best practices that contribute to student success. (Dawson, Van der Meer, Skalicky, & Cowley, 2014). These services are administered on a limited basis at CSU-Pueblo and are decentralized, thus difficult to track. It is proposed that a Tutoring Coordination Office be developed with a single person to coordinate the various tutoring centers on campus as well as develop a robust SAI and Peer Mentoring programs. A 1 FTE Director is needed at a salary of \$55,000 and fringe (.34) of \$18,700 for a first year cost of \$73,700 and a five year cost of \$391,277. Funds to operate Peer Mentoring and SAI will be needed in the form of student hourly pay. Thirty students will be employed in this model at a rate of \$12 an hour. The 20 hour a week threshold for student hourly is utilized in this calculation for a total annual cost of \$216,000 to implement Peer mentoring and SAI. The total first year cost of this initiative is \$289,700. The five year cost of with 3% COLA for professional staff is \$1,471,277 (see table).

Technology and Software Support

CSU-Pueblo has implemented the utilization of Starfish software to facilitate the achievement of enrollment, retention, and graduation goals. The interactive nature of the Starfish program enables professional advisors, counselors, faculty, and student affairs personnel to intervene on behalf of students. The adoption of this software has been successful; however, there are additional software modules and maintenance fees that must be considered to implement a long-term, fully functional student intervention protocol. The cost of the software upgrades that include predictive analytics is \$115,000 per year. A 1 FTE personnel is also required to fully implement campus-wide utilization of the Starfish software. A 1 FTE Director is needed at a salary of \$55,000 and fringe (.34) of \$18,700 for an annual cost of \$73,700. The five year personnel cost of with 3% COLA for professional staff is \$391,277. The total five year cost for this component is \$966,277 (see table).

PROPOSED BUDGET

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Coaches (12)	\$643,200	\$662,496	\$682,368	\$702,840	\$723,912
Directors (3)	\$221,100	\$227,733	\$234,561	\$241,596	\$248,841
Stipends (30)	\$174,000	\$174,000	\$174,000	\$174,000	\$174,000
Software	\$115,000	\$115,000	\$115,000	\$115,000	\$115,000
Student Hourly (30)	\$216,000	\$216,000	\$216,000	\$216,000	\$216,000
Construction	\$24,485,127	\$0	0\$	0\$	0\$
Totals	\$25,854,227	\$1,395,229	\$1,421,929	\$1,449,436	\$1,477,753

GRAND TOTAL **\$30,936,406**

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Vision2028 I Initiative 5: CSU-Pueblo at Colorado Springs

Introduction

CSU-Pueblo at Colorado Springs (CSUP@COS) is an extension of CSU-Pueblo in a market that offers unique opportunities for adult learners, degree completion programs, industry and military certificates, and other services for regional students. The current location has potential for growth by renegotiating to expand lease agreements, or purchasing a location to implement more robust experiential learning opportunities and student services. Investments from the CSU System can help CSUP@COS grow its ability to develop the people in the region by engaging place to become the adult learning arm of CSU-Pueblo.

The focus of CSUP@COS is to deliver innovative and emerging industry directed degrees, certificates, and micro-credentials targeting the adult learning population and fostering a pipeline of students who would better fit at the CSU-Pueblo campus. CSUP@COS must strengthen the relationship to the main campus to create greater synergy with processes, shared governance, and university systems (Miller, 2013). The extension campus would not be in direct competition to the CU System's University of Colorado - Colorado Springs (UCCS) program offerings, but rather serve the needs of an underserved market of degree completion seekers in Colorado Springs and the greater El Paso market. Furthermore, creative articulation agreements with community colleges can help develop bridge structures in which degree completion can occur. CSUP@COS shall not only have the ability to foster unique collaborations with community colleges and technical programs, but also with military, industry and corporate partners in the region to transform learning to exist beyond traditional formats and locations (Pontefract, 2015).

Underserved Market of Degree and Certificate Seekers in COS

An adult learner at CSU-Pueblo has been defined in the Initiative 6 report proposal and focuses on students with prior college experience, professional skills, and military backgrounds. The location in Colorado Springs is ideal for meeting learners needs and is positioned to develop the socioeconomic status of the area. Currently, CSUP@COS Student Service Coordinator works in the education space at Ft. Carson military base and specifically works with military students to navigate enrollment, registration, use of their educational benefits, earn certificates, and develops pathways to degree completion. Analysis of the Ft. Carson location reveals the most sought degrees from active military are nursing, social work, wildlife & natural resources, criminology, construction management, and homeland security. Veterans look for business, management, computer information systems, cybersecurity, social work and non-profit administration. As military students work to obtain degrees, they must work with student service specialists to help in the analysis of their military occupational specialty (MOS) which can be transferred to credit at the institution.

Military students are a viable market segment, but there are many other adult learners within the Colorado Springs region looking to complete degrees, gain experience, and navigate paths to meaningful careers. The needs of today's and tomorrow's students are much different than what has occurred over the past decades. "Economists, policymakers, labor unions, business leaders, and the media have all documented the mismatch in skills from their unique perspectives and offered solutions. Yet despite years of debate, America's skills gap-especially for solid, middle-skills jobs associated in the popular mind with the American dream-refuses to shrink" (Burrows, 2014). Universities need to adapt and meet the needs of students looking to prepare for work and help those students who are working as they learn to enhance skills. The labor market is bursting with jobs that don't require a bachelor's degree and the students are looking for smaller portions to augment their skills and ability in the workplace. These new jobs are coined "new-collar" jobs and reflect the needs to develop new pathways for students (Koenig, 2018). CSU-Pueblo has the potential to be the first choice for adult learning in Colorado Springs by offering smaller and directed educational opportunities that can meaningfully build into custom degrees over the course of time.

Research in the Colorado Springs market reveal the need for affordable and easy to access educational opportunities beyond the degree. Industry directed degrees within Colorado Springs include health services, security, and business are in demand and those programs and degrees are already offered through the CSU-Pueblo main campus. They can be extended into the Colorado Springs market at CSUP@COS through a mixture of faculty teaching on-site and through remote video conferencing. Adult learners are the primary target at CSUP@COS, but there is affordable access for learners of all ages and a viable pipeline to many established Pueblo programs such as Construction Management, Nursing, and Automotive Industry Management. Rather than duplicating full degree programming, CSUP@COS can expand offerings in general education and prerequisite courses as a cost effective alternative for students to begin closer to home and then transition to the Pueblo campus when major required courses begin. Duplication of existing general education and prerequisite courses at Pueblo can be avoided by leveraging technology to deliver courses synchronously in both locations. This approach will assist in maximizing faculty resources to ensure courses in both locations fill to run as scheduled.

Students are not only looking for degrees, but a way to collect their experience in meaningful ways into a portfolio of micro-credentials. Students need to complete a certain number of modules, activities, assessments, and/or projects related to the topic to earn micro-credentials. Aggregating certificates in a meaningful way produces customized student experiences, meet industry needs, and provides the bite sized learning that can ultimately lead to degree completion.

Prior learning assessment (PLA) is an important tool to assess knowledge acquired and how that knowledge translates into specific college-level courses and/or micro-credentials. Adult students earning credit through PLA have higher rates of degree completion than non-PLA students. PLA helps adult learners save time and makes earning a degree more affordable and would require dedicated CSUP@COS expertise to effectively and efficiently work with students to bring the maximum amount of credit forward.

Not a Typical Destination Campus, a Coworking Campus

The current location in Colorado Springs presents opportunities for enhancements and expansion to meet the needs of adult learners in the region. Branding and exterior signage have been added, however, to increase visibility, additional efforts and resources need to be dedicated to create stronger street and highway signage to direct people to the CSU-Pueblo campus in Colorado Springs. The Tower Building has open leasable space on the main level adjacent to current administrative office, 9th floor, and lower level. The advantage of gaining the main level space would be to expand on-site services that are only currently available at the Pueblo campus or that have limited availability in Colorado Springs. Main floor space would be able to accommodate admission and enrollment services, student financial services for billing and payment, advising/case management and student support services in a one-stop-shop approach (Herget, 2018). Generalists trained in these key service positions can expand opportunities for access and increase student satisfaction by reducing delays in resolving issues, which is especially critical with our military.

Expansion into the lower level space will allow CSUP@COS to provide a childcare program and a recreation outlet for students. For our population of adult learners, childcare is a commonly reported barrier for enrollment, retention and completion. With on-site services, students will have clear pathways for access. Additionally, these services present an opportunity for auxiliary income. By providing recreation services at CSUP@COS, students will be able to fit daily exercise into already busy schedules which can have numerous positive impacts to overall experience, productivity, stress relief, energy and social connections (Kohll, 2019). For both services, limited initial investments would need to be made to renovate and equip spaces; however both can be financially sustainable through a fee for service model.

The 9th floor presents the opportunity to integrate professional learning spaces, which are also commonly referred to as coworking spaces. Coworking spaces aim to combine areas for work, collaboration, communication, access to technology, entrepreneurship, and connections to external organizations (Bouncken, 2018). Developing these spaces for students to learn, experiment, and socialize meet the specific needs researched in adult learning theories and reflect the growing trend of coworking in higher education. Simulations, alignment to workplace realities, and hands on activities contribute to deep and meaningful learning outcomes. The spaces alone will not be enough to attract and retain students; therefore, CSUP@COS must develop courses, services, and ties to other organizations while acknowledging the synergy and interdisciplinary potential through the mix of offerings. Additionally, spaces can be leased and/or utilized by external organizations for finite amounts of time which not only brings returns on the space, but creates unique learning potential for students who have the opportunity to interact with those partners. More specifically, organizational partnerships can be fostered to use the space for training and certification of current employees in the spaces.

The expansion to new spaces within the Tower Building will allow for the existing need to expand services, some of which have already been mentioned including admission and enrollment services, student financial services for billing and payment, advising and student support services. A current barrier for students and potential students are the operating hours of CSUP@COS, which follow a typical 8-5 (sometimes 6pm) model for access to basic services such as admissions or advising. This is complicated to navigate for our adult learners, however, with additional staff, flexible scheduling and video conferencing abilities, longer service hours will expand capacity and increase access.

While the functions of several services could be combined under the “one-stop-shop” model, there are a few key dedicated positions that will be needed to expand capacity, programming, and services for CSUP@COS. A skilled prior learning assessment manager or customized education specialist will be necessary based on the type of degree and certificate seekers accessing CSUP@COS. A dedicated admissions recruiter who will work not only with the high schools of El Paso County but more strategically with area community colleges, technical schools and large companies to recruit returning learners. The latter are presently under tapped resources that are viable pipelines to increase enrollment in both Colorado Springs and Pueblo.

The success of the Student Services Coordinator at Ft. Carson, despite a full caseload, in navigating pathways and processes for our military affiliated degree seekers demonstrates the effectiveness of a case manager approach to advising. By adding an additional dedicated case manager for CSUP@COS more students will be able to be served in the region.

CSUP@COS is already in need of Information Technology support for its current space and offerings. It is currently supported by Pueblo IT staff on an as-need basis and a routine monthly check-in. This role needs to be expanded to include a dedicated Instructional Technologist/Technician that aggregates multiple duties into a single position who works closely with staff at the Pueblo campus to ensure standards, best practice, and consistency between each location. Working in network closets, imaging computers, troubleshooting problems, and maintaining multimedia equipment are some of the skills needed to ensure pathways and connection with the Pueblo campus are successful and sustainable (Fox, 2011). Aside from the oversight of the technological aspects of the location, a position that can flex into educational technology to partner with faculty and staff to develop best practices in remote learning, consult on curriculum development for coworking spaces, and innovate with the current instructional designer are critical.

CSUP@COS is currently building four video conferencing rooms to enhance the connection with CSU-Pueblo Campus and this will offer the ability to connect many learners in the world through the internet. There is one small huddle/conference room designed for small 8 person meetings and can be connected to various endpoints through use of the video conferencing technology. Three other rooms

have video conferencing capabilities and are each specifically designed for different uses. One is a biology lab with access to a sink, another is an active learning classroom with movable desks two seat tables, and the third is a computer lab with 20 seats for both computer access and video conferencing. These spaces are a critical first step toward connecting the location to Pueblo and will require maintenance and oversight. Additional spaces needed include a dedicated testing center.

While the IT Technologist/Technician can maintain the various spaces throughout the building, there needs to be a position to oversee and take ownership of the coworking, flex, and external partners' space. Furthermore, building a testing center at CSUP@COS will serve in recruitment efforts because test takers are captive audiences and space can be leveraged to display our brand and interact with the new services the space can offer. Other spaces for consideration that would require oversight of both the IT position and the coworking coordinator are an IT Sandbox lab for cyber security, makers space with 3D printing capabilities, virtual/augmented reality, and an innovations common for various disciplines to experiment with new ideas and concepts.

Processes, Shared Governance, and University Systems

At present there are university core processes and procedures that need to be readjusted to support growth and access in Colorado Springs. Pueblo leadership must set a new expectation for faculty and the role they shall play in the success of CSUP@COS. Faculty will need to strategically build semester schedules in advance with COS to maximum enrollment numbers per sections which can be accomplished through synchronous video conferencing. This will also need to include a formalized training process for faculty teaching in virtual spaces. A shared governance structure will be needed for the development and assessment of micro-degree/credential programs.

We are underserving our veteran market, which has tremendous potential both in Colorado Springs and Pueblo. First, is the need for rolling admission and enrollments. Military benefits have strict schedules and timelines for education benefits and our current system for admission and enrollment do not align well with their schedules. Additionally, in Pueblo the current processing time beginning with applications through billing are problematic due to staffing levels and load. However, when processing is delayed, heavily regulated deadlines are missed and students are unable to enroll and complete course work.

Collaboration Opportunities

A necessary and critical step for CSUP@COS to succeed is in the development of innovative partnerships between education and industry to build an integrated educational and experiential pathway to "new-collar" careers. Many of these careers demand high levels of technical training, along with an efficient transfer to a bachelor's program for the development of generalized soft organizational skills while building experience through partnering with industry. To make this a priority, there will need to be a dedicated Industry Research Analyst/Outreach Specialist to consistently work with industry partners to identify emerging needs as well as a dedicated Curriculum Developer to craft new programs. This will also open pathways to develop and deliver on-site programs with growing corporations in the El Paso County and south Denver markets.

CSU-Pueblo should explore bridge structures from High School to Technical Degree programs allowing high school students to begin their technical training in high school through concurrent enrollment at community colleges, and then additional bridge structures between Associate of Applied Science degree programs to Bachelor of Science degree programs through creative articulation agreements. Similarly needed will be formalized partnerships with military branches in Colorado Springs to build strategic transition pathways to post-service careers. Program curriculum must first evaluate a MOS and award students a "floor" or minimum credit for that MOS. This will ensure military will get the most from their MOS and more effectively and efficiently move through programs (Guide to Establishing Military Pathways, 2015).

Conclusion

With CSU System’s investment into CSU-Pueblo at Colorado Springs, it expands the institutions reach within the region to meet the needs of our people and our communities within Southern Colorado and the Southwest United States. It will provide an access point, or pipeline, for students in an otherwise declining market. CSUP@COS demonstrates our commitment to interdisciplinary learning, access, and affordability and keeps our students poised to navigate work in a rapidly changing world. “While we don’t know what skills will be required for the human-centric jobs of the future [such as health care, management consultants, and financial planners],” said Alssid, who has spent more than two decades in the workforce-development field, “we do know that these jobs will require a highly adaptable workforce that can think critically, creatively, and work collaboratively to find solutions to rapidly developing, complex problems.” - Julian Alssid | Community College of Rhode Island, New England (Selingo, 2018). As we work to build knowledge, and develop the people in Colorado Springs, we aspire to cultivate the entrepreneurship and innovators within the region to keep pace with the evolution of education needs.

PROPOSED BUDGET

Personnel

Positions			Year 1	Year 2	Year 3	Year 4	Year 5
			2020	2021	2022	2023	2024
Enrollment Manager			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
Admissions Recruiter/ Counselor			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
PLA Manager/ Customized Edu Specialist			\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
	<i>Fringe</i>	<i>0.332</i>	<i>\$14,940</i>	<i>\$15,388</i>	<i>\$15,850</i>	<i>\$16,325</i>	<i>\$16,815</i>
Case Manager/Advisor/ Student Services Specialist			\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	<i>Fringe</i>	<i>0.332</i>	<i>\$11,620</i>	<i>\$11,969</i>	<i>\$12,328</i>	<i>\$12,697</i>	<i>\$13,078</i>
IT Support/Designer			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
Co-Working/ Testing Site Manager			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
Industry Research Analyst/ Outreach Specialist			\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
	<i>Fringe</i>	<i>0.332</i>	<i>\$16,600</i>	<i>\$17,098</i>	<i>\$17,611</i>	<i>\$18,139</i>	<i>\$18,683</i>

Curriculum Developer			\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
	<i>Fringe</i>	<i>0.332</i>	<i>\$16,600</i>	<i>\$17,098</i>	<i>\$17,611</i>	<i>\$18,139</i>	<i>\$18,683</i>
Financial Aid/ Student Billing			\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	<i>Fringe</i>	<i>0.332</i>	<i>\$13,280</i>	<i>\$13,678</i>	<i>\$14,089</i>	<i>\$14,511</i>	<i>\$14,947</i>
Subtotals			\$586,080	\$603,662	\$621,772	\$640,425	\$659,638
Total	\$3,111,578	* Note the above salaries include fringe and calculate COLA increases					

Other Budget Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024
Branding & Signage	\$30,000	no additional investment required			
Additional Leased Space	\$144,000	\$148,320	\$152,770	\$157,353	\$162,073
*approximate estimate based on current expense of existing space					
Recreation Space	\$150,000	no additional investment required			
*space and equipment to be maintained through Student Fees					
Childcare Space	\$40,000	no additional investment required			
*space, equipment and staff to be sustained through fee for service					
Subtotals	\$364,000	\$148,320	\$152,770	\$157,353	\$162,073
Total	\$984,516				

GRAND TOTAL \$4,096,094

NOTE:
Potential Relocation Option - Alternative Consideration

2860 S Circle Dr - Cheyenne Mountain West 82,590 SF
Office Building Offered at \$3,775,000 at a 5.73% Cap Rate in
Colorado Springs, CO

<https://www.loopnet.com/Listing/2860-S-Circle-Dr-Colorado-Springs-CO/13805816/>

The rationale for considering owned space comes from the limitations of lease agreements. Although leasing additional space is viable in the current location, there are some restrictions to what we can be done within the space.



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Vision2028 I Initiative 6: Adult Learning Program

Introduction

Colorado State University – Pueblo is facing the reality of a decreasing enrollment of the traditional college student, while acknowledging that according to the Colorado Department of Higher Education that by 2020, over 74% of the jobs in the state of Colorado will require a post-secondary credential (https://highered.colorado.gov/Publications/Reports/Legislative/PostSecondary/2018_Postsecondary_Progress_rel20180302.pdf). The evidence is clear – CSU-Pueblo must develop academic programming with the adult learner at the forefront of their model. It is our responsibility as a regional comprehensive that we provide an avenue for economic prosperity and it is the adult students we are needing to reach, and while it is important and necessary to develop our current degree programs at alternative times and through different modalities to reach the adult market. It is also important that we adapt the academic offerings into smaller, more quickly attainable pieces so that the adult learner has a return on their investment, specifically related to employment and economic stability.

We are defining adult learners as individuals over 25 with either work or college experience, particularly focusing our efforts on the military population (active duty, spouses, and dependents), women and underrepresented populations, with some college or work experience. By 2025 the number of adult learners enrolled in institutes of higher learning is expected to approach 10 million, or 42 percent of the entire student body at our nation's institutes of higher learning (National Center for Educational Statistics, 2017 cited in Maryville). What primarily motivates these learners' enrollment is to obtain employment or enhance existing careers, a trend born out at CSU-Pueblo (Dr. Amy Smith in CSU-Pueblo Works).

Adult Learner Market is Growing

CSU-Pueblo needs to grow the adult learning academic opportunities to attract adult learners. The Education Commission of the States' (2017) recommendations for accommodating this growing, career-motivated demographic in higher education includes providing options to award credit toward certification for prior learning assessment and to enhance the credentialing of competency-based education. Students do not automatically have to take what they see as “unnecessary courses” or wait several years to complete a degree before obtaining the enhancement to their employment potential they seek. Likewise, badges accommodate potential employers' needs as well. By forgoing the opaque transcript, with information that does not readily translate to professional contexts, badges offer employers the possibility of recognizing a potential employee's skills clearly and granularly. This, in turn, makes it easier for them to match the badge holder's skills to their needs (Carey, 2013; de Botton, 2015). Other research substantiates this recommendation. Working on behalf of Pearson, higher education expert Jeff Selingo (2018) found that alternative credentials and certificates are just as popular as legacy degrees among both college graduates and non-graduates who plan to continue their education. Around a quarter of college graduates, high-school graduates, and those who started college but didn't finish want opportunities for alternative certificates (para. 11).

“Alternative certificates” are otherwise known as “micro-credentials,” and include such options as certificates, certifications, *nanodegrees*, and micro-master's programs. They also include what appears to be the most viable and attractive option for an alternative certificate currently being discussed: badges (Selingo, 2011, 2018; Biemiller, 2018).

Digital Badging Customizing Adult Learner Profiles

A badge, sometimes referred to as a digital badge, is an “electronic representation and recognition of skills and credentials earned by a learner” (Colorado Community College System, 2015, Overview). Badges represent a shift away from attendance-based certificates [and traditional degrees] to criteria-based accomplishments and provide a portable, verifiable mechanism to display competency in new

subject areas, course work, certificates, and degree programs (Colorado Community College System, 2015, Overview).

Students can earn badges numerous ways. Completion of a course, either online or co-present, is one way, but so is successfully passing a test or confirming experiential learning. In short, badges allow for the validation of a mastery of skills rather than how or where the student obtained those skills. As such, they have a particular and immediate value for adult learners seeking employment-enhancing credentials.

This is also known in academia as “Prior Learning Assessment.” CSU-Pueblo needs to develop a method for validating an adult learner’s prior experience, in cases of work or education to expedite time to degree or micro-credential.

The development and implementation of micro-credentials like badges at institutes of higher education is very new; however, their capacity for addressing the needs of adult learners is proving more and more effective. Education innovation labs at the Georgia Institute of Technology and Ohio University work to identify solutions to the challenges institutes of higher education are likely to face in the next few decades, and both have conducted research suggesting badges are the best tool for meeting those challenges (Selingo, 2011; Biemiller, 2018). Indeed, the Colorado Community College System has recently established their own structure and goals for implementing a statewide badge platform. This makes Colorado the first and only state to do so, a circumstance that adds further credibility to the worth of badges and their potential for adult learners at CSU-Pueblo. More importantly, due to what we know is happening through CSU-Extension, and the Community College System, we will be able to hopefully capitalize on their prior experience knowledge and partner effectively to build micro-credentials across the CSU System and with our community college partners.

Certificates on Transcript

Micro credentialing, as a concept and a reality, is in process at CSU-Pueblo, because we introduced a new policy effective in fall 2019 that required the Registrar to transcribe certificates on the transcript. These exist at the undergraduate and graduate level. The development of this process is underway, and will provide the already approved 10 academic certificates to be formally transcribed. Since the process for was already in place, departments were able to create new certificates that will be available beginning in fall 2019. These already approved certificates, illustrate that faculty recognize the need for micro-credentialing and building curriculum in smaller digestible amounts that can be quickly completed. Current curricula are already available in a certificate are: Homeland Security, Cyber Defense, and Graduate English for Educators. The graduate certificate in English is just one example of the ways we are creating opportunities for local teachers to move up the pay scale; we are simultaneously creating new opportunities for high school teachers to become instructors of record for college courses. This also increases concurrent enrollment opportunities for the “traditional” students planning to attend college.

The first and most important step to this process is in its infancy: Colorado State University-Pueblo’s Financial Aid is in the process of working to becoming a “Gainful Employment” university, which will allow students access to federal aid for micro-credentials, which could lead to more gainful employment.

Community and Regional Industry Partnerships

CSU-Pueblo Extended Studies has begun to work on creating new “learning spaces” in order to fill a knowledge gap. The adult learning initiative in Extended Studies found much of its grounding from meetings with the *CSUP Advisory Board* that Extended Studies (ES) has created. This board contains individuals from throughout CSUP, the Pueblo Police Department, Sheriff’s Office, multiple subsets of the Department of Corrections, Parkview Hospital, Pueblo Fire Department, CoreCivic, Pueblo

Department of Public Health and the Environment, and Health Solutions. ES has offered three Spanish classes for campus and the community. The first was a Spanish for Food Safety course for “Continuing Education Unit” credit (or, CEUs) for the Public Health Department. The second was a Spanish for First Responders course that served multiple first responder departments throughout Pueblo for 1 credit hour. The third is a Conversational Spanish course for CSUP faculty and staff for CEUs. The Public Health Department has a second class scheduled this fall, and there are plans for offering continual First Responder classes as well as a class focusing on healthcare for nurses. To diversify the types of offerings we have for adult learners, this fall we are offering Psychology 591, a course in trauma that can be taken for 3 graduate credits if students attend all 3 weekends and complete all course work or students can attend one, two, or three weekends to earn CEUs and certificates for completion of weekend workshops. Each weekend can stand-alone or be combined with coursework to earn college credits instead of CEUs. We are including these descriptions above to illustrate that offering academic programming can be adjusted to fit a consumer / industry need, and more importantly provide needed knowledge components.

ES has also partnered with the Department of Corrections (DOC) to offer a variety of classes. Most recently, students completed an Exercise Health Promotions (EXHP) Certificate for personal trainers. Academic Year 2019-2020 programming includes the personal training certificate and courses in hospitality management, retail management, teamwork, and intro to business. New programming and partnership with the Division of Youth Services (DYS) will begin by Fall 2019 to teach a computer science series for juveniles in the system. An important role of regional comprehensives is serving the community, and this includes the incarcerated community. Many incarcerated persons are members of an underrepresented student population that upon release from facilities in great need to avoid recidivism, but one main requirement of returning criminal activities, is the opportunity to find “felon friendly” employers who are looking for individuals with skills / certificates illustrating knowledge / expertise in a field that has flexibility in hiring.

Prior Learning Assessment (PLA) and Credential Design

Earlier in the document, the concept of Prior Learning Assessment (PLA) was described. One key aspect of PLA is validating a student’s knowledge, or work experience through a variety of options that lead to documented evidence towards an academic goal. Currently, CSU-Pueblo has a robust and validated transfer policy through our statewide articulation agreements, and defined testing out procedures in the catalog, which includes CLEP, International Baccalaureate, and Accelerated Placement tests. The scores of these tests directly correlate to transcribed credits that allow for swifter degree completion. Another avenue to explore further is to validate community trainings and have departments validate that curriculum. For example, ES has partnered with Pueblo Police Department to offer credits for cadets who graduate from the Police Academy. Students can earn up to 9 credits for their participation. Those courses that are being put to Curriculum and Academic Programming Governance Board in the fall are listed below:

SW 275: Diversity, Policy, and Special Populations for Peace Officers

POLSC 275: Law and Policy for Peace Officers

SOC 275: Title TBA

Expanding Adult Learning at CSU-Pueblo will take additional resources to embed sustainable academic growth that will have a positive an economic impact on our region. First and foremost, we need to dedicate an office on our campus to directing efforts to adult learning, specifically by hiring individuals with a vested interest in the success of the adult learner.

Specifically, we need someone working with departments to build a robust PLA platform that clearly articulates the importance of validating work experience and translate that to academic credit. This may

include a fully operational Testing Center where students can also “test out” of courses by proving they know the needed content and do not need to take the course.

After we have formalized the certificate transcription process over the 19-20 academic year, we need to grow the micro-credentialing market by developing a Digital Badging Platform. We will need several individuals to assist in the development of this project. The person hired to work on the PLA platform will work with academic units to design industry needed badges, and we will need to purchase/build a Digital Badging Platform that is web-based. This will include the need for an Education Technologist and a Web Designer / Graphic Designer position. All of these efforts will fall flat without a dedicated marketing and promotional plan. This may require an additional marketing person, but the very least will require money dedicated to actual marketing and design of the micro-credentials.

Coworking Spaces for Adult Learners

Developing spaces on campus for adult learners will be crucial. Coworking spaces aim to combine areas for work, collaboration, communication, access to technology, entrepreneurship, and connections to external organizations (Bouncken, 2018). Developing these spaces for students to learn, experiment, and socialize meet the specific needs researched in adult learning theories and reflect the growing trend of coworking in higher education. Simulations, alignment to workplace realities, and hands on activities contribute to deep and meaningful learning outcomes. The spaces alone will not be enough to attract and retain students; therefore, CSU-Pueblo must develop courses, services, and ties to other organizations while acknowledging the synergy and interdisciplinary potential through the mix of offerings. Coworking space for adult learners would require a Coworking Site Manager to oversee the space events, activities, and layouts. Additionally, spaces can be leased and/or utilized by external organizations for finite amounts of time which not only brings returns on the space, but creates unique learning potential for students who have the opportunity to interact with those partners. More specifically organizational partnerships can be fostered to use the space for training and certification of current employees in the spaces.

Badging Platform and Coworking Space Justification

Human resources are critical to enhancing the adult learning initiative at CSU-Pueblo and must be complimented by investments into a digital badging platform and physical spaces on the CSU-Pueblo campus. The current Learning Management System (LMS) on campus is Blackboard and the annual licensing, infrastructure, and human resources equate to about \$65k annually. While this expense is relatively low we anticipate scaling to a SaaS option and eventually investigating how to align with a system wide LMS choice. We anticipate future investments of over \$100k/annually in LMS in the coming years. Scaling the capabilities of the LMS must be addressed alongside contracting with a credible badging provider. Badges would need deep integration into the LMS, learning objectives and integrated into the pedagogy strategy at CSU-Pueblo. Companies such as Credly can help manage extensive badging platforms that would meet the needs of CSU-Pueblo. Their service is a place “Earners can then share their credentials across various social media platforms, with their contacts, and the greater community enhancing their profile, as well as that of the issuing organization.” (Credly, 2019). This a vital service so learners can take their badges and have perpetual access to the system and the ability to interact with future technologies. Furthermore, metrics and analytical data from the platform could help inform future investments in program offering, enrollment opportunities, and retention. Investing in digital badging is vital to differentiation of CSU-Pueblo programs from other universities. Additionally, we must have a system that contains support and maintenance for best practices, rigor, and security that badging requires to hold weight. Badges are becoming the digital currency in which job seekers can provide tangible and relevant data about their current skills and specialization. It is a customization of the modern learner. We aim to best align skills by building direct paths that correlate to work.

Badging is a core component to help transform the digital landscape of adult learning; how learners can build relevant portfolios crafted toward their soft and hard skills. Physical spaces are no different and campus spaces are adapting nationally to align with changing paradigms. Long have past the days where “sage on the stage” is considered an effective method of engaging learners. Blended, hybrid, and online experiences alone have developed new pathways for students to engage and communicate synchronously and asynchronously with instructors, classmates, and beyond. Adult learning pedagogy must embrace environments and curriculum that leads to the experiences learners are hungry to participate. Experiential, active, and transformative learning happens when learners can interactive in simulation, real life scenarios, and immersive experiences. They must be able to work alongside CSU-Pueblo partners that could work in the same spaces. The physical spaces on campus must retire the concept of “classroom” and adapt to building “responsive and flexible” active learning spaces. Investments on interactive rooms should begin within the library and addressed in future capital investments. Coworking spaces must easily allow users to interaction in small groups and then flex into full class involvement using technology platforms and furniture available today from companies such as T1V and Steelcase. Texas A&M has invested millions in developing the nation's largest active learning space for engineering students with their Zachry Engineering Education Complex. This space serves as a model of how learning spaces are changing, succeeding, and are highly experiential. This can be applied in the Adult Learning initiative at CSU-Pueblo. Adult learning theories have emphasized experience and relevance as key factors for adult learners and lead to completion and correlation to real work. Adult learners in the workplace need access to professional spaces to continue working and learning. When merging these needs, learners have spaces where they can work, network, collaborate, learn, and grow their skills. A large flexible space should be developed in the library to accommodate flexible coworking and active learning studios.

Extended Hours for Student Services

And lastly, one of the key pieces of growing the adult learning market is providing services and space that is available to them on their unique schedules. This will require flex / alternate scheduling of offices and services, including Financial Aid, Admissions, and Academics itself. They will need access to the Counseling Center, tutoring services and child care services after 5 pm. This may require a few more staff members, or maybe it requires CSU-Pueblo to adjust existing staff to meet students after hours. For example, in order to serve the adult learning market we must have an 24/7 operator that connects inquiries and questions to the correct inbox or voicemail. We cannot operate only from 8-5, because the adult learner needs evenings, weekends, hybrid and online offerings in micro credentialing or degrees.

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PROPOSED BUDGET

Personnel

Positions			Year 1	Year 2	Year 3	Year 4	Year 5
			2020	2021	2022	2023	2024
Adult Learning / Community Engagement Director (65-75k)			\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
	<i>Fringe</i>	0.33 2	\$24,900	\$25,647	\$26,416	\$27,209	\$28,025
PLA Evaluator / Advisor (50-60k)			\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	<i>Fringe</i>	0.33 2	\$19,920	\$20,518	\$21,133	\$21,767	\$22,420
Instructional Designer (65-75k)			\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
	<i>Fringe</i>	0.33 2	\$24,900	\$25,647	\$26,416	\$27,209	\$28,025
Campus Operator (30-35k)			\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	<i>Fringe</i>	0.33 2	\$11,620	\$11,969	\$12,328	\$12,697	\$13,078
Educational Technologist (50-60k)			\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	<i>Fringe</i>	0.33 2	\$19,920	\$20,518	\$21,133	\$21,767	\$22,420
Coworking site Manager (50-60k)			\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	<i>Fringe</i>	0.33 2	\$19,920	\$20,518	\$21,133	\$21,767	\$22,420
Subtotals			\$486,180	\$500,765	\$515,788	\$531,262	\$547,200
Total: \$2,581,196							

Other Budget Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024
Coworking spaces	\$500,000	\$100,000	\$100,000	\$50,000	\$50,000
Badging Platform	\$400,000	\$100,000	\$100,000	\$100,000	\$100,000
After Hours Support Staff (Financial Aid / Day Care/ Cashier/ Registrar / Admissions / Counseling)	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Subtotals	\$1,000,000	\$300,000	\$300,000	\$250,000	\$250,000
Total: \$2,100,000					

GRAND TOTAL \$4,681,196

Vision2028 I Initiative 7: General Education & Capstone Curricular Redesign

An Engaged General Education

Undergraduate students at Colorado State University - Pueblo deserve an engaged general education program that prepares our students to understand and manage complexity, diversity, and change¹². Students who experience an engaged general education program gain broad knowledge (e.g., of science, culture, and society) and in-depth knowledge in a specific area of interest. They develop high-level transferable skills, including communication, evidence-based reasoning, and problem solving, as well as proficiencies particular to their fields.¹³ An engaged general education touches on nearly every component of the Vision statements, beginning with **Our Value** of dedication to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations¹⁴ and **Our Mission** that 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.

This recommendation describes a pathway to arrive at a model including core and integrative learning outcomes to meet the learning needs of all students while also satisfying requirements for university accreditation. The plan involves the development of a coherent program comprised of courses reflecting best practices in pedagogy and demonstrating evidence of efficacy. Our recommendations include the following:

- the development of new curriculum based on our belief in **Transforming Learning**, where CSU-Pueblo creates new opportunities by reimagining academic experiences.
- a new governance structure that involves coordinated programs aligned to **Our Vision**, a dedicated staff, and clear processes, assessments, and expectations to create consistency, visibility, transparency, and equity.
- create a capstone experience and integrate undergraduate research into our curriculum for all students to **develop** and **empower** our students, **engage place**, **cultivate entrepreneurship**, **build knowledge**, and **impact society**.
- provide Open Educational Resources (OER) for our students in GenEd to improve student outcomes and reduce costs

Impetus for Change

Nationally, a conversation regarding reform of general education has been ongoing for over a decade. The Association of American Colleges and Universities (AAC&U) is at the forefront of this dialog with recommendations that include outcomes-based curriculum, access to high-impact practices for all students, development of civic and intellectual capacities, the connection of general education and the major, and integrative learning. AAC&U publications have greatly influenced the decision to revise our general education, along with employer surveys, CSU-Pueblo faculty participation, and our new Vision, Mission, and Values.

¹² LEAP challenge AAC&U www.aacu.org/leap <https://www.aacu.org/sites/default/files/files/LEAP/LEAPChallengeBrochure.pdf>

¹³ LEAP challenge AAC&U www.aacu.org/leap <https://www.aacu.org/sites/default/files/files/LEAP/LEAPChallengeBrochure.pdf>

¹⁴ VISION 2028 <http://www.csupueblo.edu/vision2028>

Key findings from 2018 survey of employers¹⁵ shows that employers' top five priorities for student learning outcomes in the area of intellectual and practical skills include 1) oral communication, 2) written communication, 3) critical thinking and analytic reasoning, 4) teamwork skills with diverse groups, and 5) information literacy. In the area of personal and social responsibility, employers prioritize ethical judgment and decision making, ability to work independently, and self-motivation. Finally, employers also seek students with applied knowledge in real-world settings. Our current students do not find our current general education program engaging and it does little to address the learning outcomes that employers value¹⁶. CSU-Pueblo must use General Education to ensure that ***all graduates*** of CSU-Pueblo receive training and skills in these areas.

Colorado State University – Pueblo has not done a comprehensive redesign of the general education requirement since 2002-2003, when the campus was still referred to as University of Southern Colorado. Our current General Education curriculum is a smorgasbord of courses and does not present a unified curriculum. Its connection to overall university student learning outcomes as well as learning outcomes in the majors is not well articulated.

To move forward, Colorado State University - Pueblo should borrow from AAC&U's **LEAP Challenge**; a framework for general education for the 21st century that focuses on preparing students for complexity and change. Through the LEAP framework, AAC&U provides a wealth of professional development opportunities for faculty and staff including relevant conferences, online publications, and its Campus Action Network which provides opportunity to collaborate with other institutions. LEAP is built on a commitment to Essential Learning Outcomes, High-Impact Practices, VALUE assessments (already in use by GT Pathways), and Inclusive Excellence.

Considerations and Guiding Principles for a New Engaged General Education

A vision for a more robust and meaningful general must meet the following criteria:

- Be true to our new Vision, Mission, and Values.
- Meet accreditation requirements for general education with specified areas of study and evidence of student learning.
- Build a curriculum focused on measurable learning outcomes with attention to employer priorities.
- Create a structure to promote both foundational and integrated learning.
- Infuse learning-centered pedagogies across the curriculum.
- Retain and expand opportunities for exploration by students.
- Maintain access for transfer students, non-traditional students, and students with Advanced Placement, International Baccalaureate, or dual enrollment credit.
- Respect time to degree.
- Ensure flexibility, scalability, and continuous improvement.
- Align with best practices identified by the AAC&U.

¹⁵ Hart Research Associates. Fulfilling the American Dream: Liberal Education and the Future of Work (Washington, DC: AAC&U, 2018) www.aacu.org/leap/public-opinion-research.

¹⁶ White Paper – General Education White Paper 2018

The Engaged General Education Vision builds off the AAC&U LEAP framework and includes a commitment to:

- Essential Learning Outcomes. These are the learning outcomes essential for success in life and work in the twenty-first century.
- High-Impact Educational Practices (HIPs). These are evidence-based practices that engage and challenge students. They include such things as first-year seminars, intensive writing, collaborative projects, internships, learning communities, undergraduate research, capstone courses, and diversity/global learning courses and programs.
- VALUE Assessments. Using students' own work and faculty-validated VALUE rubrics, colleges should probe whether each student has developed Essential Learning Outcomes, and can apply his or her learning to complex problems and real-world challenges.
- Inclusive Excellence. All students at every kind of institution should benefit from a deep, hands-on, and practical liberal education that prepares them for success in work, life, and citizenship.

We propose to explore the creation of an interdisciplinary curriculum that is unlike most typically offered at universities

- At CSU Pueblo, we will explore teaching general education courses that integrate dissimilar disciplines.
- Our first pilot will be an integration of English composition and college algebra. Our goal is to level the self-limiting idea that some students are good at math and others are good at writing and that this distinction is "natural." We will teach both subjects as a study in relationships (words in one, numbers in the other) and as a skill of "composing" for an audience in both. We will not be teaching algebra and composition side-by-side, we will teach them both together. Future interdisciplinary courses could integrate seemingly dissimilar subjects, such as geology integrated with philosophy or anthropology with microbiology.
- The benefits of such interdisciplinary teaching are three-fold; including 1) CSU Pueblo will market interdisciplinary GenEd offerings as ones that not only teach skills that students might think are beyond their abilities, but approach those skills in a new way. Students will discover that they aren't "bad" at math or writing, but have the ability to succeed in these skills because of the new approach to pedagogy. CSU Pueblo has the potential to be known for its exceptional and intellectually exciting GenEd program, 2) A large number of CSU Pueblo students come to CSU-Pueblo underprepared. Our interdisciplinary courses will provide a world-class education to otherwise underserved students. Intellectual and pedagogical mediocrity at CSU Pueblo inflicts harm on our historically underserved student body, and 3) In order to provide an exciting and forward-thinking intellectual and pedagogical environment, CSU Pueblo must have faculty who are capable of thinking and acting beyond stale ideological limitations. Faculty who participate in professional development will be recruited into our GenEd program.

A General Education curriculum the intentionally utilizes Experiential Learning theory and practice in an interdisciplinary manner while thematically focused on the CSU-Pueblo Guiding Principles is robust and charted for student success.

- Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience.
- Kolb's Experiential Learning Cycle describes the learning process as including four adaptive learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation.
- Experiential Learning occurs in intentionally designed classroom environments, undergraduate research, externships, field based experiences, service learning, co-curricular, and internships.
- The Association of Experiential Education (AEE) definition of experiential education informs the practice at CSU-Pueblo. Experiential education is a philosophy that informs many methodologies in which educators purposefully engage learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop students' capacity to contribute to their communities.

Process for Redesign

General Education is core to the academic mission of any university, and as such a major redesign needs careful consideration and input from many stakeholders around campus. Other institutions have typically taken at least 18 months for such a project – and some have, nevertheless, ultimately been

unsuccessful¹⁷. Therefore, we recommend that our approach to this redesign include a one-year, carefully scaffolded process for collecting input from around campus (and even the community, region, business interests, *etc.*) so that there is full buy-in by the community of the details on which we ultimately settle.

Some ideas are already clear and should be piloted immediately, including

- team teaching of certain GenEd courses in the fall of 2019, where schedule permit this and the relevant faculty have an interests
- teams working on community-driven and interdisciplinary capstone experiences in the spring of 2020

A new governance structure for General Education is necessary both to supervise the above pilot experiences and to guide data collection and solicitation of design input from stakeholder groups.

The data on the benefits of Open Educational Resources (OER) from around the country is quite clear. Additionally, OER are more of a pedagogical tool than a structural change to interlocking curricula, so stakeholder input is less necessary. We therefore recommend decisively moving forward for OER immediately.

The importance of assessment, both for accreditation and for continuous improvement of the instruction we provide, is clear. We therefore also recommend certain staffing and support be implemented immediately for assessment.

A timeline for the first year data collection and stakeholder input is attached as **Appendix 1**.

In summary, we **propose the follow immediate actions be taken:**

1. Institute new general education governance, including hiring all new roles.
2. Start OER project.
3. Start new assessment/ePortfolio project.
4. Pilot new instruction of GenEd where possible in fall 2019.
5. Pilot new capstone/interdisciplinary/undergraduate research no later than spring 2020.
6. Begin seeking stakeholder input (*e.g.*, on general education SLOs and curricula) in summer 2019.

Full redesign, based on stakeholder input, of courses and curricula can only completely take place starting in fall 2020 and later.

Open Educational Resources (OER)

In the widely copied definition from the William and Flora Hewlett Foundation¹⁸ “Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

We believe OER can play a major role in working towards the values, mission, and guiding principles

¹⁷ <https://www.chronicle.com/interactives/Project2021>

¹⁸ See <https://hewlett.org/strategy/open-educational-resources/>.

articulated in Vision2028. OER bear on nearly every component of the Vision statements, beginning with **Our Value** of supporting access and affordability: no-cost OER amount to a reduction of the cost of attendance by approximately 5.6%, based on the numbers on our own Student Financial Services web pages¹⁹.

A large body of research²⁰ has shown in recent years that wide-scale use of OER improves student performance and retention for all students but particularly for members of traditionally underrepresented groups, who see a 1/3 reduction in DFW rate for gateway courses which switch to OER from commercial resources. At CSU-Pueblo, where many of our students are financially challenged, first-gen, and from minority groups, this could have a significant impact on our retention and persistence. Clearly, it also furthers **Our Mission** of serving our diverse student population and our particular community.

The CSU-Pueblo OER Committee has already articulated the goal of our campus becoming a Default OER [DOER] campus by 2028 – meaning that, except where good reasons prevent it, and in full respect for academic freedom, students should be able to expect that their course materials will be, as much as possible, exclusively OER. The current GenEd/Capstone Initiative is a perfect way to give this DOER goal a solid start:

We propose that over the course of the next five years, excellent OER for at least 90% of our GenEd courses be adopted, adapted, or created. In addition, we propose that research, technical, and professional development services be provided to faculty who teach GenEd.

The purpose of the support and PD is to enable GenEd faculty to make the best use of OER in their classes, and to take advantage of the affordances with regards to pedagogical innovation, such as the exciting new movement called *open pedagogy*²¹, and thereby to **Transform Learning** on our campus. Open pedagogy often involves **Empowering Students** by engaging them in constructing the educational resources used in class, such as by **Engaging Place** with a customized local version of an OER²².

Working on such OER also **Develops People**, as it enables our faculty to **Build Knowledge** and **Impact Society** by creating and adapting new OER which are shared back to the global community of educators. Our current GenEd curriculum has 91 courses. While this may change due to other parts of the current proposal, it is a good starting benchmark for the size of the task we have set: 90% DOER GenEd. There is a good literature²³ which analyzes successful approaches to such a large OER implementation project, although our plan is fairly innovative in that it is the only one which proposes to great a wide set of OER-enabled classes. Our proposal (essentially) incorporates all of GenEd, rather

¹⁹ See <https://www.csupueblo.edu/student-financial-services/cost-of-attendance.html>, whose estimates largely agree with those of national entities such as the College Board, <https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2018-19>

²⁰ See Fischer, L., Hilton, J., Robinson, T. J., & Wiley, D. A. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, 27(3), 159-172, [Maintaining Momentum Toward Graduation: OER and the Course Throughput Rate \(International Review of Research in Open and Distributed Learning\)](#), and [The Impact of Open Educational Resources on Various Student Success Metrics, Colvard, Watson, and Park, Int. J. of Teaching and Learning in Higher Ed. \(2018\)](#).

²¹ See, e.g., the [Open Pedagogy Notebook](#) by Robin De Rosa and Rajiv Jhangiani, [An Urgency of Teachers: the Work of Critical Digital Pedagogy](#) by Sean Michael Morris and Jesse Stommel, and [What is Open Pedagogy?](#) by David Wiley.

²² Such as the numerous "Canadian editions" of OER produced in the BCcampus OER efforts of the university system in British Columbia.

²³ E.g., Griffiths, R., Mislevy, J., Wang, S., Shear, L., Mitchell, N., Bloom, M., Staisloff, R., Desrochers, D. (2017). [Launching OER Degree Pathways: An Early Snapshot of Achieving the Dream's OER Degree Initiative and Emerging Lessons](#). Menlo Park, CA: SRI International.

than centering on making one particular degree program entirely OER-based – a so-called “z-degree”²⁴.

We suggest that ongoing professional development and support be provided by a full-time OER program lead, who should be a faculty member with expertise in this area. In addition, we propose that two instructional designers be dedicated to this project, one with a particular expertise in publishing, accessibility, and other more technical areas, the other whose remit would focus more on curricular development and over-all course structure and design. A general project budget with funds to send interested faculty to OER conferences, to bring in professional development activities, and to give faculty stipends or (fractional) course releases when developing large OER is also required. Finally, we recommend some IT support including (fractional) ITS staffing and software or hosting fees.

Note on budget: experience from around the US has shown a return on investment of OER efforts to be somewhere in the range of 5- to 10-fold, meaning that a dollar spent to support OER saves the student body between \$5 and \$10. What this means is that this part of our proposal is a very efficient way of achieving this high-impact and -value activity.

General Education Governance

If General Education at Colorado State University-Pueblo is to be a well-integrated *program* which serves the entire student and unifies learning experiences across and between disciplines, it must have an independent governance. Many universities around the country give a program like this a name such as “university college” or “new school,” but we are reluctant to use such words, because they imply too much support staff, for which our campus has little support. Instead, we suggest this new effort be entitled the **General Education Program**, be headed by an **Executive Director**, and the whole effort be housed within a new **Office of Undergraduate Studies (OUS)**. Also included is an **Executive Director of Undergraduate Research and Capstones** to also be housed in the OUS. The relationship of these two Executive Directors could be a collaborative peer model, or assume a more direct reporting line as the current administration sees fit. The OUS would subsume many of the duties of the current Center for Teaching and Learning (CTL) and Communities to Build Active STEM Engagement (CBASE), which are both grant-funded and for which there seems to be no clear path to institutionalization²⁵.

As we have described elsewhere, this proposal revolves around interdisciplinary efforts, on building a coherent *program* with its own general education SLOs that are clearly articulated and quite distinct from department or disciplinary SLOs, and on fostering practices (OER, capstones, undergraduate research, team teaching, ePortfolios, *etc.*) which live between and not within academic departments. For these reasons as well, we suggest that control over staffing, scheduling, professional development, curricular alignment, *etc.*, for all general education courses be put under the direction of four GenEd **Program Directors**: these would be faculty with half-time reassignment for their supervisory duties. We recommend that there be one director each for the two *skills components*, which have large numbers of sections and students, and two to four for the *knowledge components*, grouped as Humanities/History and Social Sciences/Natural and Physical Sciences, or broken further (with corresponding sharing of reassigned time), depending upon faculty availability for these roles.

We do not recommend at this time that the FTE for general education courses be credited to the OUS as if it were an academic department: while that makes structural sense, to do so would radically

²⁴ Or “z-cred”, pronounced “zed-cred”, in Commonwealth countries.

²⁵ University Leadership, Note: it seems unpolitic to house the proposed GenEd program in the existing CTL, because of the close association of the CTL with several of the individuals on the visioning team. Therefore, we suggested the new OUS -- the name of which is horrible, but it is modeled after the new “Director of Graduate Studies” we have on campus, so having a “Director of Undergraduate Studies” and associated Office would be palatable to campus. We leave it up to you as whether this is the appropriate tack to take with this issue.

change the FTE of several departments, posing in some cases an almost existential threat to those departments. Instead, the model we are taking for the current proposal is what is currently in place -- and which functions very well for faculty and students -- of the composition program with its director who schedules, staffs, and closely supervises the offerings in the Written Communication skills component of our current general education curriculum, independently of the English Department, which nevertheless is credited with the student FTE for those courses having the ENG prefix. This same structure, with its scheduling, staffing, and oversight responsibilities, is what we propose for the Quantitative Reasoning skills component and MATH courses, as well as for the four knowledge components.

The executive director of the OUS should also oversee the activities of the **Internship Director**, **Assessment Director**, **OER Director**, and the **Instructional Designers** who will support GenEd curricular revision and OER use and creation.

High-Impact Educational Practices: A Brief Overview

Certain teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds, often called High Impact Practices (HIPs). These take many forms, often due the specific contexts and institutional priorities of different universities, but fall into 11 major categories, including 1) First-Year Seminars and Experiences, 2) Common Intellectual Experiences, 3) Learning Communities, 4) Writing Intensive Courses, 5) Collaborative Projects and Assignments, 6) Undergraduate Research, 7) Diversity/Global Learning, 8) ePortfolios, 9) Service and Community-Based Learning, 10) Internships, and 11) Capstone Course or Project.

Supporting Assessment & ePortfolios

Assessment of General Education outcomes will be enhanced and facilitated by the use of software linked to our LMS for collection of course materials or specific assessments related to SLOs. This will also provide the vehicle for efficient faculty review and scoring of student outcomes, and directly facilitate reporting for HLC and program accreditors. Software would also help with campus wide assessment for continual improvement, including assessment of student affairs and co-curricular activities.

ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others. Providing technology for students to create individual ePortfolios of their work will engage them as learners in self-assessing outcomes and showcasing accomplishments for faculty, potential employers, and graduate or professional schools. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices, like undergraduate research, first year programs, capstones, and learning communities provides opportunities for students to make connections between various educational experiences.

To implement this framework, we propose a dedicated staff member to address assessment of the General Education Program and facilitate the implementation of software used in both assessment and ePortfolios across our campus.

Another approach to ePortfolios is based on a strategy used at several universities (including the University of Mary Washington, the University of Oklahoma, Michigan State University, and several others) around the country called a *Domain of One's Own* project. The advantage of such projects is

that they serve several learning goals of communication and digital and information literacy²⁶ as well as producing highly customizable and versatile ePortfolios.

Capstone Course or Project

Also called a *capstone experience*, *culminating project*, or *senior exhibition* [1], among many other terms, a **capstone project** is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year. Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for modern careers. These culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well with significant increases in deep learning and self-reported gains.[2] Based on a 2016 survey of 325 institutions, 60% had capstones in the major, where only 26% had capstones within general education.[3]

Most of the criticism about capstone projects or senior experiences is not focused on the strategy or practice, or if it is a High Impact Practice, but rather on the quality of its execution—i.e., capstone projects tend to be criticized when they are poorly designed or reflect low academic standards. If teachers and students consider capstone projects to be a formality, lower-quality products typically result. And if the projects reflect consistently low standards, quality, and educational value year after year, educators, students, parents, and community members may come to view capstone projects as a waste of time or resources.

Currently, many majors at CSU-Pueblo have some form of Senior Seminar or Internship/Field Experience requirement during the senior year. Although these experiences are extremely valuable, they are also extremely variable and there are concerns about the quality and coherence of the capstone projects. Given the danger of viewing the capstone as a formality, instead of a distinguished academic opportunity, we propose that capstone projects be housed within the new office of undergraduate studies (OUS). Structures that involve coordinated programs with a strong vision, a dedicated staff, and clear processes and expectations create consistency, visibility, transparency, and equity. With a central administration of capstones, CSU-Pueblo can validate the quality of the capstone design, communicate to students the purpose and value of the capstone experience, provide resources, and instill high standards for projects to our faculty and students.

Undergraduate Research

Self-Assessment of our existing General Education uncovered a weakness in our connection between undergraduate research and our curriculum. Although we provide undergraduate research opportunities, these opportunities are not part of the “core” curriculum. Some students enjoy access to excellent research opportunities, but research is not part of our undergraduate culture for all. One aim of this proposal is to increase access to research opportunities for all students.

The benefits of involving undergraduates, specifically underrepresented minorities (URMs), in original research are well established (Gregerman, et al., 1998; Hathaway et al., 2002; Taraban and Blanton, 2008). The benefits include: elevated performance on exams (Schomberg, 1986; Meyers and Jones, 1993; Hakim 1998), enrichment of the undergraduate experiences (Lopatto 2004; E. Seymour et al. 2004; Bauer and Bennett 2003; Chopin 2002; Sabatini 1997), increased retention and persistence to degree (Gregerman et al. 1998), attainment of research skills (Kardash 2000; Lopatto 2004) and

²⁶ See, e.g., Ian O'Byrne, W., and Kristine E. Pytash. "Becoming literate digitally in a digitally literate environment of their own." *Journal of Adolescent & Adult Literacy* 60.5 (2017): 499-504.

increased participation in graduate education (Hathaway et al. 2002). The proposal supports the relevance of getting students involved in research as soon as possible, and proposes robust pipelines from first year students through graduation.

Building off of our existing Title III grant (CBASE), the GenEd undergraduate research program builds upon existing educational research that demonstrates that student-faculty collaborative undergraduate research is transformative for students and faculty. For students, these experiences lead to the formation of student cohorts and learning communities that enhance retention and success of all majors leading to graduation. For faculty, these research experiences build a campus culture that supports and values research, and aligns to our guiding principle of ***Building Knowledge***.

We envision the CSU-Pueblo GenEd Research Community program building a strong, supported inquiry-based learning experience for undergraduates that leads to retention and graduation through the creation of undergraduate research teams and faculty mentors. One benefit of undergraduate research is that it creates natural mentorship groups. Studies have shown that mentoring undergraduates yields higher retention rates, more course credits completed, and students with higher GPAs as compared to their un-mentored peers (Campbell and Campbell, 1997). Beyond the classroom, traditional mentoring introduces students to academic scholarship and the academy in general (Redmond 1990; Jacobi 1991; Freeman 1999; Good et al. 2000; DuBois et al. 2002) and can provide the core support for underrepresented minority students (URMs) (Good et al. 2000; Gurin et al. 2002; Summers and Hrabowski 2006).

Using these past studies as a foundation, we propose an undergraduate research plan with both a “mentorship cascade” (Afghani et al. 2013), and a “mentorship loop” (Good et al. 2000), where a community of CSU-Pueblo faculty, community members, MS students, and undergraduate students work together on research projects, potentially those that are community based. Such structure ensures that each student has mentoring relationships with faculty, staff, undergraduates, and their peers. A mentorship loop focuses on the idea that as mentees (third or fourth year undergraduate students) progress within our program, they must mentor others, particularly their near-peers (first year undergraduate students). In this manner, we close the loop and the academic, research, and social skills imparted to the students are reinforced and transferred.

[1] <https://www.edglossary.org/capstone-project/>

[2] Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

[3] <https://www.insidehighered.com/news/2016/01/19/survey-colleges-finds-distribution-requirements-remain-popular-new-features>

PROPOSED BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		2020	2021	2022	2023	2024
A. Key Personnel						
Title/Description						
Executive Director/Office of Undergraduate Studies	salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
		\$34,000	\$35,020	\$36,071	\$37,153	\$38,267
Exec Director/Undergrad Research and Capstone	salary	\$10,000	\$10,300	\$106,000	\$109,180	\$112,455
		\$3,400	\$3,502	\$36,040	\$37,121	\$38,235
Instructional Design/Curriculum Specialist	salary	\$156,000	\$160,680	\$165,500	\$170,465	\$175,579
3 individuals, 52K		\$53,040	\$54,631	\$56,270	\$57,958	\$59,697
Assessment Specialist - GenEd and ePortfolios	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
Program Directors, 50% reassignments	salary	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061
(60K, 6,666mo, 4.5 mo per person)		\$40,800	\$42,024	\$43,285	\$44,583	\$45,921
Office Manager/Admin Assistant	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
Internship Coordinator	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
OER director	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
	sub-total	\$795,960	\$819,839	\$972,258	\$1,001,426	\$1,031,468
B. Other Personnel						
faculty capstone/UGR reassignment time	salary	\$375,000	\$386,250	\$397,838	\$409,773	\$422,066
(400 seniors, groups of 4, 100 groups)		\$127,500	\$131,325	\$135,265	\$139,323	\$143,502
4 groups per faculty, 25 faculty						
	sub-total	\$502,500	\$386,250	\$397,838	\$409,773	\$422,066
C. Supplies						
\$500 per group, 100 groups		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
UGR supplies, \$250 per student, 600 students goal		\$50,000	\$50,000	\$150,000	\$150,000	\$150,000
CBASE covers some costs year 1 and 2						
	sub-total	\$100,000	\$100,000	\$200,000	\$200,000	\$200,000
D. Travel						
Speakers/Professional Development		50,000	50,000	50,000	50,000	50,000
	sub-total	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
E. Other						
Faculty Development of Courses/materiels		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

Faculty stipends, course redesign (5 a year) @\$3k/class		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Assessment and ePortfolio software		\$100,000				
IT needs for OER		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	<i>sub-total</i>	<i>\$175,000</i>	<i>\$75,000</i>	<i>\$75,000</i>	<i>\$75,000</i>	<i>\$75,000</i>
		<i>\$1,623,460</i>	<i>\$1,431,089</i>	<i>\$1,695,095</i>	<i>\$1,736,198</i>	<i>\$1,778,534</i>

GRAND TOTAL \$ 8,164,377

GENERAL EDUCATION & CAPSTONE TIMELINE

Steps/Milestones	Activity	Activity Date/End Date
<p>1. General Education Guiding Philosophy, Mission, Vision</p> <ul style="list-style-type: none"> Development Institute Vision/SLO's/ Curriculum Model Presentation and workshops during convocation (focus on vision and SLO's) Course development institute for spring pilot (FYE/ Capstone/QR/Writing) Develop job descriptions for new positions 	Significant Activity # 1.1: Build a robust, cross-functional Working-Group to complete research and finalize drafts of different GenEd perspectives;	July 1, 2019 to August 15, 2019*
	Significant Activity # 1.2: Prepare for GE Summit (reserve space, prepare agenda, etc.); identify and schedule speaker	July 1, 2019 to August 15, 2019*
	Significant Activity # 1.3: GE Summit (share draft timeline with faculty at event)	Convocation Fall 2019**
	Significant Activity # 1.4: Draft of CSU-Pueblo GenEd Perspective	September, 2019**
	Significant Activity # 1.5: Feedback on Perspective Open forum (at least 3) during Fall Semester, Survey	September, 2019**
	Significant Activity # 1.6: Draft 2 of CSU-Pueblo GenEd Perspective	October, 2019**
	Senate Vote on General Education Perspective	Second Meeting of Fall, 2019**
<p>General Education Program Outcomes and Assessments</p> <ul style="list-style-type: none"> Development Institute Vision/SLO's/ Curriculum Model Presentation and workshops during convocation (focus on vision and SLO's) Course development institute for spring pilot (FYE/ Capstone/QR/Writing) Develop job descriptions for new positions 	Significant Activity # 2.1: Drafts of SLOs by Working Group	July 1, 2019 to August 15, 2019*
	Significant Activity # 2.2: Feedback at GE summit	Convocation Fall, 2019**
	Significant Activity # 2.3: Draft 2	September, 2019**
	Significant Activity # 2.4: Feedback on SLOs Open Forum (at least 3) during Fall Semester, Survey	September, 2019**
	Significant Activity # 2.5: Draft 3	October, 2019**
	Senate Vote on Program Outcomes and Assessments	Second Meeting of Fall, 2019**
<p>General Education Framework (our model)</p> <ul style="list-style-type: none"> Summer Development Institute Presentation and workshops during convocation (focus on vision and SLO's) Course development institute for spring pilot (FYE/ Capstone/QR/Writing) 	Significant Activity # 3.1: Drafts of different models by Working Group for discussion	July 1, 2019 to August 15, 2019*
	Significant Activity # 3.2: Feedback Open forum	Convocation Fall, 2019**
	Significant Activity # 3.3: Draft 2	September, 2019**
	Significant Activity # 3.4: Feedback on Framework Open Forum (at least 3) during Fall Semester, Survey	September, 2019**

	Significant Activity # 3.5: Draft 3	October, 2019**
	Senate Vote on Framework	Second Meeting**
Learning Outcomes and Assessment Strategies for the Elements of the General Education Framework Working Groups by Category – start work in Fall Present first drafts at Convocation in January	Significant Activity # 4.1: Draft of Assessment plan by Working groups	2020 Spring Convocation*
	Significant Activity # 4.2: Feedback on Assessment plan Open forum	2020 Spring Convocation**
	Significant Activity # 4.3: Draft 2	February, 2020**
	Significant Activity # 4.4: Feedback on Assessment Open Forum (at least 3) during Spring Semester, Survey	February, 2020**
	Significant Activity # 4.5: Draft 3	February 28 th , 2020**
	Senate Vote on Learning Outcomes and Assessment	Second Faculty Senate Meeting of 2020**
General Education Curriculum: Populate the Framework	Significant Activity # 5.1: Summer GE Course Development Workshop/Institute	May 2020, June 2020, July 2020
	Significant Activity # 5.2 Create guidelines and evaluation documentation for course submissions	May 2020
	Significant Activity # 5.3: Feedback about guidelines and evaluation documentation for course submissions	May 2020
	Significant Activity #5.4: Class submissions from Summer GE Course Development Workshop/ Institute evaluated/edited	All summer 2020
	Significant Activity # 5.5: GE Committee review of course submissions	By Fall 2020, for CAP Board approval in September
	Senate Vote on General Education Curriculum	Winter/Spring 2020/2021

*single * is responsibility of GenEd Working Group*

*double ** is an event/request for faculty, staff, and student input*

Timeline Overview, General Education & Capstone Implementation Plan

Summer 2019

- Development Institute Vision/SLO's/Curriculum Model
- Presentation and workshops during convocation (focus on vision and SLO's)
- Course development institute for spring pilot (FYE/ Capstone/QR/Writing)
- Develop job descriptions for new positions

Fall 2019

- Engage CAP board and Senate to approve Vision/SLO's/Curriculum Model
- Engage campus community in the Vision/SLO's/Curriculum Model
- Curriculum working groups on (FYE/Capstone)
- Curriculum working groups on Quantitative Reasoning and Writing
- Curriculum working groups on distribution courses

Spring 2020

- Presentation and workshops during convocation (focus on curriculum)
- Working groups on the curriculum
- Pilot (FYE/Capstone/QR/Writing)

Summer 2020

- Course development institute / Assess pilot courses

Fall 2020

- Publicize successful pilots (movies/ convocation/ PR)
- Engage CAP board and Senate in changes to the curriculum
- Pilot more courses

Spring 2021

- Assess pilots / Pilot more courses

Summer 2021

- Teaching and Learning Institute

Fall 2021

- Pilot
- Assess

Spring 2022

- Pilot
- Assess

Summer 2022

- Teaching and Learning Institute

Fall 2022

- Pilot
- Assess

Spring 2023

- Pilot
- Assess
- Final reports